

# DIOCESE OF SAVANNAH

## Social Studies Standards

### Kindergarten – Grade 8



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## Introduction

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The Diocese of Savannah develops students who are intellectual, social, moral, and spiritual life-long learners. Social Studies is crucial to the development of learning different world views, cultures, and peoples. Students in grades kindergarten through twelfth grade will receive a robust social studies experience that encourages critical thinking, civic engagement, and personal finance skills which provides a framework for the history of our world. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as faithful citizens of a diverse, democratic society in an interdependent world. (National Council for Social Studies)

The standards are divided into two domains:

- Academic Standards
- Catholic Identity Standards

### Academic Standards

The Diocese of Savannah has adopted the Georgia Department of Education’s Social Studies Frameworks: [the Georgia Standards of Excellence \(GSE\)](#) in grades kindergarten through twelve. The GSE Social Studies Framework is intended to serve as a guide for teachers to organize and teach the Social Studies curricula.

In grades kindergarten through eight, the Framework is broken down into four themes:

1. Historical Understandings
2. Geographic Understandings
3. Government/Civic Understandings
4. Economic Understandings

### Catholic Identity Standards

The Diocese of Savannah Social Studies Revision Committee has created a set of Catholic Identity Standards that are intentionally aligned with the Georgia Standards of Excellence. These Catholic Identity Standards were adapted from [The Cardinal Newman Society](#).

An integral part in the study of social studies should include the integration of church history and Catholic social teachings. It is increasingly more important that students are aware of different cultures, economic and political systems and the historical developments that have molded these various cultures and systems. Through the study of social constructs and the influence of the Catholic Church, students should gain a greater understanding of individual and group development, power and authority, rights, and responsibilities, along with civic ideals and practices to develop a keen awareness of both social justice and social responsibility as they consider the world in which they live, their needs, and the needs of others.

Catholic Identity Standard References:

SS:	Social Studies	CI:	Catholic Identity
K:	Grade level (K for kindergarten)	1:	Standard number

## PROGRAM REQUIREMENTS BY GRADE

GRADE	REQUIRED STANDARDS	RECOMMENDED TEXTS	MINUTES PER WEEK
Kindergarten	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	150 minutes
Grade 1	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	150 minutes
Grade 2	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	150 minutes
Grade 3	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	170 minutes
Grade 4	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	170 minutes
Grade 5	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	275 minutes
Grade 6	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	275 minutes
Grade 7	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	275 minutes
Grade 8	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Gallopade (K – 8) 2. Savvas (K – 12)	275 minutes
High School	1. Catholic Identity: Diocese of Savannah Standards 2. Academics: Georgia Standards of Excellence	1. Savvas (K – 12)	<b>Hours per Unit (annually):</b> 120 hours <b>Total Hours Required for Graduation: 480 hours</b>

## KINDERGARTEN

### KINDERGARTEN NARRATIVE

The kindergartener learns best when participating in hands-on, exploratory activities. Students should be active and involved in student-centered learning. They are observant and influenced by their own life and family's religious background. Learning opportunities should go beyond the classroom environment as the kindergartener learns best when permitted to move around and utilize all five senses to make connections between prior knowledge and the world around him/her.

In kindergarten, students begin to understand the foundations of the social studies strands: history, geography, government, and economics. Students begin their introduction to United States history through the study of important American and Catholic holidays and symbols. Civics provides students with an introduction to rules and character traits of good citizens. Basic economics concepts are also introduced. Students should explore the influence the Catholic faith has on history and in daily life.

### KEY TERMS

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Bethlehem</li> <li>• Mercy</li> <li>• Gratitude</li> <li>• Compassion</li> <li>• Freedom</li> <li>• Courage</li> <li>• Hope</li> <li>• Peace</li> <li>• Obligation</li> <li>• Solemnity</li> <li>• Cardinal</li> </ul> | <ul style="list-style-type: none"> <li>• Census</li> <li>• Crucifix</li> <li>• Rosary</li> <li>• Mass</li> <li>• Stations</li> <li>• Ten Commandments</li> <li>• Pope</li> <li>• Bishop</li> <li>• Priest</li> <li>• Nun</li> <li>• Deacon</li> </ul> |
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### CATHOLIC IDENTITY STANDARDS

### GSE REFERENCE

#### **SS.K.CI.1**

**Identify the Catholic holidays and describe the people and events celebrated in relation to their virtue and the example of Christ.**

- a. Assumption of Mary
- b. All Hallows' Eve/All Saints Day
- c. Feast of Christ the King
- d. 1st Sunday of Advent
- e. St. Nicholas Day
- f. Feast of the Immaculate Conception
- g. Christmas
- h. Solemnity of Mary Mother of God
- i. Epiphany
- j. Mardi Gras
- k. Ash Wednesday
- l. Palm Sunday
- m. Triduum

**SSKH1**  
**SSKG1**

<ul style="list-style-type: none"> <li>n. Easter</li> <li>o. Feast of the Ascension</li> <li>p. Corpus Christi</li> </ul>	
<p><b>SS.K.CI.2</b>  <b>Identify and describe the Catholic saints who are patrons of or embody the attributes of National and Civic holidays.</b></p> <ul style="list-style-type: none"> <li>a. Labor Day: Saint Joseph the Worker &amp; Saint Dorothy Day</li> <li>b. Columbus Day (Indigenous Peoples' Day): Saint Kateri Tekakwitha</li> <li>c. Veterans' Day: St. Michael the Archangel</li> <li>d. Martin Luther King Jr. Day: St. Josephine Bakhita</li> <li>e. Juneteenth: St. Josephine Bakhita</li> </ul>	<p><b>SSKH1</b>  <b>SSKG1</b></p>
<p><b>SS.K.CI.3</b>  <b>Identify and describe the following Catholic symbols.</b></p> <ul style="list-style-type: none"> <li>a. Bible</li> <li>b. Crucifix</li> <li>c. Rosary</li> <li>d. Papal Flag</li> </ul>	<p><b>SSKH2</b></p>
<p><b>SS.K.CI.4</b>  <b>Describe the Catholic culture by explaining the customs and celebrations of various families and communities.</b></p> <ul style="list-style-type: none"> <li>a. Going to Mass</li> <li>b. Stations of the cross</li> <li>c. Daily prayers</li> </ul>	<p><b>SSKH1</b>  <b>SSKG1</b></p>
<p><b>SS.K.CI.5</b>  <b>Demonstrates an understanding of Catholic morals and values.</b></p> <ul style="list-style-type: none"> <li>a. Explain that The Ten Commandments were given by God for us to follow.</li> <li>b. Explain that we are all created in God's image.</li> <li>c. Explain ways in which we can show respect for all of God's creation.</li> </ul>	<p><b>SSKCG1</b>  <b>SSKCG2</b></p>
<p><b>SS.K.CI.6</b>  <b>Describe the work of the Catholic clergy and religious orders.</b></p> <ul style="list-style-type: none"> <li>a. Pope</li> <li>b. Cardinal</li> <li>c. Bishop</li> <li>d. Priest</li> <li>e. Deacon</li> <li>f. Nun/brothers/sisters</li> </ul>	<p><b>SSKE1</b></p>
<p><b>SS.K.CI.7</b>  <b>Identify the Catholic history of the school.</b></p> <ul style="list-style-type: none"> <li>a. Namesake saint and/or symbol</li> <li>b. Founding order</li> <li>c. When the school was founded</li> <li>d. Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)</li> </ul>	<p><b>SSKG1</b></p>

## ACADEMIC STANDARDS

## Georgia Standards of Excellence (K-5):

<https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf>

## RESOURCES

## SS.K.CI.1

Assumption of Mary

- <https://sdcason.com/the-assumption-catholic-coloring-page/>
- <https://www.saintanneshelper.com/assumption-coloring.html>
- Feast of Christ the King
- <https://www.thecatholickid.com/christ-the-king-coloring-page/>
- St. Nicholas Day
- <https://teachingcatholickids.com/meet-st-nicholas-%E2%80%A2-saints-for-kids/>
- <https://www.catholicicing.com/st-nicholas-crafts-for-kids/>
- Feast of the Immaculate Conception
- <https://www.catholicicing.com/explain-immaculate-conception-to-kids/>
- Mardi Gras
- <https://youtu.be/LXCucOH4d0A>
- Ash Wednesday
- <https://youtu.be/T2D-2sfbqa4>
- Palm Sunday
- <https://youtu.be/ITmbTuutBgg>
- Easter
- <https://youtu.be/tBHxOx96R4>
- Feast of the Ascension
- <https://youtu.be/1SpNKkeOAGY>

## SS.K.CI.2

Labor Day: Saint Joseph the Worker & Saint Dorothy Day

- [https://catholic-link.org/joseph-saint-our-times/?gclid=CjwKCAjwvsqZBhAIEiwAqAHElRgREVmEbBOMv0wSEHEtPHVY7r1r0zMjGcSVoXPHaAHMzoLqNbDyRhoCr44QAvD\\_BwE](https://catholic-link.org/joseph-saint-our-times/?gclid=CjwKCAjwvsqZBhAIEiwAqAHElRgREVmEbBOMv0wSEHEtPHVY7r1r0zMjGcSVoXPHaAHMzoLqNbDyRhoCr44QAvD_BwE)
- <https://teachingcatholickids.com/st-joseph-saints-for-kids/>
- Columbus Day (Indigenous Peoples' Day): Saint Kateri Tekakwitha
- <https://www.youtube.com/watch?v=YKwyC0y41T0>
- Martin Luther King Jr. Day: St. Josephine Bakhita
- [https://www.catholic.org/saints/saint.php?saint\\_id=5601](https://www.catholic.org/saints/saint.php?saint_id=5601)
- <https://www.franciscanmedia.org/saint-of-the-day/saint-josephine-bakhita>
- Juneteenth: St. Josephine Bakhita
- [https://www.catholic.org/saints/saint.php?saint\\_id=5601](https://www.catholic.org/saints/saint.php?saint_id=5601)
- <https://www.franciscanmedia.org/saint-of-the-day/saint-josephine-bakhita>

