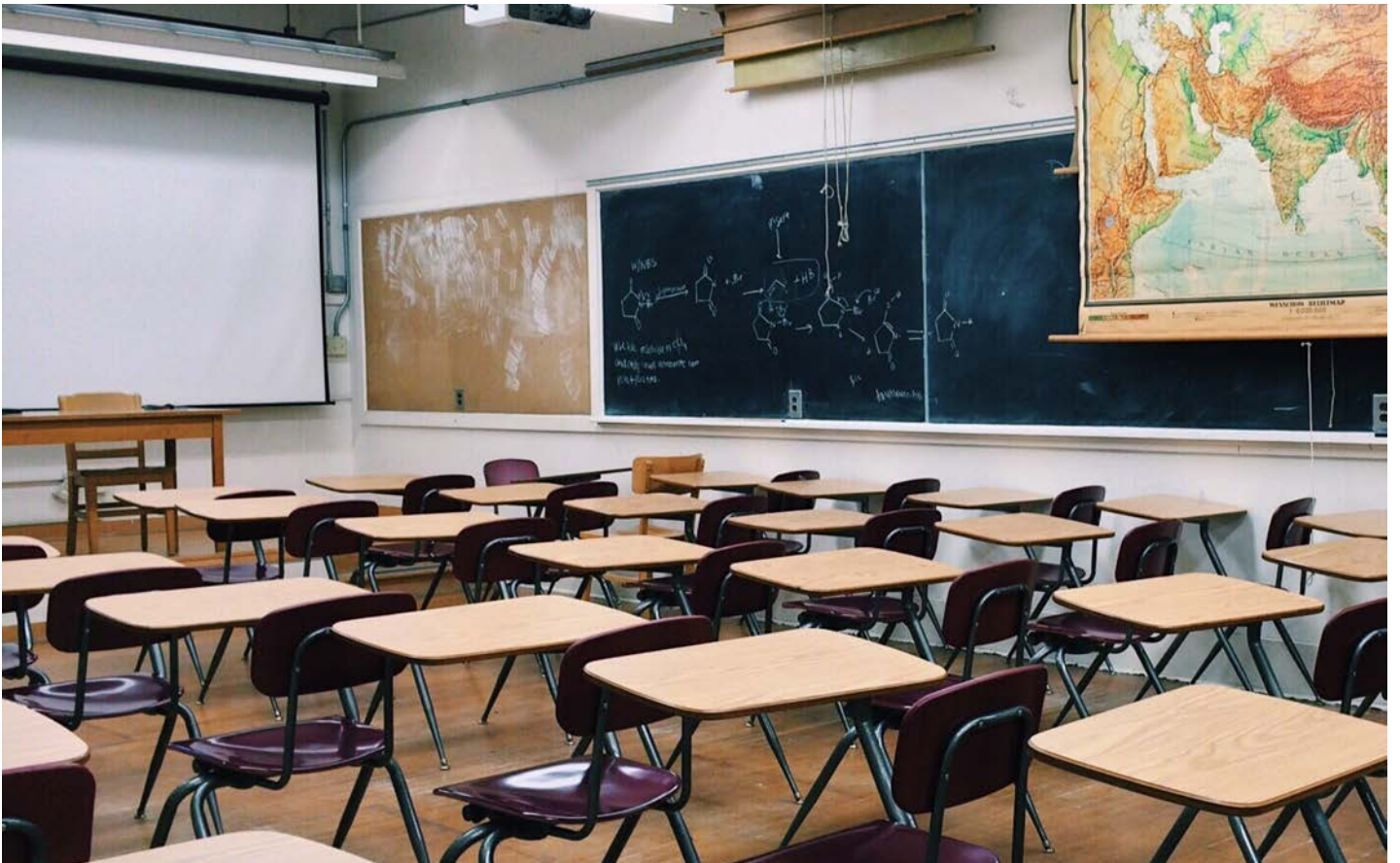


2020-2021

SOCIAL SCIENCES



ARCHDIOCESE
OF PORTLAND IN
OREGON

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PHILOSOPHY STATEMENT FOR SOCIAL SCIENCES

We are people of God's earth made up of many cultures and beliefs. As social sciences educators, we foster respect for all in this changing world. We are committed to nurturing local, national, and global community awareness to further students' understanding and appreciation of diverse cultures. As God's children, learning the Social Sciences helps students develop as rational, humane, and productive citizens in a democratic society. We are dedicated to creating meaningful, engaging, and relevant units, inspiring students to become lifelong stewards of Christ. In partnership with our families, we are committed to teaching the tools of Social Sciences so that students become leaders who synthesize concepts, think critically and analytically, and apply our Catholic faith to their lives.



GOALS FOR TEACHING AND LEARNING

As Social Sciences educators in the Catholic Schools of the Archdiocese of Portland, Oregon, we understand that students learn in a variety of ways. We provide opportunities for learners to:

- Apply knowledge of Social Sciences to strengthen our Catholic identity
- Develop moral character and respect for self and others as children of God
- Become productive individuals who recognize their rights and responsibilities as citizens of the world, the nation, and their local communities
- Study cultures, people, places, and environments to learn from the past, serve in the present, and plan for the future
- Practice tolerance and appreciate similarities and differences among people, beliefs, cultures, and regions
- Critically evaluate historical and present-day events to inform future decisions and promote peace
- Utilize technology effectively and ethically within the context of our Catholic faith

As Social Sciences educators we will:

- Create, analyze and use formative and summative assessments to guide instruction and learning
- Motivate learners through interactive experiences so that all students have opportunities for success
- Provide a meaningful, rigorous Social Sciences curriculum in a student-centered environment that stimulates curiosity, interest, and enjoyment in Social Sciences while accommodating diverse needs and learning styles

SOCIAL STUDIES DEFINITIONS THROUGH THE LENS OF CATHOLIC DOCTRINE

CULTURE

The beliefs, values, and practices that are specific to a group of people and which are used to guide the behavior of the group members as well as define the group's identity; includes food, dress, art, music, dance as well as social mores and taboos. Can also indicate the pattern of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits to succeeding generations to meet its fundamental needs.

