

Subject Area: SOCIAL STUDIES
Component/Standard 1: History
GOALS: The student will be able to...

- A. Examine methods of interpreting history, its people and events; and examine and compare the impact of significant people, events, decisions, documents, symbols, and developments of the past that have influenced the present-- and will influence the future – in local communities, other communities, the U.S.A., and the world
- B. Trace major, historical, and cultural developments/movements, significant people/figures, periods, places, symbols, and events – from early/ancient civilizations to early modern times – that have led to the development of the nations in the world
- C. Examine relationship and significance of themes, concepts, discoveries, explorations, settlements/colonizations, revolutions, and founding eras of the nations of the world
- D. Identify, analyze, and sequence past and current connections, continuity, changes, and issues; hypothesize about the impact on the future in environments of family, neighborhood, church, school, regional communities, U.S.A., and the nations of the world
- E. Trace the influence of the Catholic Church on the historical development in the local environment, the U.S.A., and other countries

The student will be able to...
The teacher will...

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A METHODS of INTERPRETING HISTORY, its PEOPLE and EVENTS, PAST and PRESENT									
A1 Order/Sequence events that are important to family, neighborhood, church, school, local communities, Indiana, the U.S.A., and the world of nations	I	I	D	D	D	D A	D A	E	E
A2 Demonstrate that every individual is gifted by God, is unique, and contributes to our society	I	I	D	D	D	E	E	E	E
A3 Identify political and cultural celebrations, traditions, and holidays as a way of honoring/remembering events and people of the past through artifacts, pledges, poetry, and songs	I	I	D A	D A	A	A	E	E	E
A4 Compare people, shelter/homes, defense/protection, clothing, hunting, cooking, jobs, events, inventions, transportation, media, medicine, and technology, of today versus long ago	I	I	D A	D A	A	A	E	E	E