## SS.K.CI.3

Rosary

- <https://www.teachingcatholickids.com/teaching-children-the-rosary/>



- <https://www.thecatholickid.com/how-to-pray-the-rosary-for-kids/>
- <https://www.thecatholickid.com/category/catholic-coloring-pages/rosary-coloring-pages/>  
Papal Flag
- <https://www.catholicicing.com/papal-flag-idea-for-kids/>
- <https://www.americanflags.com/blog/post/papal-flag-symbols-meaning>

**SS.K.CI.4**

Going to Mass

- <https://www.youtube.com/watch?v=7QFQiFuACKQ&t=231s>
- Stations of the cross
- <https://watch.formed.org/videos/brother-francis-the-stations-of-the-cross>
- <https://www.reallifeathome.com/printable-stations-of-the-cross-for-children/>

**SS.K.CI.5**

Explain that The Ten Commandments were given by God for us to follow.

- <https://watch.formed.org/adventure-catechism/videos/what-are-the-10-commandments-adventure-catechism>

**SS.K.CI.7**

Identify the history of the school.

- *One Faith... One Family Diocese of Savannah 1850 – 2000*

## Grade 1

**1<sup>ST</sup> GRADE NARRATIVE**

First grade learners are curious, spontaneous, and energetic. They are full of wonder, which helps them explore God’s creation through social studies. Most first graders are beginning to apply Catholic values and teachings. First grade students learn best through active involvement. They enter first grade at various stages of reading development. First graders should have a strong foundation in phonemic awareness in order to transition from decoding words to reading fluently. The first-grade learner still relies heavily on auditory learning.

Students continue their introduction to United States history through the study of selected historical and religious figures and their important contributions. In the geography strand, students learn about where these historical and religious people lived and explore important basic geographic concepts. The civics strand provides a study of the impact of character traits exhibited by these important historical and religious figures. The economics strand continues the introduction of basic concepts surrounding money, goods, and services.

**KEY TERMS**

- Faith
- Impact
- Saint Elizabeth Ann Seton
- Knights of Columbus
- Creation
- Ten Commandments
- Income
- Donation
- Offertory

**CATHOLIC IDENTITY STANDARDS****GSE REFERENCE****SS.1.CI.1**

**Read and describe how these Catholic figures' faith impacted American history.**

- a. Saint Elizabeth Ann Seton
- b. Knights of Columbus

SS1H1

SS1G1

SS1CG1

**SS.1.CI.2**

**Demonstrates an understanding of Catholic morals and values.**

- a. Explain that The Ten Commandments were given by God for us to follow.
- b. Describe and demonstrate ways in which we can show respect for all of God’s creation.

SS1CG1

**SS.1.CI.3**

**Explain that people earn income and must make choices about giving and donating to the church, charities, etc. by deciding what to give and save.**

SS1E1

SS1E4

**SS.1.CI.4**

**Identify the Catholic history of the school.**

- a. Namesake saint and/or symbol
- b. Founding order
- c. When the school was founded
- d. Any additional facts (*One Faith... One Family Diocese of Savannah 1850 – 2000*)

SS1CG1

**ACADEMIC STANDARDS****Georgia Standards of Excellence (K-5):**<https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf>**RESOURCES****SS.1.CI.1**

Saint Elizabeth Ann Seton

- <https://youtu.be/ETow1AHQQgg>
- [https://www.srcharitycinti.org/wp-content/uploads/2020/04/EAS-Biography\\_primary.pdf](https://www.srcharitycinti.org/wp-content/uploads/2020/04/EAS-Biography_primary.pdf)
- [https://www.catholic.org/saints/saint.php?saint\\_id=180](https://www.catholic.org/saints/saint.php?saint_id=180)

Knights of Columbus

- [https://www.chicagokofc.com/KofC\\_history.php](https://www.chicagokofc.com/KofC_history.php)

**SS.1.CI.2**

The Ten Commandments

- <https://www.123homeschool4me.com/10-commandments-craft-for-kids/>

God's creation

- [https://www.youtube.com/watch?v=l5GPn\\_y\\_fyI](https://www.youtube.com/watch?v=l5GPn_y_fyI)

**SS.1.CI.4**

Identify the history of the school.

- *One Faith... One Family Diocese of Savannah 1850 – 2000*

## Grade 2

**2<sup>ND</sup> GRADE NARRATIVE**

Second grade students are hands-on, concrete learners gradually transitioning into understanding abstract concepts. Upon entering second grade, students demonstrate varying levels of reading proficiency. Students should be transitioning from emergent to independent readers. Second grade students enjoy reading and listening to a variety of literature. They can connect text-to-self and share their personal experiences to deepen their understanding.

In second grade, the various social studies strands become interwoven with the historical and religious strands. The history strand focuses on important historical figures in Georgia and the Creek and Cherokee cultures in Georgia. The historical strand also examines the impact of the Catholic faith on historical figures and events. The geography strand emphasizes the geography of Georgia and relates to the historical study. In addition to the character traits of the individuals and groups in the historical strand, basic concept of government are introduced. Basic economic concepts of money, goods, and services continue to be developed.

**KEY TERMS**

- Martyrs
- Friar
- Father Olivier le Mercier
- Diocese
- Charitable
- Priest
- Current parish priest
- Bishop
- Current Bishop of the Diocese of Savannah
- Donation

**CATHOLIC IDENTITY STANDARDS****GSE REFERENCE****SS.2.CI.1**

**Describe the lives and contributions of historical Catholic figures in Georgia history and relate their lives to the example of Christ.**

- a. Friar Pedro de Corpa and Companions (Blas, Miguel, Antonio, and Francisco)
- b. First Catholic priest stationed permanently in Georgia (Father Olivier le Mercier)

SS2H1

**SS.2.CI.2**

**Identify the following church offices and structures and describe how they support the faith and mission of the Church.**

- a. Pope: Bishop of Rome
- b. Bishops: The Diocese of Savannah Bishop and various diocesan bishops around the world
- c. Priests: the school's parish priest and various parish priests around the world

SS2CG1

**SS.2.CI.3**

**Describe the cost and benefits of charitable donations and giving choices.**

SS2E4

**SS.2.CI.4**

**Identify the Catholic history of the school.**

- a. Namesake saint and/or symbol
- b. Founding order
- c. When the school was founded
- d. Any additional facts (*One Faith... One Family Diocese of Savannah 1850 – 2000*)

SS2H1

## ACADEMIC STANDARDS

## Georgia Standards of Excellence (K-5):

<https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf>

## RESOURCES

**SS.2.CI.1**

Friar Pedro de corps and Companions

- <https://thegeorgiamartyrs.org/en/the-martyrs/the-servants-of-god/pedro-de-corpa>
- <https://www.simplycatholic.com/the-georgia-martyrs/>

Father Olivier le Mercier

- <https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/georgia-catholic-church>

**SS.2.CI.2**

Pope- Bishop of Rome

- [https://youtu.be/\\_rHL4P1\\_GFM](https://youtu.be/_rHL4P1_GFM)

Bishops

- <https://www.catholicculture.org/culture/library/view.cfm?recnum=898>

Priests

- <https://archdiosf.org/what-is-a-priest-what-do-priests-do>
- <https://rcsj.org/vocations/what-is-priesthood>

**SS.2.CI.4**

Identify the history of the school.

- *One Faith... One Family Diocese of Savannah 1850 – 2000*

## Grade 3

**3<sup>RD</sup> GRADE NARRATIVE**

Third graders are inquisitive and should be encouraged to ask questions during class discussions. Their family and school backgrounds shape their understanding of the world. These students learn by listening to and verbalizing personal experiences relative to historical understandings.

Third graders are able to understand how all four strands of United States history (history, geography, civics/government, and economics) are integrated. Students will be able to extend and apply their knowledge of these concepts. By the end of third grade, students will be able to demonstrate the importance of respecting God's world, His people, and the use of God's gifts.

**KEY TERMS**

- Religious Freedom
- Virtue
- Vice
- Saint Kateri Tekawitha
- King Philip's War
- Church of England
- Henry VIII
- Tithes

**CATHOLIC IDENTITY STANDARDS****GSE REFERENCE****SS.3.CI.1**

**Demonstrate an understanding about great figures of history by examining their lives for examples of virtue or vice.**

- a. Describe the life and historical significance of Saint Kateri Tekawitha.

**SS3H1****SS.3.CI.2**

**Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.**

- a. Examine King Philips' War and understand how this conflict demonstrated a time when our founders engaged in conflict in a way that was problematic.

**SS3H2****SS.3.CI.3**

**Explain the history of the Catholic Church and its impact on human events.**

- a. Explain how the Church of England was founded as a way to separate from the Catholic Church under the rule of Henry VIII. This led to the pilgrims leaving England in order to have more religious freedom to practice their various religions (including Catholicism).

**SS3H3****SS.3.CI.4**

**Decipher between what is positive in the world with what needs to be transformed and what injustices need to be overcome.**

- a. Explain how our country has evolved and transformed many laws (slavery, voting rights, educational rights) to promote the common good.