DISABILITY

Each individual is endowed with God-given strengths, gifts, and talents. It is our duty as Christians to look for the strengths of each member of our community. The Americans Disability Act (ADA) defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities.

DIVERSITY

Understanding and respecting others and oneself, including similarities and differences in languages, gender, socioeconomic class, religion, and other human characteristics and traits.

ETHNICITY

Ethnicity is most commonly linked with cultural expression and identification with a particular social group, including people who share a common cultural background, including ancestry, language, religion, and/or distinct customs. Ethnicity, similar to race, is socially constructed.

ETHNIC MINORITIES

The Oregon legislature has defined this to mean individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent.

GENDER

According to the World Health Association, gender refers to the characteristics of women, men, girls, and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. Through the lens of Catholic Doctrine, gender and sex cannot be devoid of one another. In June 2020, the Congregation of Catholic Education released a report which indicated that gender and sex, while distinct, cannot be completely separated such that a person's gender is only seen as a matter of choice without reference to biological sex.

HOMOSEXUALITY

According to the Catechism of the Catholic Church, homosexuality "refers to relations between men or between women who experience an exclusive or predominant sexual attraction toward persons of the same sex." Within the teachings of the Church, those who are homosexual "are called to chastity." This is reinforced through the Sacrament of Matrimony which, within the Catholic Church, bans homosexual couples from participation in the sacrament. The Oregon Legislature approves the civil marriage of homosexual couples.

HUMAN RIGHTS

Those basic political, economic, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of a person, and a standard of living adequate for the health and well-being of himself and his family. Human rights are inalienable and expressed by various United Nations documents including the United Nations Charter and Universal Declaration of Human Rights.

IDENTITY

This is the answer to the question, Who am I? It includes all aspects of a person, including physical traits, personality traits, likes and dislikes, religion, life experiences, cultural history, personal relationships, race, ethnicity, language, and beyond.

RACE

Race is most commonly defined as “a category of humankind that shares certain distinctive physical traits” and is often “associated with biology and linked with physical characteristics such as skin color or hair texture.” However, it is imperative to keep in mind that, as noted by National Geographic Society, “race has no genetic basis, [but] the social concept of race still shapes human experiences. Racial bias fuels social exclusion, discrimination and violence against people from certain social groups. In turn, racial prejudice confers social privilege to some and social and physical disparities to others, and is widely expressed in hierarchies that privilege people with white skin over people with darker skin colors.”

RIGHTS

Moral or legal entitlements to have or obtain something, to act in a certain way, or to be treated in a certain way.

SEX

Sex refers to being male or female, created in God’s image and likeness. “Then God said: Let us make human beings in our image, after our likeness...Male and female he created them.” In the Book of Genesis, we read that man and woman are the unique crown of God's creation, made in God's image. In His image, men and women have received the capacity to be in relationship with God and with each other. As Pope Francis notes, “It needs to be emphasized that 'biological sex and the socio-cultural role of sex (gender) can be distinguished but not separated'” (Amoris laetitia, 56).

SEXUALITY

Human sexuality is woven into the fabric of each man and woman. It carries within it the powers of love and life and is the human source of our most basic relationships as members of a family. Human sexuality indicates the capacity of persons to love one another and be united with others in friendship and community. Sexual difference is a sign of our call to love, to communion, inscribed within who we are, including our very bodies.

SEXUAL ORIENTATION

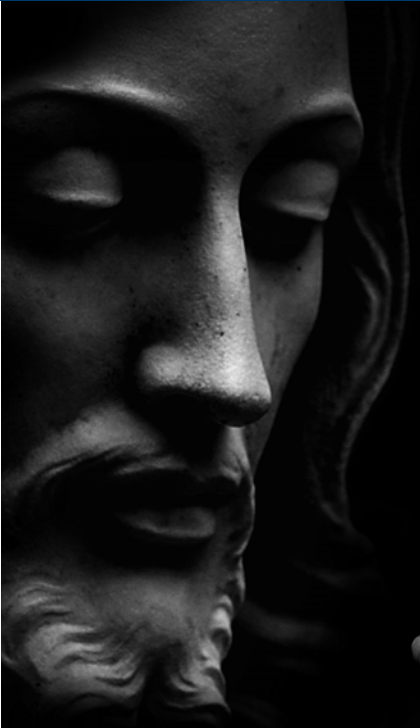
Sexual orientation relates to the sexual attraction an individual feels toward a particular gender(s). The Church teaches that all people, irrelevant of their sexual orientation, “must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard should be avoided.”

SOCIAL MINORITIES

The Oregon Legislature has defined this to mean women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender.

