

Resources for Integrating Catholic Thought in Social Studies Grade 4

CIVICS AND GOVERNMENT

Mastery Level (ML) Codes: 1=Standard should be taught in depth; 2=Students need a basic foundation; 3=If time permits		
ML	Expectation	Explanation
4.5.1 Principles and Documents of Government		
1	1. Understand the "rule of law" in protecting property and individual rights.	Rule of Law - No one is above the law, even those who make the laws must follow the laws.
1	2. Know how laws are made in the state and country.	
1	3. Explain the principles and ideals of liberty and freedom.	
2	4. Explain how the U.S. and State constitutions define our form of government.	
2	5. Identify the individual rights guaranteed by the U.S. and PA constitutions.	
1	6. Identify national and state symbols and holidays.	
1	7. Explain that respect toward other cultures is part of God's command to love our neighbor.	Respect is based on their dignity as a person: (Esp. paras 1030-1937) http://www.vatican.va/archive/ccc_css/archive/catechism/p3s1c2a3.htm Respecting other cultures and still recognizing an objective truth – Paragraphs 1-3 are especially helpful. http://www.seattlecatholic.com/a050511.html
4.5.2 Rights and Responsibilities of Citizenship		
1	1. Identify ways that citizens can responsibly care for regional assets.	
1	2. Describe a conflict that existed between different regions of the U.S. and how it was resolved.	
1	3. Describe the roles of leadership and public service in the state and nation.	

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2	4. Describe how citizens participate in state and national activities.	
1	5. Explain that a faithful citizen helps others know what is good and evil.	<p>One of the works of mercy is to “Instruct the ignorant” and another is to “admonish sinners”. Instructing the ignorant is telling people the truth that they need to know. For example, a parent who tells a child that it is not right to lie, or a student who stands up for the Church and explains what it teaches to his friend (who may have been saying something against the Church) at lunch. Admonishing sinners is when we (at the right time, in the right way) tell someone when what they are doing is not right. For example, standing up to a bully, addressing cheating, etc. are all examples of admonishing a sinner.</p> <p>Our bishop of faithful citizenship: Esp starting in paragraph 9 http://eriercd.org/pdf/faithfulcitizenship.pdf</p> <p>USCCB on Faithful Citizenship: http://www.usccb.org/issues-and-action/faithful-citizenship/forming-consciences-for-faithful-citizenship-part-one.cfm</p> <p>Example of a faithful citizen but God’s first: St. Thomas More, quoted as saying “I am the king’s good servant, but God’s first”: http://www.newadvent.org/cathen/14689c.htm (long)</p> <p>How to form a good conscience: (Refer especially to part II) https://www.catholicculture.org/culture/library/view.cfm?recnum=3596</p>
4.5.3 How Government Works		
2	1. Identify the roles of the three branches of government.	
2	2. Identify the role of each branch of the government in making laws.	
1	3. Identify the services and their value performed by state governments.	

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1	4. Identify positions of authority in the Diocese and State and how those positions are filled.	How we get a bishop: http://www.usccb.org/about/leadership/appointing-bishops.cfm
2	5. Explain the voting process and compare differences between states.	
3	6. Compare the different consequences between states for breaking laws.	
2	7. Identify regional interests.	
2	8. Discuss how the news and movies can influence how we think about different regions of the U.S.	
4.5.4 How International Relationships Function		
1	1. Explain that the Church is to be the voice of those who are powerless.	http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/solidarity.cfm http://www.caritas.org.au/learn/catholic-social-teaching/solidarity

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ECONOMICS

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4.6.1: Scarcity and Choice		
1	1. Identify scarcity and examples of resources, wants, and needs.	
1	2. Identify needs and wants of people.	
1	3. Explain what influences the choices people make.	
1	4. Identify examples of natural, human, and capital resources.	
1	5. Identify opportunities to share limited resources to help meet others' needs.	
4.6.2 Markets and Economic Systems		
1	1. Explain how a product moves from production to consumption.	
2	2. Determine how sellers compete with one another.	through price, quality, features of product, better advertising
3	3. Differentiate between monetary and non-monetary incentives in advertising.	non-monetary - peer respect, self worth, care for family, safety, etc.
2	4. Explain the role of buyers and sellers in determining prices of products.	buyers use cost of resources to set price; buyers can refuse to purchase if price high
2	5. Explain why local businesses open and close.	
2	6. Describe the role of a business in the local community.	create jobs, pay taxes, support non-profit agencies, look of neighborhood
2	7. Explain the three basic questions all economic systems must answer: What to produce, how, and for whom?	Select a business and answer each of these questions.