**SS3CG2**

<p><b>SS.3.CI.5</b>  <b>Explain how beliefs about God, humanity, and material things affect behavior.</b>  a. Understand opportunity cost as it relates to saving or spending choices, and the purpose of tithing to the church.</p>	<p><b>SS3E4</b></p>
<p><b>SS.3.CI.6</b>  <b>Identify the Catholic history of the school.</b>  a. Namesake saint and/or symbol  b. Founding order  c. When the school was founded  d. Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)  e. Determine how individuals currently in the school can continue the charisms of the school</p>	
<b>ACADEMIC STANDARDS</b>	
<p><b>Georgia Standards of Excellence (K-5):</b> <a href="https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf">https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf</a></p>	
<b>RESOURCES</b>	
<p><b>SS.3.CI.1</b>  Saint Kateri Tekawitha</p> <ul style="list-style-type: none"> <li>• <a href="https://teachingcatholickids.com/kateri-tekawitha/">https://teachingcatholickids.com/kateri-tekawitha/</a></li> <li>• <a href="https://www.catholicicing.com/blessed-kateri-tekawitha-feast-day/#:~:text=Here%20are%20some%20resources%20for%20learning%20about%20St.,look%20so%20amazing%21%20It%E2%80%99s%20definitely%20on%20my%20wishlist">https://www.catholicicing.com/blessed-kateri-tekawitha-feast-day/#:~:text=Here%20are%20some%20resources%20for%20learning%20about%20St.,look%20so%20amazing%21%20It%E2%80%99s%20definitely%20on%20my%20wishlist</a></li> <li>• <a href="https://kids.britannica.com/kids/article/Kateri-Tekawitha/489809">https://kids.britannica.com/kids/article/Kateri-Tekawitha/489809</a></li> <li>• <a href="https://youtu.be/IrggRyUzZvw">https://youtu.be/IrggRyUzZvw</a></li> </ul> <p><b>SS.3.CI.2</b>  King Philips’ War</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=PEXlqjLjKoo">https://www.youtube.com/watch?v=PEXlqjLjKoo</a></li> <li>• <a href="https://www.nps.gov/rowi/learn/historyculture/philipswar.htm">https://www.nps.gov/rowi/learn/historyculture/philipswar.htm</a></li> </ul> <p><b>SS.3.CI.3</b>  Church of England and the rule of Henry VIII</p> <ul style="list-style-type: none"> <li>• <a href="https://classroom.synonym.com/caused-england-catholic-church-separate-6935.html">https://classroom.synonym.com/caused-england-catholic-church-separate-6935.html</a></li> <li>• <a href="https://historyforkids.org/the-pilgrims/">https://historyforkids.org/the-pilgrims/</a></li> </ul> <p><b>SS.3.CI.4</b>  Evolution of the US</p> <ul style="list-style-type: none"> <li>• <a href="https://www.usccb.org/offices/anti-trafficking-program/catholic-social-teaching-and-churchs-fight-end-trafficking">https://www.usccb.org/offices/anti-trafficking-program/catholic-social-teaching-and-churchs-fight-end-trafficking</a></li> <li>• <a href="https://uscatholic.org/articles/201811/holy-votes-a-history-of-catholic-voting/">https://uscatholic.org/articles/201811/holy-votes-a-history-of-catholic-voting/</a></li> <li>• <a href="https://catholic-link.org/catholic-social-teaching/?gclid=Cj0KCQiAorKfBhC0ARIsAHDzslse0Qj1Bhq77-o1oftoBoPz-xzgdiuGms-Zt5zuCCg1g8WI2bUSuwaAmrmEALw_wcB">https://catholic-link.org/catholic-social-teaching/?gclid=Cj0KCQiAorKfBhC0ARIsAHDzslse0Qj1Bhq77-o1oftoBoPz-xzgdiuGms-Zt5zuCCg1g8WI2bUSuwaAmrmEALw_wcB</a></li> <li>• <a href="https://youtu.be/ETowlAHQQgg">https://youtu.be/ETowlAHQQgg</a></li> </ul>	

**SS.3.CI.5**

Tithing

- <https://www.catholic.com/qa/are-catholics-required-to-tithe-10-percent-of-their-income-to-the-church>

**SS.3.CI.6**

Diocese of Savannah

- *One Faith... One Family Diocese of Savannah 1850 – 2000*



## Grade 4

**4<sup>TH</sup> GRADE NARRATIVE**

Fourth graders are inquisitive and should be encouraged to ask questions during classroom discussions. Their family and school backgrounds shape their knowledge of the world around them. The goal of social studies is not to have students memorize facts, but rather to help them understand their world, so they can analyze issues, solve problems, and think critically.

Fourth grade students build upon the study of United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students will be active participants in learning the economic and political affairs of their country, understanding and respecting the history of our country, and garnering respect for diverse cultures. By the end of fourth grade, students will show an understanding and respect for the world and people that God created.

**KEY TERMS**

- John Carroll
- Charles Carroll
- Ordain
- Stephen Theodore Badin
- Parochial School
- Pope Gregory XVI
- The Sisters of Charity

**CATHOLIC IDENTITY STANDARDS****GSE REFERENCE****SS.4.CI.1**

**Demonstrate an understanding about great figures of history by examining their lives as examples of virtue or vice.**

- a. Describe the life and historical significance of John Carroll, the first Catholic Bishop of the United States.
- b. Describe the life and historical significance of Charles Carroll, the only Catholic to sign the Declaration of Independence.

**SS4H1****SS.4.CI.2**

**Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.**

- a. Identify the importance of Stephen Theodore Badin, the first ordained priest in the United States.
- b. Identify the importance of Saint Elizabeth Ann Seton, a sister who started the first Catholic Order (The Sisters of Charity) in the United States.
- c. Explain the work of Saint Elizabeth Ann Seton as the founder of the country's parochial school system.

**SS4H2**

<p><b>SS.4.CI.3</b>  <b>Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.</b></p> <p>a. Describe the significance of Pope Gregory XVI, condemning the trade of enslaved people in 1839, and how American colonists supported and disagreed with his views.</p>	<p><b>SS4H4</b></p>
<p><b>SS.4.CI.4</b>  <b>Explain how beliefs about God, humanity, and material things affect personal behavior.</b></p> <p>a. Explain the founding principles of the United States and how it relates to our faith.</p> <p>b. Explain the natural rights of the Declaration of Independence, and how it relates to our faith.</p> <p>c. Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution and how it relates to our faith.</p> <p>d. Explain the structure of the government of the United States and the Bill of Rights and how it relates to our faith.</p> <p>e. Understand opportunity cost as it relates to saving or spending choices, and the purpose of tithing to the church.</p>	<p><b>SS4CG1</b></p>
<p><b>SS.4.CI.5</b>  <b>Identify the Catholic history of the school.</b></p> <p>a. Namesake saint and/or symbol</p> <p>b. Founding order</p> <p>c. When the school was founded</p> <p>d. Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)</p> <p>e. Determine how individuals currently in the school can continue the charisms of the school</p>	
<p><b>ACADEMIC STANDARDS</b></p>	
<p><b>Georgia Standards of Excellence (K-5):</b> <a href="https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf">https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf</a></p>	
<p><b>RESOURCES</b></p>	
<p><b>SS.4.CI.1</b></p> <p>John Carroll</p> <ul style="list-style-type: none"> <li>• <a href="https://www.britannica.com/biography/John-Carroll-American-bishop">https://www.britannica.com/biography/John-Carroll-American-bishop</a></li> </ul> <p>Charles Carroll</p> <ul style="list-style-type: none"> <li>• <a href="https://www.ushistory.org/declaration/signers/carroll.html">https://www.ushistory.org/declaration/signers/carroll.html</a></li> <li>• <a href="https://www.britannica.com/biography/Charles-Carroll">https://www.britannica.com/biography/Charles-Carroll</a></li> </ul>	

**SS.4.CI.2**

Stephen Theodore Badin

- <https://www.newadvent.org/cathen/02200b.htm>

Saint Elizabeth Ann Seton

- <https://www.catholicicing.com/st-elizabeth-ann-seton-feast-day-jan-4/>
- <https://www.newadvent.org/cathen/13739a.htm>

**SS.4.CI.3**

Pope Gregory XVI

- <https://popehistory.com/popes/pope-gregory-xvi/>
- <https://www.papalartifacts.com/portfolio-item/pope-gregory-xvi/>

**SS.4.CI.4**

Declaration of Independence in relation to our faith

- <https://www.archives.gov/milestone-documents/declaration-of-independence>

The Bill of Rights and how it relates to our faith.

- [https://kids.lovetoknow.com/wiki/Bill\\_of\\_Rights\\_for\\_Kids#:~:text=Basics%20of%20the%20Bill%20of%20Rights%20for%20Kids,on%20personal%20freedoms%20and%20the%20power%20of%20Ogovernment](https://kids.lovetoknow.com/wiki/Bill_of_Rights_for_Kids#:~:text=Basics%20of%20the%20Bill%20of%20Rights%20for%20Kids,on%20personal%20freedoms%20and%20the%20power%20of%20Ogovernment)
- <https://www.britannica.com/topic/Bill-of-Rights-United-States-Constitution>

Tithing

- <https://www.catholicdigest.com/from-the-magazine/ask-father/200905-01what-is-tithing/>

**SS.4.CI.5**

Diocese of Savannah

- *One Faith... One Family Diocese of Savannah 1850 – 2000*

**Grade 5**

**5<sup>th</sup> GRADE NARRATIVE**

Fifth graders are intellectually and independently curious and should be encouraged to ask questions and debate topics during class discussions. Their family and school backgrounds shape their historical and spiritual knowledge and experiences. These students learn by listening to, writing about, and verbalizing personal experiences relative to themes and practices.