CATHOLIC SOCIAL TEACHING AND THE SOCIAL STUDIES CLASSROOM

Catholic Social Teachings act as a “treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society.” These social teachings have been delineated--and continue to be supported--through a rich tradition of teachings and documents. Below are brief reflections provided by the United States Conference of Catholic Bishops highlighting several of the key themes that are at the heart of these teachings.



LIFE AND DIGNITY OF THE HUMAN PERSON

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. The intentional targeting of civilians in war or terrorist attacks is always wrong. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

Connections to the Standards

- K.CG.1 Explain why rules reduce conflict and promote fairness.
- 1.CG.3 Identify rules and describe their importance.
- 1.CG.4 Identify and examine the owner or entity of power as it relates to the creation of rules and laws. [Multicultural and Ethnic Studies]
- 2.CG.1 Compare the personal points of view with others' perspectives when participating in rule setting. [Multicultural and Ethnic Studies]
- 3.HK.5 Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, and the capture and genocide of Native Americans with the Americas. [Multicultural and Ethnic Studies]
- 4.G.5 Identify political, economic, cultural, and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas. [Multicultural and Ethnic Studies]
- 6.HK.2 Evaluate the impact of systems of colonial cultures on the Indigenous peoples, such as termination, sovereignty, and treaties. [Multicultural and Ethnic Studies]
- 8.HK.8 Examine and explain the nature of slavery in the United States, efforts of self-emancipation, the central role of slavery in United States political and military conflict, and the lasting legacy of enslavement, Jim Crow laws, and Anti-Blackness. [Multicultural and Ethnic Studies]



CALL TO FAMILY, COMMUNITY, AND PARTICIPATION

The person is not only sacred but also social. 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. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

Connections to the Standards

- K.CG.3 Describe the roles of self and family members.
- K.CG.4 Develop an understanding of identity formation related to self, family, community, gender, and disability. [Multicultural and Ethnic Studies]
- K.HK.4 Identify and examine religious, family, and culturally significant traditions, days, and places as a way of remembering and honoring people, events, and heritage. [Multicultural and Ethnic Studies]
- 1.HK.3 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. [Multicultural and Ethnic Studies]
- 1.HK.4 Make connections between the student's family and other families, the student's school, and other schools. [Multicultural and Ethnic Studies]
- 1.HK.5 Identify a variety of diverse individuals, groups, and circumstances that had a contribution to the local community. [Multicultural and Ethnic Studies]
- 1.CG.5 Examine social construction as it relates to race, ethnicity, gender, disabilities, sexual orientation. [Multicultural and Ethnic Studies]
- 1.G.1 Describe ways people celebrate their diverse cultural heritages in the community. [Multicultural and Ethnic Studies]
- 1.G.2 Affirm, respect, and celebrate the diversity of your community. [Multicultural and Ethnic Studies]
Identify and explain the perspectives of social groups in our community on local issues. [Multicultural and Ethnic Studies]
- 1.CG.6 Identify and describe community celebrations, landmarks, symbols, and traditions, and explain why they are significant to the cultural heritage of members of the community. [Multicultural and Ethnic Studies]
- 2.HK.2 Identify cultural characteristics of my group identity, (including race, culture, disability, religion, and gender) and that of the local community. [Multicultural and Ethnic Studies]
- 2.G.5
Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups. [Multicultural and Ethnic Studies]
- 2.HK.1
Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups, events and developments have shaped the communities and regions. [Multicultural and Ethnic Studies]
- 3.HK.1
Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, physical and mental disabilities, and class on the living histories and experiences of peoples, groups, and events. [Multicultural and Ethnic Studies]

RIGHTS AND RESPONSIBILITIES

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society.

Connections to the Standards

- K.CG.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. [Multicultural and Ethnic Studies]
- 1.CG.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.
- 3.CG.2 Describe the responsibilities of people in their community and state.
- 3.CG.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues. [Multicultural and Ethnic Studies]
- 5.CG.2 Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). [Multicultural and Ethnic Studies]
- 5.CG.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. [Multicultural and Ethnic Studies]7.CG.1 Describe the role of citizens in governments.
- 8.CG.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. [Multicultural and Ethnic Studies]
- 8.CG.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups. [Multicultural and Ethnic Studies]
- 8.CG.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. [Multicultural and Ethnic Studies]
- 8.CG.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

DIGNITY OF WORK AND RIGHTS OF WORKERS

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected--the right to productive work, to decent and fair wages, to the organization and joining of unions, to private property, and to economic initiative.

Connections to the Standards

- K.FL.2 Give examples of different jobs performed in communities.
- 6.HK.1 Identify and examine the roles and impact of diverse groups of people (e.g., gender roles, social roles, political and economic structures, and family and community systems) within the countries of the Western Hemisphere. [Multicultural and Ethnic Studies]
- 7.CG.2 Compare and contrast early forms of governance and the global economy, including the treatment of historically marginalized groups and individuals (i.e. Indigenous peoples, ethnic and religious) via the study of early civilizations of the Eastern Hemisphere. [Multicultural and Ethnic Studies]
- 7.E.3 Examine how economic decisions affect the well-being of individuals, businesses, and society.
- 8.E.3 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, Indigenous peoples, women, and children), businesses, and society. [Multicultural and Ethnic Studies]

SOLIDARITY

We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers and sisters keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that if you want peace, work for justice. The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.