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend


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SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A METHODS of INTERPRETING HISTORY, its PEOPLE and EVENTS, PAST and PRESENT- continued									
A5 Give examples, interpret, infer, differentiate in their historical context:									
a. Fact and opinion		I	I D	D	A	A	E	E	E
b. Past and prediction		I	I D	D	D	A	E	E	E
c. Known and hypothesis			I	D	D	A	A	E	E
d. Cause and effect		I	D	D	D	A	A	E	E
e. Truth and propaganda				I	I D	D	D	A	E
A6 Interpret the written and picture words of history:			I	D	D	A	A	E	E
a. Drawing conclusions based on context and information given		I	I D	D	D	A	A	E	E
b. Interpretation of timelines, survey results, political articles, cartoons, quotations, current events		I	I D	D	D	D A	A E	E	E
A7 Explain the value and need for recorded (word, sound, pictures) past and present history			I	D	D A	A	E	E	E
A8 Use a variety of resources and technology to gather information about people, events, decisions, documents, symbols, and developments of the past that have influenced the present			I	D	D A	A E	A E	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B. MAJOR DEVELOPMENTS/ MOVEMENTS, PERIODS, PLACES, SYMBOLS, PEOPLE and EVENTS									
B1 Describe and give examples of major, historical, cultural and chronological developments/movements, periods, places, documents, symbols, significant people, and events that brought changes and shaped communities and worlds --from early civilizations to modern times:									
a. Local communities: Family, neighborhood, church, school, city/town, and State of Indiana (K-4)	I	D	D	D A	D A				
1. Give examples of people and events that brought important changes to the local community and the state of Indiana	I	I	D	D	A	A E			
2. Trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state			I	I	D A	A E	E	E	
b. Colonies/States of the U.S.A. and Regions from 1400 to 1800 (5)				I	D	D A		D A	E
1. Describe the way of life in the U.S.A., to 1610 – which includes the native American culture – before and after the arrival of Europeans			I	D	D	D A		D A	E
2. Explain religious, political, and economical reasons for movement of people- which includes immigration – from Europe to the Americas				I D	D	D A		D A	E
3. Identify and explain the conditions, cause, consequences, and significance of the American Revolution leading to the founding of the U.S.A.						I D		D A	E
c. Countries of Europe (6)						I D	D A	A	
d. Countries of Western Hemisphere (6)				I	I	D A	A E	A	E
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
h. Development of the U.S.A. and its Regions from 1800 to 1900 (8)				I	I	I		D A	A
1. Explain the main issues, decision, and consequences that led to national U.S.A. expansion and reform						I D		A	A E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B. MAJOR DEVELOPMENTS/ MOVEMENTS, PERIODS, PLACES, SYMBOLS, PEOPLE and EVENTS - continued									
2. Explain the concept of “manifest destiny” its relationship to the Westward Movement of settlers and territorial expansion						I D		A	A E
3. Describe the importance of key events in the Civil War and in Reconstruction – which includes slavery and suffrage						I D		A	A E
i. Introduction to U.S.A. from 1900 to present day								I	I
1. Research and then explain the “women’s movement”					I	I	D	D	D
2. Research and explain providing for “special needs” people				I	I	D	D	D	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
C RELATIONSHIP, THEMES, CONCEPTS, DISCOVERIES, EXPLORATIONS, SETTLEMENTS/ COLONIZATIONS, REVOLUTIONS, and FOUNDING ERAS									
C1 Examine relationship, themes, concepts, discoveries, explorations, movements, settlements/colonizations, revolutions, and founding eras									
a. Local communities: Family , (K-3) neighborhood, church, school, city/town	I	D	D	D A					
b. State of Indiana (4)			I	I	D A				
c. Colonies/States of the U.S.A. and Regions from 1400 to 1800 (5)				I	D	D A			E
d. Countries of Europe (6)						I D	D A		E
e. Countries of Western Hemisphere (6)					I	D A	A E		E
f. Countries of Africa (7)								D A	
g. Countries of Asia (7)								D A	
h. Regions of the Southwest Pacific (7)								D A	
i. Development of U.S.A. and its Regions from 1800 to 1900 (8)									I
C2 Interpret effects of war on people					I	I	D	D	D
C3 Examine and compare ways that significant people impact the development of their own country and have significant impact on the whole world				I	D	D	A	A E	A E
C4 Analyze the impact involved in international relationships						I	D	D	A
C5 Form and respond to historical questions using primary, secondary, and community resources					I	D	D A	A	E
C6 Determine and summarize best resources of information research					I	D	D	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D PAST and CURRENT ISSUE IMPACT on FUTURE									
D1 State examples of continuity and change in local and regional communities and neighborhoods, e.g., churches, schools, businesses, and cities	I	D	D	A	A	E	E	E	E
D2 Use current events to track daily, weekly, monthly events and influences of Indiana, U.S.A., and nations of the world				I	D	D A	A	E	E
D3 Apply knowledge of historical situations to current events				I	D	D A	D A	E	E
D4 Use current events, various resources, and technology to reach conclusions regarding future impact on family life and society in Indiana, U.S.A., and the nations of the world					I	D	D	A	E
D5 Examine, identify, and evaluate the causes of problems/conflicts and select alternative courses of action as solutions					I	I D	D	D A	E
D6 Explain variances in regional populations across the U.S.A. and the nations of the world					I	D	D	A	E
D7 Identify and locate world famous cities and analyze their impacts on various nations of the world				I	I D	D	D	A E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
E INFLUENCES OF RELIGION									
E 1 Examine the relationship of family to church and school	I	D	D	E	E				
E2 Identify current Church people and events that influence current society			I	D	D A	A	E	E	E
E3 Name contributions of key Catholic people in U.S.A. history				I	I	D			D
E4 Demonstrate knowledge of the role of the Church in the formation of the State of Indiana and of the U.S.A., and other nations of the world						I	I	I	D A
E5 Examine the early formation of the Church during Jesus Christ's and the apostles' time						I	D	D	A
E6 Trace the influence of "Church" on the current environment of the Diocese of Lafayette, and national and international communities					I	I	D	D	D

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Subject Area: SOCIAL STUDIES**Component/Standard 2: CIVICS, CITIZENSHIP, and GOVERNMENT****GOALS: The student will be able to...**

- A. Analyze past and present political structures that enable rational choices in a democracy
- B. Explain the major principles, values, and institutions of constitutional government and citizenship which are based on the founding documents of the U.S.A.
- C. Demonstrate an understanding of democratic principles and practices: identify meaning, symbols, functions, major components, services provided by local communities (families, church, school, city), state of Indiana and other states, and federal (U.S.A.), government structures from founding times to present times
- D. Examine patterns of individual and group behavior; explain responsible citizenship, the need and reasons for order, safety, rules, laws, policies, procedures, government, individual rights and responsibilities; demonstrate understanding of citizenship by exercising civic virtues and participations skills
- E. Trace historic forms of government in different, historical periods in U.S.A.; compare and contrast with contemporary political, world structures; and examine the rights and responsibilities of individuals in different political systems
- F. Develop a commitment to Catholic values in order to function responsibly in a religious institution and a world society

The student will be able to...**The teacher will...**

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A PAST and PRESENT POLITICAL STRUCTURES and RATIONAL CHOICES									
A1 Identify the rights and responsibilities people have, as a Christian and as a citizen, in a democracy	I	I	D	D	D	A	A	E	E
A2 List ways governments can work together for peace and prevent war						I	I	D	D
A3 Identify connections between the need for peace and the acceptance of differences					I	I	D	D	D
A4 Explain the fallacies of the concept "just war"							I	D	D