In fifth grade, students are building upon the prior knowledge from third and fourth grade United States history in which all four strands (history, geography, civics/government, and economics) are integrated. During the year, students will be expected to apply moral and historical concepts to real-world experiences. By the end of fifth grade, students will demonstrate a respect of God’s world, his people and the people’s use of God’s gifts.

**KEY TERMS**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Saint Frances Xavier Cabrini</li> <li>• Knights of Columbus</li> <li>• James Gibbons</li> <li>• Augustus Tolton</li> <li>• John Lancaster Spalding</li> <li>• Saint Katherine Drexel</li> <li>• The Sisters of Blessed Sacrament</li> <li>• Pope Leo XIII’s</li> <li>• Encyclical Rerum Novarum</li> <li>• Xavier University</li> <li>• National Catholic War Council</li> <li>• ‘Bishops’ Program for Social Reconstruction</li> <li>• National Catholic Welfare Council</li> </ul> | <ul style="list-style-type: none"> <li>• Alfred E. “Al” Smith</li> <li>• Peter Maurin</li> <li>• Dorothy Day</li> <li>• The Catholic Worker Movement</li> <li>• Charles Coughlin</li> <li>• Second Vatican Council</li> <li>• Pope John XXIII</li> <li>• George Higgins</li> <li>• John F. Kennedy</li> <li>• Phyllis Schlafly</li> <li>• Pro-life Movement</li> <li>• Challenge of Peace</li> </ul> |
|---|--|

**CATHOLIC IDENTITY STANDARDS**

**GSE REFERENCE**

**SS.5.CI.1**

**Demonstrate an understanding about great figures of history by examining their lives as examples of virtue or vice.**

- a. Identify Saint Frances Xavier Cabrini (1850-1917) as the first American citizen to be named a saint of the Catholic Church in 1880.
- b. Discuss the importance of the formation of the Knights of Columbus in 1882, an organization for Catholic men, that would strengthen their ties to both their church and country.

**SS5H1**

<p><b>SS.5.CI.2</b>  <b>Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.</b></p> <ol style="list-style-type: none"> <li>Describe the role of Saint Katherine Drexel in founding the Sisters of the Blessed Sacrament (1891), and identify its key role in helping American Indians and African Americans.</li> <li>Explain the significance of Pope Leo XIII’s publication of Encyclical Rerum Novarum, and how it helped form a bridge between state and the working class.</li> <li>Identify Xavier University (est.1915) as the only historically black Catholic institution in America.</li> </ol>	<p><b>SS5H2</b></p>
<p><b>SS.5.CI.4</b>  <b>Explain the history of the Catholic Church and its impact in human events.</b></p> <ul style="list-style-type: none"> <li>Explain the role of the National Catholic War Council during World War I and its impact on Catholic hierarchy.</li> </ul>	<p><b>SS5H2</b></p>
<p><b>SS.5.CI.5</b>  <b>Explain the human condition and the role and dignity of man in God’s plan.</b></p> <ol style="list-style-type: none"> <li>Explain how the ‘Bishops’ Program for Social Reconstruction (1917) impacted the Catholic community and its connection to Pope Leo XIII’s Rerum Novarum.</li> <li>Describe how the National Catholic Welfare Council gave aid to Catholic immigrants in 1920.</li> </ol>	<p><b>SS5H3</b></p>
<p><b>SS.5.CI.6</b>  <b>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</b></p> <ol style="list-style-type: none"> <li>Identify Alfred E. “Al” Smith as the first Catholic nominee for president in 1928.</li> <li>Describe Peter Maurin’s vision for Catholic workers, and how his work with Dorothy Day founded the Catholic Worker Movement (1932-1933).</li> <li>Explain how Dorothy Day impacted the Catholic community.</li> <li>Analyze Charles Coughlin’s (1933) views of the Jewish Community and how his stance became controversial in the Catholic community leading up to World War II.</li> <li>Explain the significance of the Second Vatican Council (1962-1965) and Pope John XXIII’s role.</li> <li>Identify George Higgins’s role in the improvement of Catholic and Jews relations (1960).</li> <li>Describe the significance of John F. Kennedy becoming the first Catholic president (1960).</li> </ol>	<p><b>SS5H4</b>  <b>SS5H5</b>  <b>SS5H6</b></p>

<p><b>SS.5.CI.7</b>  <b>Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.</b></p> <ol style="list-style-type: none"> <li>Identify Phyllis Schafly’s (1978) role in pro-life and religious rights movements for the Catholic Church.</li> <li>Describe the importance of the Catholic Bishops of the United States publication, the “Challenge of Peace” (1983).</li> </ol>	<p><b>SS5H7</b></p>
<p><b>SS.5.CI.8</b>  <b>Explain how beliefs about God, humanity, and material things influence behavior.</b></p> <ol style="list-style-type: none"> <li>Explain how price incentives affect people’s behavior and choices (ex. decisions to participate in cattle trails because of the increased beef prices).</li> <li>Understand opportunity cost as it relates to saving or spending choices, and the purpose of tithing to the church.</li> </ol>	<p><b>SS5E1</b>  <b>SS5E3</b></p>
<p><b>SS.5.CI.9</b>  <b>Identify the Catholic history of the school.</b></p> <ol style="list-style-type: none"> <li>Namesake saint and/or symbol</li> <li>Founding order</li> <li>When the school was founded</li> <li>Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)</li> <li>Determine how individuals currently in the school can continue the charisms of the school</li> </ol>	
<b>ACADEMIC STANDARDS</b>	
<p><b>Georgia Standards of Excellence (K-5):</b> <a href="https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf">https://lor2.gadoe.org/gadoe/file/1a9277b2-3e3a-46b3-933f-d3db230e5a8f/1/Social-Studies-K-5-Georgia-Standards.pdf</a></p>	
<b>RESOURCES</b>	
<p><b>SS.5.CI.1</b>  Saint Frances Xavier Cabrini</p> <ul style="list-style-type: none"> <li><a href="https://www.franciscanmedia.org/saint-of-the-day/saint-frances-xavier-cabrini/">https://www.franciscanmedia.org/saint-of-the-day/saint-frances-xavier-cabrini/</a></li> <li><a href="https://www.churchpop.com/2018/11/13/7-facts-about-the-amazing-st-frances-xavier-cabrini-first-canonized-saint-from-the-united-states/">https://www.churchpop.com/2018/11/13/7-facts-about-the-amazing-st-frances-xavier-cabrini-first-canonized-saint-from-the-united-states/</a></li> </ul> <p><b>SS.5.CI.2</b>  James Cardinal Gibbons</p> <ul style="list-style-type: none"> <li><a href="https://www.britannica.com/biography/James-Cardinal-Gibbons">https://www.britannica.com/biography/James-Cardinal-Gibbons</a></li> <li><a href="https://www.archbalt.org/his-eminence-james-cardinal-gibbons/">https://www.archbalt.org/his-eminence-james-cardinal-gibbons/</a></li> </ul> <p>Augustus Tolton</p> <ul style="list-style-type: none"> <li><a href="https://www.britannica.com/biography/Augustus-Tolton">https://www.britannica.com/biography/Augustus-Tolton</a></li> <li><a href="https://www.archchicago.org/en/news-release/-/article/2019/06/12/pope-francis-advances-the-cause-for-sainthood-of-the-servant-of-god-rev-augustus-tolton">https://www.archchicago.org/en/news-release/-/article/2019/06/12/pope-francis-advances-the-cause-for-sainthood-of-the-servant-of-god-rev-augustus-tolton</a></li> </ul> <p>John Lancaster Spalding</p>	

- <https://eric.ed.gov/?q=source%3a%22education%22&pr=on&ft=on&pg=3940&id=EJ1006239>
- <https://www.biola.edu/talbot/ce20/database/john-lancaster-spalding>

**SS.5.CI.3**

Saint Katherine Drexel

- <https://www.youtube.com/watch?v=YjlE5T1vqRQ>

Pope Leo XIII's publication of Encyclical Rerum Novarum

- <https://www.britannica.com/biography/Leo-XIII>

Xavier University

- <https://www.xavier.edu/mission-identity/xaviers-mission/a-brief-history-of-xavier/index>

**SS.5.CI.4**

National Catholic War Council

- <http://omeka.archnyarchives.org/exhibits/show/archnyww1/fundraising/ncwc>
- <https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/rights-and-responsibilities>

**SS.5.CI.5**

The 'Bishops' Program for Social Reconstruction (1917) its connection to Pope Leo XIII's Rerum Novarum

- <https://cuomeka.wrlc.org/exhibits/show/bishops/bishops/1919bishops-intro#:~:text=The%201919%20Bishops'%20Program%20for,America's%20politics%2C%20society%20and%20economy>

The National Catholic Welfare Council

- <https://www.lib.cua.edu/wordpress/newsevents/tag/national-catholic-welfare-council-ncwc/>

**SS.5.CI.6**

Alfred E. "Al" Smith

- <https://www.nga.org/governor/alfred-emanuel-smith/>
- <https://www.britannica.com/biography/Al-Smith>

Peter Maurin

- [https://www.marquette.edu/library/archives/Mss/DDCW/DDCW-seriesW10.php#:~:text=Peter%20Maurin%20\(1877%2D1949\),order%20and%20the%20Sillon%20movement](https://www.marquette.edu/library/archives/Mss/DDCW/DDCW-seriesW10.php#:~:text=Peter%20Maurin%20(1877%2D1949),order%20and%20the%20Sillon%20movement)
- <https://guides.catholicresearch.org/c.php?g=639971&p=4491420>

Dorothy Day

- <https://www.newyorker.com/magazine/2020/04/13/dorothy-days-radical-faith>

Charles Coughlin

- <https://exhibitions.ushmm.org/americans-and-the-holocaust/personal-story/charles-coughlin>
- <https://newspapers.ushmm.org/search/results?eventName=13>

The Second Vatican Council (1962-1965) and Pope John XXIII role.