Connections to the Standards

- 1.CG.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work). [Multicultural and Ethnic Studies]
- 4.HK.6 Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance, perseverance, and self-determination, and justice in Oregon. [Multicultural and Ethnic Studies]
- 4.HK.5 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. [Multicultural and Ethnic Studies]
- 6.CG.4 Recognize historical and contemporary means of changing societies and/or groups promoting the common good. [Multicultural and Ethnic Studies]
- 7.CG.5 Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the historic importance of advocacy and activism related to socioeconomic resistance (i.e. oppression of the elites, royalty, and religious minority). [Multicultural and Ethnic Studies]

OPTION FOR THE POOR AND VULNERABLE

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.



Connections to the Standards

- K.HK.2 Identify “change-makers,” those that change things that are not fair, and those that make the world better. [Multicultural and Ethnic Studies]

- 1.SSA.5 Define, compare and contrast equity, equality, and systems of power. [Multicultural and Ethnic Studies]

- 2.FL.2
Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. [Multicultural and Ethnic Studies]

- 2.CG.4
Give examples of and identify appropriate and inappropriate use of power and its effect. [Multicultural and Ethnic Studies]

- 2.CG.5
Evaluate how individuals, groups, and communities manage conflict and promote justice and equity (vs equality). [Multicultural and Ethnic Studies]

- 2.FL.2
Analyze the different ways students can have an effect on their local community and parish community.

- 4.E.2
Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. [Multicultural and Ethnic Studies]

- 5.HK.9
Analyze the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. [Multicultural and Ethnic Studies]

- 6.HK.5 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). [Multicultural and Ethnic Studies]

- 7.HT.2
Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups (e.g., bias and injustice, discrimination, stereotypes). [Multicultural and Ethnic Studies]

- 7.HT.3
Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, as well as other historically persecuted individuals in the Eastern Hemisphere (bias, injustice, anti-Semitism, discrimination, stereotypes). [Multicultural and Ethnic Studies]

- 8.HK.7
Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes). [Multicultural and Ethnic Studies]

- 8.CG.9
Critique and analyze historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other historically marginalized individuals in the colonial and modern era. [Multicultural and Ethnic Studies]

CARE FOR GOD'S CREATION

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.



Connections to the Standards

- K.G.3 Explain how people can care for our environment (such as classroom, playground, library, etc.) and show respect for God's creation.
- 1.G.8 Demonstrate and show respect for God's creation.
- 2.G.6 Identify personal responsibilities to show respect for God's creations.
- 3.E.5 Explain the issue of scarcity to personal, community, regional, and world resources.
- 3.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 4.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 4.E.1 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. [Multicultural and Ethnic Studies]
- 5.G.4 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.
- 5.G.7 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 6.G.4 Explain how technological developments, societal decisions, and personal practices influence sustainability.
- 6.G.5 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 7.G.6 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.
- 7.G.8 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 8.G.3 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).
- 8.G.4 Describe and demonstrate personal responsibilities to show respect for God's creations.
- 8.G.3 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).
- 7.G.4 Describe and demonstrate personal responsibilities to show respect for God's creations.

CONTENT STANDARDS IN SOCIAL STUDIES: Kindergarten

FOCUS: Me and My World

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- K.CG.1 Explain why rules reduce conflict and promote fairness.
- K.CG.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. [M/ES]
- K.CG.3 Describe the roles of self and family members.
- K.CG.4 Develop an understanding of identity formation related to self, family, community, gender, and disability. [M/ES]
- K.CG.5 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- K.E.1 Distinguish between personal wants and needs.

FINANCIAL LITERACY

- K.FL.1 Identify forms of US money and explain how money is used.
- K.FL.2 Give examples of different jobs performed in communities.
- K.FL.3 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for borrowing and sharing. [M/ES]
- K.FL.4 Explain how people earn income and that some jobs earn money while some are volunteer.

GEOGRAPHY

- K.G.1 Identify, compare, and contrast pictures, maps, and globes.
- K.G.2 Locate, identify, and describe places of importance to self, family, school, and culture. [M/ES]
- K.G.3 Explain how people can care for our environment (such as classroom, playground, library, etc.) and show respect for God's creation.
- K.G.4 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).

HISTORICAL KNOWLEDGE

- K.HK.1 Understand that events happen in sequential order.
- K.HK.2 Identify "change-makers," those that change things that are not fair, and those that make the world better. [M/ES]
- K.HK.3 Compare children and families of today to those in the past.
- K.HK.4 Identify and examine religious, family, and culturally significant traditions, days, and places as a way of remembering and honoring people, events, and heritage. [M/ES]

HISTORICAL THINKING

- K.HT.1 Distinguish between past and present.
- K.HT.2 Understand and create timelines to show basic personal events in sequential order.
- K.HT.3 Understand culture, define culture, compare and contrast other cultures to own. [M/ES]
- K.HT.4 Make connections (similarities and differences) between self and others related to race, ethnicity, culture, disability, and gender identity. [M/ES]
- K.HT.5 Define and understand diversity as it relates to visible and invisible characteristics that make each individual different. [M/ES]
- K.HT.6 Compare and contrast past and present events or practices.
- K.HT.7 Compare and contrast the student's own environment with the past.

SOCIAL SCIENCE ANALYSIS

- K.SSA.1 For a given problem, find a solution that demonstrates fairness and empathy.
- K.SSA.2 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.
- K.SSA.3 Discuss current events.