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1	8. Explain how choices we make can improve life for the poor.	<p>Pope Francis points out some problems in Laudato Si that students can find solutions to in their own lives. You will probably need to summarize the problems for them (para 43-52): http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html</p> <p>Concrete actions: https://catholiccharitiesusa.org/what-we-do</p>
4.6.3 Functions of Government		
1	1. Explain how government responds to social needs by providing public goods and services.	
3	2. Describe the impact of government involvement in economic activities.	Government programs can reduce cost of an activity (groceries, transportation, housing) so more can make purchases.
2	3. Explore ways in which tax revenues are used in local community.	Tax dollars support emergency responders, community events, etc.
4.6.4 Economic Interdependence		
2	1. List factors that promote specialization and division of labor.	better at task when there is specialization, quality of product or service is better, can produce a greater quantity
1	2. Identify examples of trade, imports, and exports in the local community.	
1	3. State reasons why people go outside of their geographical region to buy and sell.	
4.6.5 Income, Profit, and Wealth		
2	1. Compare the job market and wages within the regions of the U.S.	
1	2. Identify the requirements for different jobs and occupations.	

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2	3. Identify different managerial roles within a business.	
2	4. Explain how price effects profit and loss.	
3	5. Identify tangible and intangible assets.	Tangible - cash, homes, cars, savings Intangible - knowledge, supporters/customers, hard working employees
1	6. Identify different ways people save.	
2	7. Examine the basic operation of the banking system.	https://www.richmondfed.org/education/for_teachers/lesson_plans_and_classroom_activities

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GEOGRAPHY

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ML	Expectation	Explanation
4.7.1 Basic Geographic Literacy		
1	1. Describe how geographic tools (maps, globes, atlases, GPS, aerial photographs) are used to interpret information about people, places, and environment.	
1	2. Use longitude and latitude to locate places on a map.	
2	3. Understand the term elevation and its significance.	
1	4. Describe and locate places and regions as defined by physical and human features.	
4.7.2 Physical Characteristics of Places and Regions		
1	1. Locate the major waterways and landforms of the U.S.	
1	2. Identify the characteristics of the regions of the United States and PA.	
2	3. On a map, indicate change over time due to physical processes.	
4.7.3 Human Characteristics of Places and Regions		
1	1. Identify the human characteristics of regions of the United States using the following criteria: population, culture, economic activities, and political divisions.	
4.7.4 Interactions between People and the Environment		
1	1. Identify how the weather, natural disasters, and natural resources can impact people in regions of the United States and PA.	
2	2. Identify ways people have changed the geography of the United States and PA .	

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1	<p>3. Describe ways that people of faith can care for the environment.</p>	<p>Quotes which may prompt ideas: http://www.usccb.org/issues-and-action/human-life-and-dignity/environment/environmental-justice-program/upload/Environmental-Primer.pdf</p> <p>Laudato Si Paragraph 211: There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. (211)</p> <p>USCCB on environment: http://www.usccb.org/issues-and-action/human-life-and-dignity/environment/index.cfm</p> <p>Reflection on the difference between environmentalism and a Godly care for the environment: http://www.catholic.com/magazine/articles/should-catholics-be-environmentalists</p>
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HISTORY

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ML	Expectation	Explanation
4.8.1 Historical Analysis and Skills Development		
1	1. Identify and describe how geography and climate have influenced continuity and change over time.	This can be done at the local, state, national or world level. How has the climate or the geography of an area caused things to stay the same or to change?
1	2. Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.	Reflection on fact vs. opinion and the importance of recognizing that there are facts which are also opinions and facts which cannot be empirically proven: http://opinionator.blogs.nytimes.com/2015/03/02/why-our-children-dont-think-there-are-moral-facts/?_r=0
1	3. Identify a specific research topic and develop questions relating to the research topic.	
4.8.2 Pennsylvania History		
1	1. Identify and describe the contributions of individuals and groups in Pennsylvania history. Compare and contrast their contributions.	
1	2. Using a map of Pennsylvania locate geographical and historical places of importance.	
1	3. Name historical documents important to Pennsylvania.	
1	4. Describe how continuity and change have impacted Pennsylvania history with respect to: the culture, business, technology, government, geography and population.	How have jobs, homes, businesses, etc. stayed the same and changed over time in PA history?
1	5. Identify times of conflict and times of cooperation in the history of PA. Describe the causes for the conflicts and resolutions.	

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1	6. Create a timeline of important events in the history of the diocese.	
4.8.3 United States History		
1	1. Compare and contrast the contributions of several groups from the United States.	
1	2. Describe historical documents, artifacts, and places critical to United States history.	
1	3. Describe how continuity and change have impacted United States history with respect to: the culture, business, technology, government, geography and population.	How have jobs, homes, businesses, etc. stayed the same and changed over time in US history?
1	4. Identify times of conflict and times of cooperation in the history of the US. Describe the causes for the conflicts and resolutions.	