- <https://www.britannica.com/event/Second-Vatican-Council>
- [https://www.vatican.va/jubilee\\_2000/magazine/documents/ju\\_mag\\_01051997\\_p-21\\_en.html](https://www.vatican.va/jubilee_2000/magazine/documents/ju_mag_01051997_p-21_en.html)

- <https://jnjr.div.ed.ac.uk/primary-sources/contemporary/monsignor-george-higgins-rabbi-marc-tanenbaum-zachariah-shuster-and-the-declaration-on-the-relation-between-the-church-and-non-christian-religions/>

George Higgins

- <https://socialwelfare.library.vcu.edu/organizations/labor/higgins-monsignor-george/>

John F. Kennedy

- <https://www.pewresearch.org/fact-tank/2021/01/20/biden-only-second-catholic-president-but-nearly-all-have-been-christians-2/#:~:text=Although%20about%20one%2Din%2Dfive,20>
- <https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/john-f-kennedy-and-religion>

### SS.5.CI.7

Phyllis Schlafly

- [https://study.com/academy/lesson/phyllis-schlafly-biography-books-the-equal-rights-amendment.html?src=ppc\\_adwords\\_nonbrand&rcntxt=aws&crt=646616438141&kwd=&kwid=dsa-1253079156202&agid=125582019081&mt=&device=c&network=s&\\_campaign=SeoPPC-desktop&gclid=EAIaIQobChMIotnhupeY\\_QIVjM2GCh0rLwNuEAAYASAAEgInHPD\\_BwE](https://study.com/academy/lesson/phyllis-schlafly-biography-books-the-equal-rights-amendment.html?src=ppc_adwords_nonbrand&rcntxt=aws&crt=646616438141&kwd=&kwid=dsa-1253079156202&agid=125582019081&mt=&device=c&network=s&_campaign=SeoPPC-desktop&gclid=EAIaIQobChMIotnhupeY_QIVjM2GCh0rLwNuEAAYASAAEgInHPD_BwE)

The Catholic Bishops of the United States publication, the “Challenge of Peace”

- <https://www.usccb.org/upload/challenge-peace-gods-promise-our-response-1983.pdf>

### SS.5.CI.8

Tithing

- <https://www.catholicdigest.com/from-the-magazine/ask-father/200905-01what-is-tithing/>

### **Diocese of Savannah**

*One Faith... One Family Diocese of Savannah 1850 – 2000*



**Grade 6**

**6<sup>TH</sup> GRADE NARRATIVE**

Sixth grade students are curious and benefit from hands-on interactive learning experiences. They are social and love stories. Most are still concrete thinkers who reference their own experiences in forming their beliefs. They are beginning to be capable of deepening their critical thinking skills. In order to achieve this cognitive growth, students need to have their assumptions and beliefs challenged. They need to be encouraged to look beyond their personal world toward a Catholic viewpoint that acknowledges and honors the dignity.

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in various areas so students begin to understand the variety of governments in the world. The economics domain builds on the kindergarten through fifth grade economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

An effort should be made to integrate content about the influence of Catholic Christianity of Western civilization. An exposure to stories of Catholics who embodied the teachings of Christ in their time and place is an ideal way to integrate Catholic identity. These role models’ stories will provide sixth graders with inspiration to live by gospel values in their personal and community experiences.

**KEY TERMS**

- Catholic Social Teaching
- Indigenous peoples
- Laudato Si
- Non-Government Organizations
- Corporate Imperialism
- Banana Republics
- Communism
- Human Trafficking
- Fair Trade

**CATHOLIC IDENTITY STANDARDS**

**GSE REFERENCE**

**SS.6.CI.1**

**Apply the principles of Catholic social teaching and Gospel values to the study of Latin America, the Caribbean and Canada, Europe, and Australia.**

- a. Apply the principles of solidarity, special option for the poor and vulnerable, and subsidiarity to the work of NGOs and international organizations in Latin America.
- b. Apply the principle of human dignity to contemporary issues that impact the people of developing nations in Latin America (ex. human trafficking, child labor, migration)

**SS6G2**  
**SS6E3**

<p>c. Apply the principle of dignity of work and rights of workers to economic development patterns and issues in Latin America (ex. corporate imperialism, fair trade, “Banana Republics”).</p>	
<p><b>SS.6.CI.2</b>  <b>Examine critical questions considering the teaching of the Catholic Church, including the Catechism.</b></p> <p>a. Describe the responsibilities of producers and consumers, workers and employers, businesses, and governments in the economic realm?  b. Identify the criteria the Church suggests when deciding to go to war. See <i>Catechism of the Catholic Church</i> 2243, 2308-2310.</p>	<p><b>SS6E3</b></p>
<p><b>SS.6.CI.3</b>  <b>Explain the influence and contributions of Catholic actors, leaders, and the Saints to historical events.</b></p> <p>a. Identify important saints of the rise of Christianity, Medieval Period, Renaissance, Reformation (ex. St. Thomas More), and Enlightenment in Europe.  b. Identify Catholic martyrs of the Holocaust. (ex. St. Edith Stein, St. Maximilian Kolbe)  c. Describe the roles of Catholic leaders in Latin American political events, both historical (ex. Miguel Hidalgo and Mexican Independence) and contemporary (ex. St. Oscar Romero, liberation theology).  d. Identify Catholic actors who worked to protect the rights of indigenous peoples. (ex. St. Bartholomew de las Casas)</p>	<p><b>SS6G10b</b>  <b>SS6H3</b>  <b>SS6H1a</b>  <b>SS6H1b</b></p>
<p><b>SS.6.CI.4</b>  <b>Describe the impact of historic events and decisions on Catholic communities and the Church in Latin America, the Caribbean and Canada, Europe, and Australia.</b></p> <p>a. Describe the persecution of the Church and/or individual Church leaders during various eras and events: the French Revolution, the Glorious Revolution (England), the Cold War, the rise of dictators in Latin America in the Twentieth Century.</p>	<p><b>SS6H3</b>  <b>SS6H1d</b></p>
<p><b>SS.6.CI.5</b>  <b>Identify the Catholic history of the school.</b></p> <p>a. Namesake saint and/or symbol  b. Founding order  c. When the school was founded  d. Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)  e. Determine how individuals currently in the school can continue the charisms of the school</p>	

**ACADEMIC STANDARDS**

**Georgia Standards of Excellence (6-8):** <https://lor2.gadoe.org/gadoe/file/c9a2e7d3-c799-4252-8ec4-74e27fc1adee/1/Social-Studies-6-8-Georgia-Standards.pdf>

**RESOURCES****RESOURCES BY CONTINENT / REGION / COUNTRY****CANADA**

- <https://www.npr.org/2022/07/25/1113498723/pope-francis-apology-canada-residential-schools-indigenous-children>
- [https://natsicc.org.au/assets/2005\\_catholics\\_and\\_the\\_process\\_of\\_reconciliation.pdf](https://natsicc.org.au/assets/2005_catholics_and_the_process_of_reconciliation.pdf)

**LATIN AMERICA**

## European colonization &amp; influence

- <https://www.usccb.org/offices/general-secretariat/saint-junipero-serra>
- <https://www.history.com/this-day-in-history/jesuit-order-established>
- [https://en.wikipedia.org/wiki/Catholic\\_Church\\_in\\_Latin\\_America#Franciscans](https://en.wikipedia.org/wiki/Catholic_Church_in_Latin_America#Franciscans)
- <https://www.floridamuseum.ufl.edu/staugustine/timeline/colonization-and-conflict/>
- <https://www.georgetown.edu/news/the-jesuit-mission-seeking-god-in-all-things/>
- <https://www.thoughtco.com/antonio-de-montesinos-2136370>
- <https://www.britannica.com/biography/Pedro-de-Gante>
- <https://www.oxfordbibliographies.com/display/document/obo-9780199766581/obo-9780199766581-0235.xml#:~:text=In%20Latin%2>
- <https://www.britannica.com/biography/Miguel-Hidalgo-y-Costilla>

## St. Augustine, FL

- <https://www.floridamuseum.ufl.edu/staugustine/timeline/colonization-and-conflict/>
- <https://www.floridamuseum.ufl.edu/staugustine/timeline/the-church-and-the-missions/>
- [https://www.nps.gov/foma/learn/historyculture/the\\_massacre.htm](https://www.nps.gov/foma/learn/historyculture/the_massacre.htm)

## Bartolome de las Casas

- <https://americanclass.org/de-las-casas-and-the-conquistadors/>
- <https://bilofrightsintstitute.org/e-lessons/bartolome-de-las-casas-account-of-the-destruction-of-the-indies>

## Environmental Issues

- <https://www.youtube.com/watch?v=LBe4LTLOLvU&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=27&t=54s>
- <https://www.youtube.com/watch?v=hllU9NEcJyg&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=29>
- [https://www.youtube.com/watch?v=rB\\_InuhliYM&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=26&t=1s](https://www.youtube.com/watch?v=rB_InuhliYM&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=26&t=1s)