CONTENT STANDARDS IN SOCIAL STUDIES: First Grade

FOCUS: My School and Family

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 1.CG.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.
- 1.CG.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work). [M/ES]
- 1.CG.3 Identify rules and describe their importance.
- 1.CG.4 Identify and examine the owner or entity of power as it relates to the creation of rules and laws. [M/ES]
- 1.CG.5 Examine social construction as it relates to race, ethnicity, gender, disabilities, sexual orientation. [M/ES]
- 1.CG.6 Identify and explain the perspectives of social groups in our community on local issues. [M/ES]
- 1.CG.7 Examine and understand your own self-identity and how it fits with the identity of the local community. [M/ES]
- 1.CG.8 Identify the United States and Oregon flags and other symbols.
- 1.CG.9 Identify and describe significant holidays.
- 1.CG.10 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 1.E.1 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
- 1.E.2 Compare and contrast the monetary value of items. (Some things cost more than others do.)

FINANCIAL LITERACY

- 1.FL.1 Identify different uses of money (saving, spending and sharing/contributing).
- 1.FL.2 Explain how personal saving and spending can be used to meet short-term financial goals.

GEOGRAPHY

- 1.G.1 Describe ways people celebrate their diverse cultural heritages in the community. [M/ES]
- 1.G.2 Affirm, respect, and celebrate the diversity of your community. [M/ES]
- 1.G.3 Locate and identify important places in the community (school, library, fire department, cultural places, etc.). [M/ES]
- 1.G.4 Explain how seasonal changes influence activities in school and community.
- 1.G.5 Give examples of local natural resources and describe how people use them.
- 1.G.6 Construct maps (including mental maps), graphs, and other representations of familiar places.
- 1.G.7 Identify symbols on maps.
- 1.G.8 Demonstrate and show respect for God's creation.

HISTORICAL KNOWLEDGE

- 1.HK.1 Understand that families have a past.
- 1.HK.2 Describe and compare how people lived in a community in the past with the way they live in the present.
- 1.HK.3 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. [M/ES]
- 1.HK.4 Make connections between the student's family and other families, the student's school, and other schools. [M/ES]
- 1.HK.5 Identify a variety of diverse individuals, groups, and circumstances that had a contribution to the local community. [M/ES]
- 1.HK.6 Identify people and events observed in national celebrations and holidays.
- 1.HK.7 Identify songs and symbols commonly associated with the United States of America.

HISTORICAL THINKING

- 1.HT.1 Use terms related to time to place events that have occurred in sequential order.
- 1.HT.2 Develop and analyze a simple timeline of important family events in a sequential order.
- 1.HT.3 Explain the use of different kinds of historical sources to study the past.
- 1.HT.4 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.
- 1.HT.5 Identify and compare historical fact and fiction in folktales and legends.

SOCIAL SCIENCE ANALYSIS

- 1.SSA.1 Identify cause-and-effect relationships.
- 1.SSA.2 Identify and explain a range of issues and problems and some ways that people are addressing them. [M/ES]
- 1.SSA.3 Identify ways that students can take informed action to help address issues and problems.
- 1.SSA.4 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
- 1.SSA.5 Define, compare and contrast equity, equality, and systems of power. [M/ES]
Discuss current events.

CONTENT STANDARDS IN SOCIAL STUDIES: Second Grade FOCUS: My Neighborhood, My Community

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 2.CG.1 Compare personal point of view with others' perspectives when participating in rule setting. [M/ES]
- 2.CG.2 Identify city leaders and their functions.
- 2.CG.3 Identify services provided by the city government.
- 2.CG.4 Give examples of and identify appropriate and inappropriate use of power and its effect. [M/ES]
- 2.CG.5 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity (vs equality). [M/ES]
- 2.CG.6 Analyze the different ways students can have an effect on their local community and parish community.
- 2.CG.7 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 2.E.1 Identify local businesses and the goods and services they produce.
- 2.E.2 Describe the role of banks in an economy.

FINANCIAL LITERACY

- 2.FL.1 Explain various methods of saving and how saving can help reach both short and long-term financial goals.
- 2.FL.2 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. [M/ES]

GEOGRAPHY

- 2.G.1 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.
- 2.G.2 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).
- 2.G.3 Identify relative location of school and community in the state, nation and the world.
- 2.G.4 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
- 2.G.5 Identify cultural characteristics of my group identity, (including race, culture, disability, religion, and gender) and that of the local community. [M/ES]
- 2.G.6 Identify personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 2.HK.1 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups. [M/ES]
- 2.HK.2 Identify and describe community celebrations, landmarks, symbols, and traditions, and explain why they are significant to the cultural heritage of members of the community. [M/ES]
- 2.HK.3 Identify when the local and/or parish community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.

HISTORICAL THINKING

- 2.HT.1 Identify important school days, holidays, and community events on a calendar.
- 2.HT.2 Differentiate between events that happened in the recent and distant past.
- 2.HT.3 Develop and analyze a timeline of events in the history of the local community.
- 2.HT.4 Explain how people and events of the past influence the present.
- 2.HT.5 Generate questions using a historical source as it relates to the local community's history.
- 2.HT.6 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

SOCIAL SCIENCE ANALYSIS

- 2.SSA.1 Describe the connection between two or more current or historical events.
- 2.SSA.2 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.SSA.3 Evaluate information relating to an issue or problem.
- 2.SSA.4 Use listening, consensus-building, and voting procedures to decide on and take informed action.
- 2.SSA.5 Discuss current events.

