

## SOCIAL STUDIES CURRICULUM OVERVIEW

### PHILOSOPHY

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria to understand and critique what has been and what can be.

With global perspective, an understanding of economic development and social analysis skills, students are prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world.

### INTRODUCTION

The primary purpose of the *Social Studies Curriculum Guide* is to provide a foundation that ensures exposure to the skills necessary to understand a global society. This will allow them to investigate diverse perspectives in order to make informed decisions and be responsible, conscientious citizens. The *Guide* provides the framework for teachers to identify and implement appropriate instructional methodology in grades K through 8 and outlines the level of competency expected of students at each grade level. The curriculum is based on goals and objectives both in the **North Carolina Standard Course of Study (NCSCS)** and the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS and the National Standards for Geography).

To implement the curriculum effectively the teacher must understand the language of the format:

**Strands** are specific areas of focus, aligned to competencies identified in the **NCSCS and/or** National Standards. The six Diocesan strands are: Individual Development and Catholic Ideals; Citizenship, Civics and Government; History; Geography; Economics; and, Cultures Customs and Diversity. The strands are interrelated and should be taught as integrated components, not isolated topics.

**Values and Attitudes** highlight values rooted in Gospel teachings, which enable students to develop a critical conscience. All grades focus on the seven themes of Catholic Social Teachings that should be integrated throughout the curriculum. This enables the student to age-appropriately translate faith into action and apply the message of Jesus to daily life. Values and Attitudes are not necessarily quantifiable. (Resources can be found in the Appendix)

**Objectives** are specific indicators of knowledge prerequisite to achieve the goals at each grade level.

## **SOCIAL STUDIES CURRICULUM DEVELOPMENT COMMITTEE**

### **ACKNOWLEDGEMENTS**

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*Curriculum Standards for Social Studies, Expectations of Excellence*, National Council for the Social Studies, 1994 ISBN 0-87986-065-0

*National Standards for Social Studies Teachers*, National Council for the Social Studies, 2000, ISBN 0-87986-030—4

*Geography for life: National Geography Standards*. Washington, DC: National Geographic Research and Exploration, Geography Education Standards Project, 1994

Geography Standards 4<sup>th</sup> Edition, McRel Mid-continent Research for Education and Learning Database

*Iowa Tests of Basic Skills Scope and Sequence*, Riverside Publishing, a Houghton Mifflin Company, 2001

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*California Social Studies Standards*, California Department of Education

*Catholic Social Teaching Themes and Benchmarks*, Diocese of Las Cruces Catholic Schools, 1999

*Social Studies*, ASCD Curriculum Handbook, ©2000 ISBN 0-87120-377-4

*Standards Reference Master*, ASCD ©1999

## RESOURCES

*Sharing Catholic Social Teaching, Challenges and Directions*, Reflections of the U.S. Catholic Bishops, NCCB, 1998  
Training resources for *Sharing Catholic Social Teaching* is available through NCEA

*A Beginning: Resource Book for Incorporating Values and Church Teachings in the Catholic School Curriculum*, Sister Mary Leanne Welch, PBVM, NCEA, 1990,  
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