## Modern Times

- <https://oxfordre.com/politics/politics/view/10.1093/acrefore/9780190228637.001.0001/acrefore-9780190228637-e-811>
- <https://www.britannica.com/biography/Oscar-Arnulfo-Romero>
- [https://www.youtube.com/watch?v=8E\\_VvWXKLU&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=7&t=57s](https://www.youtube.com/watch?v=8E_VvWXKLU&list=PLWglss8eevA748AveSfObk1nkDHVMiiz7&index=7&t=57s) [churchwomen killed El Salvador]

- <https://www.youtube.com/watch?v=fkFHD34oXwk> [Jesuit martyrs in El Salvador]

#### Migration & Refugees, Human Trafficking

- <https://www.usccb.org/issues-and-action/human-life-and-dignity/immigration/catholic-teaching-on-immigration-and-the-movement-of-peoples>
- [https://www.stpaulcatholicparish.org/apps/pages/index.jsp?uREC\\_ID=839534&type=d&pREC\\_ID=1228474](https://www.stpaulcatholicparish.org/apps/pages/index.jsp?uREC_ID=839534&type=d&pREC_ID=1228474)
- <https://www.cctwincities.org/education-advocacy/catholic-social-teaching/notable-quotations/human-trafficking/>
- [https://www.stpaulcatholicparish.org/apps/pages/index.jsp?uREC\\_ID=839534&type=d&pREC\\_ID=1228474](https://www.stpaulcatholicparish.org/apps/pages/index.jsp?uREC_ID=839534&type=d&pREC_ID=1228474)

### EUROPE

#### Christianity in First Century Palestine / Spread of Christianity

- <https://www.britannica.com/biography/Jesus/Jewish-Palestine-at-the-time-of-Jesus>
- [https://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](https://www.hyperhistory.com/online_n2/History_n2/a.html)
- <https://www.youtube.com/watch?v=sPudO9NjdBE>

#### The Early Church in Europe

- <https://factsanddetails.com/world/cat55/sub352/item1415.html>
- <https://factsanddetails.com/world/cat55/sub352/item1415.html#chapter-2>
- [http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S2413-94672020000100026](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2413-94672020000100026)
- <https://www.newadvent.org/cathen/03731a.htm>

#### Great Schism

- <https://www.youtube.com/watch?v=8x65DvjydyE>
- <https://aleteia.org/2022/02/24/these-ukrainian-saints-are-venerated-by-catholics-and-russian-orthodox/>

#### The Medieval Period

- <https://study.com/learn/lesson/catholic-church-medieval-europe-history-role-significance.html>
- [https://www.york.ac.uk/projects/pilgrimage/content/med\\_saint.html#:~:text=Saints%20who%20were%20particularly%20important,St%20Nicholas%2C%20St%20Sebastian%2C%20St](https://www.york.ac.uk/projects/pilgrimage/content/med_saint.html#:~:text=Saints%20who%20were%20particularly%20important,St%20Nicholas%2C%20St%20Sebastian%2C%20St)
- <https://www.newadvent.org/cathen/14689c.htm>
- <https://bekids.mt/saint-benedict/#:~:text=Saint%20Benedict%20lived%20a%20life,even%20to%20this%20very%20day>
- <https://kids.britannica.com/students/article/Boniface/273284#:~:text=The%20Roman%20Catholic%20saint%20known,%2C%20England%2C%20in%20about%20675>
- <https://www.teachingcatholickids.com/st-thomas-aquinas-the-angelic-doctor/>
- <https://www.wondriumdaily.com/francis-of-assisi-and-the-origin-of-the-franciscan-order/#:~:text=The%20Franciscan%20Order%20was%20a,new%20type%20of%20religious%20order>

#### Crusades

- <https://www.britannica.com/topic/Roman-Catholicism/The-Crusades>
- <https://www.newadvent.org/cathen/04543c.htm>
- <https://www.catholic.com/audio/caf/the-crusades-and-the-evil-of-christianity>
- <https://www.worldhistory.org/article/1249/the-crusades-causes--goals/>

#### The Renaissance and The Reformation

- [https://kids.kiddle.co/Martin\\_Luther#:~:text=Martin%20Luther%20](https://kids.kiddle.co/Martin_Luther#:~:text=Martin%20Luther%20)
- <https://www.archindy.org/criterion/local/2016/04-08/fink.html>
- <https://kids.britannica.com/students/article/Thomas-More/275935>

- <https://www.youtube.com/watch?v=rRz2eOxjS2o>
- <https://www.teachingcatholickids.com/st-ignatius-of-loyola-jesuit-founder/>
- <https://kids.britannica.com/students/article/Society-of-Jesus/277118>
- <https://kids.britannica.com/students/article/St-Teresa-of-%C3%81vila/338294>
- <https://www.catholic.com/tract/the-galileo-controversyhttps://education.nationalgeographic.org/resource/protestant-reformation>

#### St. Thomas More

- <https://www.franciscanmedia.org/saint-of-the-day/saint-thomas-more/>

#### The Enlightenment / The Church and Science

- <https://blog.oup.com/2016/02/mercy-enlightenment-year-catholic-church/>
- <https://www.catholicworldreport.com/2021/08/30/teaching-children-it-isnt-religion-vs-science-but-religion-and-science/>
- <https://churchlifejournal.nd.edu/articles/a-catholic-history-of-the-conflict-between-religion-and-science/>
- [https://kids.kiddle.co/Gregor\\_Mendel](https://kids.kiddle.co/Gregor_Mendel)
- <https://www.catholic.com/tract/the-galileo-controversy>
- <https://www.historytoday.com/archive/french-revolution-and-catholic-church>

#### World Wars I & II

- <http://www.scborromeo.org/ccc/p3s2c2a5.htm>
- <https://www.usccb.org/issues-and-action/human-life-and-dignity/war-and-peace/excerpts-from-catechism-of-the-catholic-church-safeguarding-peace-1997>

#### Just War Theory

- <http://www.scborromeo.org/ccc/p3s2c2a5.htm>
- <https://www.usccb.org/issues-and-action/human-life-and-dignity/war-and-peace/excerpts-from-catechism-of-the-catholic-church-safeguarding-peace-1997>

#### Catholic Martyrs of the Holocaust

- <https://college.holycross.edu/faculty/vlapomar/hiatt/martyrs.htm>
- <https://www.smp.org/resourcecenter/resource/12003/>
- <https://aleteia.org/2018/03/11/teresa-bracco-a-powerful-example-for-young-people/>
- [https://www.catholic.org/saints/saint.php?saint\\_id=6999](https://www.catholic.org/saints/saint.php?saint_id=6999)
- <https://www.britannica.com/biography/Dietrich-Bonhoeffer>

#### Cold War & Nuclear Weapons

- <https://oxfordre.com/religion/display/10.1093/acrefore/9780199340378.001.0001/acrefore-9780199340378-e-398;jsessionid=D648AB08E954B83178A213AFE05CA857#:~:text=With%20the%20advent%20of%20the,from%20its%20prewar%20Protestant%2Dcentrism>
- <https://www.theguardian.com/commentisfree/belief/2009/nov/10/religion-christianity>
- <https://www.icanw.org/the-catholic-church-and-the-treaty-on-the-prohibition-of-nuclear-weapons/>
- <https://thecatholicspirit.com/faith/focus-on-faith/what-does-the-catholic-church-teach-about-nuclear-weapons/>
- <https://www.ncregister.com/commentaries/the-catholic-case-against-communism>

**CATHOLIC DOCTRINES AND CHURCH TEACHINGS****Economic Development & Stewardship**

- <https://www.usccb.org/committees/evangelization-catechesis/stewardship/>
- <https://www.devp.org/en/resource/catholic-social-teaching/economic-justice/>
- <https://www.thepublicdiscourse.com/2018/11/46244/>
- <https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/option-for-the-poor-and-vulnerable>
- <https://www.epi.org/blog/pope-francis-reminds-us-that-our-economic-systems-should-reflect-our-moral-values/>

**Migration & Refugees, Human Trafficking**

- <https://www.usccb.org/issues-and-action/human-life-and-dignity/immigration/catholic-teaching-on-immigration-and-the-movement-of-peoples>

**Diocese of Savannah**

*One Faith... One Family Diocese of Savannah 1850 – 2000*

## Grade 7

### 7<sup>TH</sup> GRADE NARRATIVE

Seventh grade students tend to grasp new information better if they can personalize it by making connections to their own experiences. They tend to focus on their own interests and lives, yet they are interested in world events. Because they are transitioning from concrete to abstract thinking, they are able to ask complex questions. Social Studies is an ideal academic subject in which to take advantage of this developmental stage.

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas to help students begin to understand the variety of governments in the world. The economics domain builds on the kindergarten through fifth grade economics standards. However, the focus shifts from the United States to how other countries answer the basic questions of economics.

An effort should be made to give attention to the relationship between Catholic Christianity and Eastern civilizations. An exposure to stories of Catholics who embodied the teachings of Christ in their time and place is an ideal way to integrate Catholic identity with seventh graders’ developmental focus on relationships. Economic development standards are a developmentally important thread of the seventh-grade curriculum. Such content should be analyzed using a Catholic lens.