CONTENT STANDARDS IN SOCIAL STUDIES: Third Grade

FOCUS: Our Community and Beyond

EMPHASIS: Oregon Geography and Local/Regional History

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 3.CG.1 Examine how different levels of city and county government provide services to members of a community.
- 3.CG.2 Describe the responsibilities of people in their community and state.
- 3.CG.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues. [M/ES]
- 3.CG.4 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 3.E.1 Describe the relationship between producers and consumers.
- 3.E.2 Explain how profit influences sellers in markets.
- 3.E.3 Describe the use of stereotypes and expectations in marketing products for consumption. [M/ES]
- 3.E.4 Identify key industries of Oregon.
- 3.E.5 Explain the issue of scarcity to personal, community, regional, and world resources.

FINANCIAL LITERACY

- 3.FL.1 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)

GEOGRAPHY

- 3.G.1 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human characteristics of regions in Oregon (tribal, cultural, agricultural, and industrial, etc.) with consideration to how bias has manifested into the various social groups and systems. [M/ES]
- 3.G.2 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
- 3.G.3 Identify hemispheres, continents and oceans using globes and maps.
- 3.G.4 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.). [M/ES]
- 3.G.5 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 3.HK.1 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups, events and developments have shaped the communities and regions. [M/ES]
- 3.HK.2 Describe how significant people, events, and developments have shaped their own parish, community, and region.
- 3.HK.3 Compare and contrast the history of their own community to other communities in the region.
- 3.HK.4 Describe how the identity of the local community shaped its history and compare it to other communities in the region. [M/ES]
- 3.HK.5 Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, and the capture and genocide of Native Americans with the Americas. [M/ES]

HISTORICAL THINKING

- 3.HT.1 Apply research skills and technologies to gather information about the past in a region.
- 3.HT.2 Explain why individuals and groups (e.g. socio-economic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. [M/ES]
- 3.HT.3 Explain how sources serve different purposes for answering historical questions.
- 3.HT.4 Generate questions using multiple historical sources and examine their validity
- 3.HT.5 Describe how the identity of the local community shaped its history and compare it to other communities in the region. [M/ES]

SOCIAL SCIENCE ANALYSIS

- 3.SSA.1 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.SSA.2 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.
- 3.SSA.3 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.
- 3.SSA.4 Discuss/analyze current events.

CONTENT STANDARDS IN SOCIAL STUDIES: Fourth Grade

FOCUS: Oregon's Past EMPHASIS: Oregon History

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 4.CG.1 Explain the organization and functions of the Oregon government.
- 4.CG.2 Explain how Oregon achieved statehood and identify the stakeholders involved. [M/ES]
- 4.CG.3 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 4.E.1 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. [M/ES]
- 4.E.2 Analyze the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. [M/ES]

FINANCIAL LITERACY

- 4.FL.1 Analyze different buying choices and opportunity costs.
- 4.FL.2 Demonstrate understanding of needs and wants using a budget.
- 4.FL.3 Determine the consequences of sharing personal information with others.

GEOGRAPHY

- 4.G.1 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. [M/ES]
- 4.G.2 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
- 4.G.3 Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.G.4 Describe how technological developments, societal decisions, and personal practices affect Oregon's sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).
- 4.G.5 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas. [M/ES]
- 4.G.6 Describe and demonstrate personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 4.HK.1 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. [M/ES]
- 4.HK.2 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups, circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement). [M/ES]
- 4.HK.3 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). [M/ES]
- 4.HK.4 Examine the history of the nine federally recognized Oregon tribes. [M/ES]
- 4.HK.5 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. [M/ES]
- 4.HK.6 Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance, perseverance, and self-determination, and justice in Oregon. [M/ES]

HISTORICAL THINKING

- 4.HT.1 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.HT.2 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.HT.3 Use primary and secondary sources to explain events in Oregon history.
- 4.HT.4 Infer the purpose of a primary source and from that the intended audience.

SOCIAL SCIENCE ANALYSIS

- 4.SSA.1 Compare eyewitness and secondhand accounts of an event.
- 4.SSA.2 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 4.SSA.3 Analyze historical accounts related to Oregon to understand cause-and-effect.
- 4.SSA.4 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.
- 4.SSA.5 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.
- 4.SSA.6 Discuss/analyze current events.

CONTENT STANDARDS IN SOCIAL STUDIES: Fifth Grade

FOCUS: America's Past EMPHASIS: United States History 1492-1786

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 5.CG.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. [M/ES]
- 5.CG.2 Examine and critique how colonial and new states' governments established, limited, or denied rights and responsibilities of specific groups and individuals (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). [M/ES]
- 5.CG.3 Compare and contrast tribal forms of government, the British monarchy, and early American colonial governments and analyze their interactions. [M/ES]
- 5.CG.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.CG.5 Describe how national government affects local, state, and Oregon tribal governments
- 5.CG.6 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 5.E.1 Explain ways trade can be encouraged or restricted and how it affects relationships between countries.
- 5.E.2 Explain and analyze the significance of the slave trade in mercantilist and free- trade systems in trade relations among and between the colonies, Europe, Asia, and Africa. [M/ES]
- 5.E.3 Explain the purpose of taxes and give examples of their use from current and U.S. history

FINANCIAL LITERACY

- 5.FL.1 Analyze career choices through the return on investment (qualifications, education, and income potential).