### KEY TERMS

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Dignity</li> <li>• Apartheid</li> <li>• Partitioning</li> <li>• Human Capital</li> <li>• Genocide</li> <li>• Evangelism</li> </ul> | <ul style="list-style-type: none"> <li>• Solidarity</li> <li>• Special Option for the Poor</li> <li>• Social Justice</li> <li>• Just War Theory</li> <li>• Apostolic Action</li> </ul> |
|---|--|

### CATHOLIC IDENTITY STANDARDS

### GSE REFERENCE

**SS.7.CI.1**

**Apply the principles of Catholic social teaching and Gospel values to the study of Africa, Southwest Asia, and Southern and Eastern Asia.**

- a. Apply the principle of stewardship to evaluate economic development. (*Laudato Si*)
- b. Apply the principles of solidarity, special option for the poor and vulnerable, and subsidiarity to the work of NGOs and international organizations in Africa and Asia.
- c. Apply the principle of dignity of work and rights of workers to economic development patterns and issues in Africa and Asia.

**SS7E3**  
**SS7E6**  
**SS7E9**

<p><b>SS.7.CI.2</b>  <b>Examine critical questions in light of the teaching of the Catholic Church, including the Catechism.</b></p> <ol style="list-style-type: none"> <li>Explain the Church’s position on the developments of nuclear weapons and the rise of communism. (ex., Hiroshima &amp; Nagasaki)</li> <li>What are the responsibilities of producers and consumers, workers and employers, businesses, and governments in the economic realm?</li> <li>What does the Catholic Church say about genocide?</li> </ol>	<p><b>SS7H3d</b>  <b>SS7H3e</b>  <b>SS7H1</b></p>
<p><b>SS.7.CI.3</b>  <b>Explain the influence and contributions of various Catholics throughout history.</b></p> <ol style="list-style-type: none"> <li>Describe the work of Catholic religious and lay missionaries and Catholic organizations in Africa and Asia during modern times. (ex., Saint Theresa of Calcutta, Saint Andrew Kim Taegon, Catholic Relief Services)</li> </ol>	<p><b>SS7H1a</b>  <b>SS7H3</b></p>
<p><b>SS.7.CI.4</b>  <b>Describe the impact of historical events and decisions on Catholic communities and the Church in the Eastern Hemisphere.</b></p> <ol style="list-style-type: none"> <li>Describe the impact of European colonization on the development of Catholic enclaves in Asia (ex., the Philippines, Lebanon) and Africa (ex., Nigeria).</li> </ol>	<p><b>SS7H1a</b>  <b>SS7H3</b></p>
<p><b>SS.7.CI.5</b>  <b>Describe key historical events in Church history that have impacted Africa, Southwest Asia, and Southern and Eastern Asia.</b></p> <ol style="list-style-type: none"> <li>Describe the impact of the Crusades on Asia Minor and on the relationship between the Church and Muslims, as well as between the Roman and Eastern Churches.</li> <li>Describe the impact of the Second Vatican Council on the Church’s relationship with Jews, Muslims, and Eastern Orthodox Christians.</li> </ol>	<p><b>SS7G8</b>  <b>SS7H2c</b></p>
<p><b>SS.7.CI.6</b>  <b>Identify the Catholic history of the school.</b></p> <ol style="list-style-type: none"> <li>Namesake saint and/or symbol</li> <li>Founding order</li> <li>When the school was founded</li> <li>Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)</li> <li>Determine how individuals currently in the school can continue the charisms of the school</li> </ol>	

**ACADEMIC STANDARDS**

**Georgia Standards of Excellence (6-8):** <https://lor2.gadoe.org/gadoe/file/c9a2e7d3-c799-4252-8ec4-74e27fc1adee/1/Social-Studies-6-8-Georgia-Standards.pdf>



**RESOURCES****RESOURCES BY CONTINENT / REGION/ COUNTRY****ASIA**Rohingya

- <https://cafod.org.uk/News/Emergencies-news/Rohingya-crisis>

Cambodia

- <https://www.sandiegouniontribune.com/en-espanol/sdhoy-cambodian-catholics-look-for-martyrs-among-2016jul14-story.html>

St. Andrew Kim Taegon

- <https://www.franciscanmedia.org/saint-of-the-day/saints-andrew-kim-taegon-paul-chong-hasang-and-companions/>

Japanese Martyrs

- <https://www.ncregister.com/blog/the-japanese-martyrs-for-christ>

St. Teresa of Calcutta

- <https://mycatholickids.com/mother-teresa-saint-of-the-poor/>

Philippines

- <https://rpl.hds.harvard.edu/faq/catholicism-philippines>
- <https://blogs.loc.gov/international-collections/2018/07/catholicism-in-the-philippines-during-the-spanish-colonial-period-1521-1898/>

Fukushima disaster (profile of Catholic nun serving survivors)

- <https://www.youtube.com/watch?v=ZcNbvYye3H8&list=PLWglss8eevA4QPPOkZm4qptaAk4abSblA&index=29>
- [https://www.youtube.com/watch?v=ksy-La2k\\_so&list=PLWglss8eevA4QPPOkZm4qptaAk4abSblA&index=28](https://www.youtube.com/watch?v=ksy-La2k_so&list=PLWglss8eevA4QPPOkZm4qptaAk4abSblA&index=28)

**AFRICA (SUB-SAHARAN)**Rwanda

- <https://www.bbc.com/news/world-africa-39331338>
- <https://berkeleycenter.georgetown.edu/responses/the-role-of-the-catholic-church-in-the-rwandan-genocide-and-post-genocide-reconciliation>
- <https://www.cnn.com/2016/11/21/africa/rwanda-catholic-church-apology/index.html>

Nigeria

- <https://www.catholicsandcultures.org/historical-background-igbolands-rapid-journey-catholic-bastion>

**MIDDLE EAST**Control of Holy Sites in Asia Minor

- <https://www.haaretz.com/2010-01-19/ty-article/israel-and-catholic-church-negotiating-status-of-holy-sites/0000017f-e6e7-df5f-a17f-ffff242b0000>
- <https://www.thetrumpet.com/305-the-popes-jerusalem-crusade>

Ecumenism & Interreligious Dialogue

- <https://www.usccb.org/committees/ecumenical-interreligious-affairs/ecumenical>
- <https://www.usccb.org/committees/ecumenical-interreligious-affairs/interreligious>
- [https://www.vatican.va/roman\\_curia/pontifical\\_councils/interelg/documents/rc\\_pc\\_interelg\\_pro\\_20051996\\_en.html](https://www.vatican.va/roman_curia/pontifical_councils/interelg/documents/rc_pc_interelg_pro_20051996_en.html)
- <https://lacatholics.org/interreligious-dialogue/>

**CATHOLIC DOCTRINES AND CHURCH TEACHINGS****Economic Development & Stewardship**

- <https://www.usccb.org/committees/evangelization-catechesis/stewardship/>
- <https://www.devp.org/en/resource/catholic-social-teaching/economic-justice/>
- <https://www.thepublicdiscourse.com/2018/11/46244/>
- <https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/option-for-the-poor-and-vulnerable>
- <https://www.epi.org/blog/pope-francis-reminds-us-that-our-economic-systems-should-reflect-our-moral-values/>

**Migration & Refugees, Human Trafficking**

- <https://www.usccb.org/issues-and-action/human-life-and-dignity/immigration/catholic-teaching-on-immigration-and-the-movement-of-peoples>

**Diocese of Savannah**

*One Faith... One Family Diocese of Savannah 1850 – 2000*

**Grade 8**

**8<sup>TH</sup> GRADE NARRATIVE**

Eighth grade students are social and forging their independence, yet may struggle with their own sense of self-identity. During this stage in development, students elevate the importance of peer relationships. This leads them to challenge information and question prior assumptions. They are concerned with issues of fairness. Students deepen their understanding of rules and are ready to apply these to real life.

In eighth grade, students study Georgia geography, history, government, and economics. While the four strands are interwoven, ample opportunity is also provided for in-depth study of the geography and government of Georgia. United States historical events are included, as appropriate, to ensure students understand Georgia’s role in the history of the United States. Appropriate Catholic role models should be introduced throughout the historical narrative.

Eighth grade students should embrace the moral obligation to participate in civic life, applying social justice principles and gospel values. An exposure to stories of Catholics who embodied the teachings of Christ in their time and place is an ideal way to integrate Catholic identity with their developmental focus on relationships. These role models’ stories will provide eighth graders with a Catholic lens on civic life and issues of economic development.

**KEY TERMS**

- Disenfranchisement
- American Indian Removal

**CATHOLIC IDENTITY STANDARDS**

**GSE REFERENCE**

**SS.8.CI.1**

**Apply the principles of Catholic social teaching and Gospel values to Georgia Studies.**

- a. Explain the story of the Georgia martyrs as an example of the impact of European exploration and settlement on American Indians in Georgia. Discuss the Catholic social justice principle of human dignity as it relates to interactions between groups.
- b. Catholic Social Teaching follows principles readily accepted by non-Catholics. (ex. Martin Luther King’s Letter from the Birmingham Jail).
- c. Apply the Catholic Social Teaching Principle of the dignity of work and the rights of workers to Georgia’s economic development.
- d. Describe the impact of westward expansion and the cotton gin on the human dignity of American Indians and enslaved persons.