GEOGRAPHY

- 5.G.1 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.
- 5.G.2 Compare and contrast the movement of people, goods, ideas, and cultural patterns in the United States, considering past, present, and future trends. [M/ES]
- 5.G.3 Describe how physical, human, and political features influence events, movements, and adaptation to the environment.
- 5.G.4 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.
- 5.G.5 Describe how natural and human-made events in one place affect people in other places. [M/ES]
- 5.G.6 Identify and compare the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends. [M/ES]
- 5.G.7 Describe and demonstrate personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 5.HK.1 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. [M/ES]
Analyze the implications of the concept of Manifest Destiny.
- 5.HK.2 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration, and the location and impact of exploration and settlement.
- 5.HK.3 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. [M/ES]
- 5.HK.4 Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.
- 5.HK.5 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.
- 5.HK.6 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups. [M/ES]
- 5.HK.7 Identify and examine the roles that American Indians had in the development of the United States.
- 5.HK.8 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and their impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). [M/ES]

HISTORICAL THINKING

- 5.HT.1 Summarize how different kinds of historical sources are used to explain events in the past.
- 5.HT.2 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.
- 5.HT.3 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events. [M/ES]

SOCIAL SCIENCE ANALYSIS

- 5.SSA.1 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences. Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.
- 5.SSA.2 Identify characteristics and points of view of an event, issue, or problem, suggesting possible causes and results.
- 5.SSA.3 Propose a response or solution to an issue or problem, utilizing research, to support the position.
- 5.SSA.4 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.
- 5.SSA.5 Discuss/analyze current events.

CONTENT STANDARDS IN SOCIAL STUDIES: Sixth Grade

FOCUS: World History - Western Hemisphere

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT - Western Hemisphere (countries other than the United States)

- 6.CG.1 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early western and non-western civilizations. [M/ES]
- 6.CG.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere. [M/ES]
- 6.CG.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- 6.CG.4 Recognize historical and contemporary means of changing societies and/or groups promoting the common good. [M/ES]
- 6.CG.5 Investigate various current issues in the Western Hemisphere and how they relate to other countries. [M/ES]
- 6.CG.6 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS - Western Hemisphere

- 6.E.1 Analyze the roles of competition, supply, and demand in determining prices and wages.
- 6.E.2 Explain the function of imports, exports, and trade in the economy.
- 6.E.3 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups in early major western and non-western civilizations, and society as a whole. [M/ES]

FINANCIAL LITERACY

- 6.FL.1 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments.
- 6.FL.2 Discuss the advantages and disadvantages of borrowing money to buy something.
- 6.FL.3 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (e.g., wearing helmets, bike theft, piggy bank v. bank).
- 6.FL.4 Define and explain the following: spending, savings, credit, and debt.

GEOGRAPHY- Western Hemisphere

- 6.G.1 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of Indigenous peoples).
- 6.G.2 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. [M/ES]
- 6.G.3 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices such as religion, land use, population.
- 6.G.4 Explain how technological developments, societal decisions, and personal practices influence sustainability.
- 6.G.5 Describe and demonstrate personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 6.HK.1 Identify and examine the roles and impact of diverse groups of people (e.g., gender roles, social roles, political and economic structures, and family and community systems) within the countries of the Western Hemisphere. [M/ES]
- 6.HK.2 Evaluate the impact of systems of colonial cultures on the Indigenous peoples, such as termination, sovereignty, and treaties. [M/ES]
- 6.HK.3 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from Indigenous people, ethnic, and religious groups and other traditionally marginalized groups throughout the Western Hemisphere. [M/ES]
- 6.HK.4 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. [M/ES]
- 6.HK.5 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups (e.g., bias and injustice, discrimination, stereotypes). [M/ES]

HISTORICAL THINKING

- 6.HT.1 Compare alternative ways that historical periods and eras are designated (e.g., since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium).
- 6.HT.2 Analyze cause and effect relationships within the living histories of Indigenous peoples such as land, technology, and competing economic interests.

SOCIAL SCIENCE ANALYSIS

- 6.SSA.1 Locate, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing bias, points of view, or cultural frameworks through inquiry and research. [M/ES]
- 6.SSA.2 Critique information (including, but not limited to, current events and historical sources) by determining its sufficiency to answer questions and if the source is credible.
- 6.SSA.3 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.
- 6.SSA.4 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.
- 6.SSA.5 Construct arguments using claims and evidence from multiple sources (i.e. primary, secondary, and counter-claims, dominant narratives, competing narratives) while acknowledging the strengths and limitations of these arguments and the construction of historical knowledge absent written records. [M/ES]

CONTENT STANDARDS IN SOCIAL STUDIES: Seventh Grade

FOCUS: World History - Eastern Hemisphere

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 7.CG.1 Describe the role of citizens in governments.
- 7.CG.2 Compare and contrast early forms of governance and the global economy, including the treatment of historically marginalized groups and individuals (i.e. Indigenous peoples, ethnic and religious) via the study of early civilizations of the Eastern Hemisphere. [M/ES]
- 7.CG.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. [M/ES]
- 7.CG.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments and the concept of individual rights and responsibilities. [M/ES]
- 7.CG.5 Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the historic importance of advocacy and activism related to socioeconomic resistance (i.e. oppression of the elites, royalty, and religious minority). [M/ES]
- 7.CG.6 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS - Eastern Hemisphere

- 7.E.1 Explain the function of profit in the economy.
- 7.E.2 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.
- 7.E.3 Examine how economic decisions affect the well-being of individuals, businesses, and society.
- 7.E.4 Compare and contrast the function of imports, exports, outsourcing, and barriers and the effects on various groups in regards to trade within a global economy. [M/ES]

FINANCIAL LITERACY

- 7.FL.1 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).
- 7.FL.2 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).
- 7.FL.3 Define and explain the following: employment, income, and investing.