**SS8H1a**  
**SS8H1b**  
**SS8H11b**  
**SS8E2c**  
**SS8H4c**  
**SS8H4d**  
**SS8H4e**

<p><b>SS.8.CI.2</b>  <b>Examine critical questions considering the teaching of the Catholic Church, including the Catechism.</b></p> <p>a. Illustrate how a majority opinion can be legal but morally wrong. Infer how other situations today that are similar (ex. Dred Scott, Worcester v. Georgia, Leo Frank).</p> <p>b. Defend whether American prosperity does/does not justify slavery and the mistreatment of Native Americans. A key point in morality is that we believe the end does not justify the means. One may never do evil that good may come of it. <i>See Catechism of the Catholic Church 1789.</i></p>	<p><b>SS8H4c</b>  <b>SS8H5a</b>  <b>SS8H7d</b></p> <p><b>SS8Hc</b>  <b>SS8Hd</b></p>
<p><b>SS.8.CI.3</b>  <b>Explain the influence and contributions of various Catholics throughout history.</b></p>	<p><b>SS8H (all standards)</b></p>
<p><b>SS.8.CI.4</b>  <b>Identify the Catholic history of the school.</b></p> <p>a. Namesake saint and/or symbol</p> <p>b. Founding order</p> <p>c. When the school was founded</p> <p>d. Any additional facts (<i>One Faith... One Family Diocese of Savannah 1850 – 2000</i>)</p> <p>e. Determine how individuals currently in the school can continue the charisms of the school</p>	
<b>ACADEMIC STANDARDS</b>	
<p><b>Georgia Standards of Excellence (6-8):</b> <a href="https://lor2.gadoe.org/gadoe/file/c9a2e7d3-c799-4252-8ec4-74e27fc1adee/1/Social-Studies-6-8-Georgia-Standards.pdf">https://lor2.gadoe.org/gadoe/file/c9a2e7d3-c799-4252-8ec4-74e27fc1adee/1/Social-Studies-6-8-Georgia-Standards.pdf</a></p>	
<b>RESOURCES</b>	
<p><b>RESOURCES BY HISTORICAL ERA</b></p> <p><b><u>Pre-History &amp; Colonial</u></b></p> <p>The Georgia Martyrs : <a href="https://thegeorgiamartyrs.org/en/">https://thegeorgiamartyrs.org/en/</a></p> <p>Kateri Tekakwitha</p> <ul style="list-style-type: none"> <li>• <a href="https://wams.nyhistory.org/early-encounters/french-colonies/kateri-tekakwitha/">https://wams.nyhistory.org/early-encounters/french-colonies/kateri-tekakwitha/</a></li> <li>• <a href="https://www.youtube.com/watch?v=l2KLRydh9fY">https://www.youtube.com/watch?v=l2KLRydh9fY</a></li> </ul> <p>St. Peter Claver</p> <ul style="list-style-type: none"> <li>• <a href="https://www.franciscanmedia.org/saint-of-the-day/saint-peter-claver/">https://www.franciscanmedia.org/saint-of-the-day/saint-peter-claver/</a></li> <li>• <a href="https://www.youtube.com/watch?v=i7smWNYlpdA&amp;t=3s">https://www.youtube.com/watch?v=i7smWNYlpdA&amp;t=3s</a></li> </ul> <p><b><u>Revolutionary Period &amp; Early Republic</u></b></p> <p>Pierre Toussaint</p> <ul style="list-style-type: none"> <li>• <a href="https://archny.org/ministries-and-offices/cultural-diversity-apostolate/black-ministry/venerable-pierre-toussaint/">https://archny.org/ministries-and-offices/cultural-diversity-apostolate/black-ministry/venerable-pierre-toussaint/</a></li> <li>• <a href="https://americancatholichistory.org/pierre-toussaint/">https://americancatholichistory.org/pierre-toussaint/</a></li> <li>• <a href="https://www.loyolapress.com/catholic-resources/saints/saints-stories-for-all-ages/venerable-pierre-toussaint/">https://www.loyolapress.com/catholic-resources/saints/saints-stories-for-all-ages/venerable-pierre-toussaint/</a></li> </ul>	

- <https://teachingcatholickids.com/meet-ven-pierre-toussaint/>

Mary Lange

- <https://oblatesisters.com/>
- <https://blackandindianmission.org/servant-god-mother-mary-lange-osp>
- <https://video.link/w/3fw4d>

The change of political status for Georgia Catholics following the 1789 Georgia state constitution

- <https://www.georgiaencyclopedia.org/articles/arts-culture/catholic-church/>

### **Antebellum Period**

The Dred Scott Case

- <https://catholicstand.com/legally-right-versus-morally-right/>
- <https://www.usccb.org/beliefs-and-teachings/what-we-believe/mora>

Henriette Delille

- <https://www.sistersoftheholymfamily.com/henriette-delille>
- <https://video.link/w/bfw4d>

The cotton gin's effects on American Indians and enslaved persons

- <https://dp.la/primary-source-sets/cotton-gin-and-the-expansion-of-slavery>
- <https://freedomcenter.org/voice/eli-whitney-cotton-gin/>
- <https://www.docsteach.org/activities/teacher/1-unintended-consequences-of-the-cotton-gin>

Augustus Tolton

- <https://toltoncatholic.org/biography-of-father-tolton/>
- <https://faith.nd.edu/s/1210/faith/interior.aspx?sid=1210&gid=609&pgid=44639>
- <https://www.youtube.com/watch?v=pJlKN2x87gk>

### **Civil War and Reconstruction**

Sisters of Charity at Gettysburg

- <https://npsgnmp.wordpress.com/2019/08/22/the-daughters-of-charity-and-the-battle-of-gettysburg/>

Sisters of Mercy:

- <https://www.sistersofmercy.org/civil-war-sisters-healing-the-wounds-of-the-nation/>

Fr. Whelan

- <https://www.nps.gov/ande/learn/historyculture/father-peter-whelan.htm>
- <https://www.youtube.com/watch?v=U07yRyMBfpo>
- [https://dlg.usg.edu/record/dlg\\_ghm\\_father-peter-whelan-side-2](https://dlg.usg.edu/record/dlg_ghm_father-peter-whelan-side-2)
- <https://americancatholichistory.org/father-peter-whelan-the-angel-of-andersonville/>

Fr. Thomas O'Reilly

- <https://aoh.com/2010/01/01/father-tom-oreilly/>
- <https://www.catholicdigest.com/amp/travel/the-priest-who-saved-atlanta-fr-tom-oreilly/>

Fr. Abraham Ryan

- [https://en.wikipedia.org/wiki/Abram\\_Joseph\\_Ryan](https://en.wikipedia.org/wiki/Abram_Joseph_Ryan)

The rise of anti-Catholicism, post-Civil War

- <https://www.georgiaencyclopedia.org/articles/history-archaeology/ku-klux-klan-in-the-reconstruction-era/>
- <https://cruxnow.com/church-in-the-usa/2017/09/catholics-tangled-ku-klan-1920s-resurgence>
- <https://www.georgiaencyclopedia.org/articles/history-archaeology/augustin-verot-1804-1876/>

**The Gilded Age, Progressive Era, and New South**

Katherine Drexel

- <https://www.franciscanmedia.org/saint-of-the-day/saint-katharine-drexel/>
- [https://www.youtube.com/watch?v=\\_jv6IbFeMUI](https://www.youtube.com/watch?v=_jv6IbFeMUI)

Tom Watson and the creation of the Catholic Laymen's Association

- [https://www.youtube.com/watch?v=7\\_D3OOb4k7k](https://www.youtube.com/watch?v=7_D3OOb4k7k)
- <https://www.patheos.com/blogs/labmind/2014/05/a-priest-visits-tom-watson.html>
- <https://content.time.com/time/subscriber/article/0,33009,795514,00.html>
- <https://gahistoricnewspapers.galileo.usg.edu/lccn/gua1449731/1922-01-25/ed-1/seq-6/ocr/>
- <https://www.georgiaencyclopedia.org/articles/history-archaeology/thomas-e-watson-1856-1922/>
- <https://www.youtube.com/watch?v=WljCQsOSKdc>

Child labor

- [https://www.gpb.org/georgiastories/stories/child\\_labor\\_and\\_the\\_textile\\_mills](https://www.gpb.org/georgiastories/stories/child_labor_and_the_textile_mills)
- <https://www.loc.gov/collections/national-child-labor-committee/about-this-collection/>  
(searchable by location; several set in Georgia mills)

**World War I & 1920s**

Just War Theory

- <https://edubirdie.com/examples/chemical-warfare-and-the-catholic-church/>
- <https://www.catholicherald.com/article/columns/whats-the-churchs-teaching-on-use-of-chemical-weapons/>
- <https://www.catholic.com/qa/what-is-a-just-war>
- <https://www.ncregister.com/blog/dmq-j>
- <https://www.usccb.org/issues-and-action/human-life-and-dignity/war-and-peace/excerpts-from-catechism-of-the-catholic-church-safeguarding-peace-1997>
- <https://justiceandpeace.org.au/the-churchs-view-on-war-and-peace/#:~:text=The%20Church%20is%20emphatically%20for,morally%20permissible%20perhaps%20even%20necessary>

The Military Vicariate during WWI

- <https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/military-services-usa-archdiocese>

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the spread of the Catholic faith through military training facilities in Georgia

- <https://www.thebc400.com/about/history>

**The Civil Rights Movement**

Sr. Antona Ebo

- <https://www.franciscanmedia.org/st-anthony-messenger/antona-ebo-fsm-brave-sister-of-selma/>

Police Chief Pritchett

- <http://repository.wustl.edu/concern/videos/w9505204d>

Bishop Thomas J. Toolen and the desegregation of diocesan Catholic schools

- <http://encyclopediaofalabama.org/article/h-1906>

**Diocese of Savannah**

- *One Faith... One Family Diocese of Savannah 1850 – 2000*