GEOGRAPHY - Eastern Hemisphere

- 7.G.1 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.
- 7.G.2 Interpret maps and other geographic tools to find patterns in human and physical systems.
- 7.G.3 Identify and describe how the relationship to land including stewardship, displacement, and land ownership impacts identities, cultures, and communities in the Eastern Hemisphere. [M/ES]
- 7.G.4 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices.
- 7.G.5 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.
- 7.G.6 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.
- 7.G.7 Determine and explain the interdependence of people around the world during significant eras or events.
- 7.G.8 Describe and demonstrate personal responsibilities to show respect for God's creations.

HISTORICAL KNOWLEDGE

- 7.HK.1 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from Indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere. [M/ES]
- 7.HK.2 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).
- 7.HK.3 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations.
- 7.HK.4 Examine the importance of trade routes and trace the rise of cultural centers.

HISTORICAL THINKING

- 7.HT.1 Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia).
- 7.HT.2 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, as well as other historically persecuted individuals in the Eastern Hemisphere (bias, injustice, anti-Semitism, discrimination, stereotypes). [M/ES]
- 7.HT.3 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes). [M/ES]
- 7.HT.4 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. [M/ES]

SOCIAL SCIENCE ANALYSIS

- 7.SSA.1 Critique and analyze information (including, but not limited to, current events and historical sources) for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.
- 7.SSA.2 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 7.SSA.3 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies and potential outcomes.
- 7.SSA.4 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.

CONTENT STANDARDS IN SOCIAL STUDIES: Eighth Grade

FOCUS: United States History through Reconstruction

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

CIVICS AND GOVERNMENT

- 8.CG.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.
- 8.CG.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. [M/ES]
- 8.CG.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. [M/ES]
- 8.CG.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.
- 8.CG.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments, and Oregon Constitution. [M/ES]
- 8.CG.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) and its impact on historically marginalized groups. [M/ES]
- 8.CG.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups. [M/ES]
- 8.CG.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. [M/ES]
- 8.CG.9 Compare and analyze historical and contemporary means of changing societies, and identify individuals and/or groups promoting the common good including the historic importance of advocacy and activism related to socioeconomic resistance. [M/ES]
- 8.CG.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- 8.CG.11 Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.
- 8.CG.12 Participate in and reflect on community service as a response/call to live out our Catholic faith.

ECONOMICS

- 8.E.1 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.
- 8.E.2 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy.
- 8.E.3 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, Indigenous peoples, women, and children), businesses, and society. [M/ES]
- 8.E.4 Describe how industrialization changes production and how it creates shifts in the market.

FINANCIAL LITERACY

- 8.FL.1 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services).
- 8.FL.2 Explain how compound interest can be both a positive and a negative (e.g., compounding interest on investments and compounding interest on credit cards).
- 8.FL.3 Define and explain “fair lending practices” and “financial decision-making.”
- 8.FL.4 Describe how marketing and advertising can influence spending and saving decisions.

GEOGRAPHY

- 8.G.1 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).
- 8.G.2 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. [M/ES]
- 8.G.3 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).
- 8.G.4 Describe and demonstrate personal responsibilities to show respect for God’s creations.

HISTORICAL KNOWLEDGE

- 8.HK.1 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.
- 8.HK.2 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.
- 8.HK.3 Examine the causes of westward expansion, and the resulting cultural and physical genocide of Indigenous peoples (including American Indian/Alaska Native/Native Hawaiian). [M/ES]
- 8.HK.4 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, physical and mental disabilities, and class on the living histories and experiences of peoples, groups, and events. [M/ES]

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CONTENT STANDARDS IN SOCIAL STUDIES: Eighth Grade FOCUS: United States History through Reconstruction

It is essential that these standards be addressed in contexts that promote Catholic Social Teachings, Social Sciences analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present, and future, and the ability to evaluate historical and contemporary issues.

Focus Standards: **Bold** Multicultural and Ethnic Standards: [M/ES]

HISTORICAL KNOWLEDGE - Continued

- 8.HK.5 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.
- 8.HK.6 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups in Oregon, the United States, and the world. [M/ES]
- 8.HK.7 Critique and analyze historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other historically marginalized individuals in the colonial and modern era. [M/ES]
- 8.HK.8 Examine and explain the nature of slavery in the United States, efforts of self-emancipation, the central role of slavery in the United States political and military conflict, and the lasting legacy of enslavement, Jim Crow laws, and Anti-Blackness. [M/ES]

HISTORICAL THINKING

- 8.HT.1 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.HT.2 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.HT.3 Analyze intersecting identities and relationships within the living histories of ethnic groups (such as, individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups in the United States. [M/ES]

SOCIAL SCIENCE ANALYSIS

- 8.SSA.1 Critique and analyze information (including, but not limited to, current events and historical sources) for point of view, historical context, distortion, bias, propaganda, and relevance (including sources with conflicting information) in order to question the dominant narratives in history.
- 8.SSA.2 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 8.SSA.3 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.
- 8.SSA.4 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- 8.SSA.5
- 8.SSA.6