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
A PAST and PRESENT POLITICAL STRUCTURES and RATIONAL CHOICES concluded									
A5 Identify why people need government in:									
a. Local Communities: Family, neighborhood, church, school, city/town (K-3)	I	I D	D	A	E				
b. State of Indiana				I	D A	A			A E
c. U.S.A. (5+8)					I	D A			A E
d. Europe and the Western Hemisphere (6)					I	D	D A		D A
e. Africa, Asia, Southwest Pacific (7)								D A	
A6 Explain the rights and responsibilities (duties) of citizens/members and the importance of citizenship/membership									
a. Local Communities: Family, neighborhood, church, school, city/town (K-3)	I	I D	D	A	E				
b. State of Indiana				I	D A	A			
c. U.S.A. (5+8)				I	D	D A			A E
d. Europe and the Western Hemisphere (6)						I	D A		A E
e. Africa, Asia, Southwest Pacific (7)								D A	
A7 Identify and explain the different types of government from ancient culture to present day									
a. State of Indiana (4)				I	D A	A			
b. U.S.A. (5+8)				I	D	D A			
c. Europe and the Western Hemisphere (6)						I	D A		
d. Africa, Asia, Southwest Pacific (7)								D A	

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B PRINCIPLES, PRACTICES, VALUES, and INSTITUTIONS of GOVERNMENT CITIZENSHIP and FOUNDING DOCUMENTS									
B1 Illustrate an understanding of democratic principles and practices in the U.S.A.					I	D A			A E
B2 Apply the founding documents of the U.S.A. to democratic citizenship in states and the nation as a whole					I	D A		D	A E
B3 Compare and contrast the “founding documents” of the U.S.A.					I	D A			A E
B4 Compare and contrast various national forms of government with the U.S.A.’s form of government					I	D A	D A	D A	A E
B5 Describe the functions of government and give examples of rules, laws, and consequences		I	I	I D	D	D A	D A	D A	A E
B6 Define, compare, contrast unitary, federal, and confederate forms of government									D A
B7 Analyze the U.S.A. Constitution and the Indiana Constitution to distinguish between the different functions of government						D A			A E
B8 Explain the check and balance system of the government of the U.S.A.						D A			A E
B9 Use a variety of resources and technology to gather information, past and present, about the government role of citizens in local communities, Indiana, U.S.A. and world nations of the present day					I	D	D	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
C DEMONSTRATE PRINCIPLES and PRACTICES in U.S.A.									
C1 Describe components/characteristics of democratic services provided by local communities, State of Indiana, the U.S.A., and various nations of the world		I	I	I D	D	D A	D A	D A	A E
C2 Identify meaning, symbols, landmarks, and functions of various forms of government, nationally and internationally, that are recognized by countries world-wide		I	D		A	E	E	E	
C3 Define responsible membership/ citizenship and roles of membership/ citizenship in:					A	E	E	E	
a. Local Community and State of Indiana (K-4)	I	I D	D	D	D A	E			
b. U.S.A. (5+8)					I	D A			A E
c. Europe and the Western Hemisphere (6)						I	I D		A E
d. Africa, Asia, Southwest Pacific (7)								D A	
C4 Describe various types of elections and methods of citizenship participation									D A
C5 Explain how citizens monitor and influence development and implementation of policies and handle civic, national, and world- wide issues									D A
C6 Identify the steps in the implementation and maintenance of local, state, and federal governments, focusing on fundamental ideas and documents					I	D A			A E
C7 Use a variety of information resources to research issues:									
a. Local civic community and state (2-4)			I	I	D				
b. U.S.A. and the constitutionality of public issues (5+8)						D A			A E
c. Europe and Western Hemisphere (6)							D A		
d. Africa, Asia, Southwest Pacific (7)								D A	

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D INDIVIDUAL and GROUP BEHAVIOR, RESPONSIBLE CITIZENSHIP and CIVIC VALUES									
D1 Examine the interactive function of Christian individuals within the family, neighborhood, church, school, community, state, country, and world	I	I	I D	I D	D	D	D A	D A	E
D2 Examine the interaction and patterns of Christian individuals, groups, communities, and gatherings during peaceful times, during pending war times, and during war times						I	D	D	D
D3 Compare and contrast Christian individual/group behavior with individual/group rights and responsibilities						I	D	D	D
D4 Identify groups that have influenced patterns of national U.S.A. society, security; caused tension; encouraged peace						I		D	D
D5 Demonstrate knowledge of democratic ideas through the practice of Gospel virtues and citizenship skills		I	I D	I D	D	D	E	E	E
D6 Identify ways that people work together to promote Gospel and civic ideals	I	I	D	D	E	E			
D7 Explain how Indiana is a small unit (state) in a large body (U.S.A.)					I	D			
D8 Identify functions of governmental and international organizations in today's world					I	I	D	D	A E
D9 Identify and compare different forms of government in Europe and the Americans using a variety of resources							I D		D A
D10 Describe different sources of authority and power of local, state, and federal government				I	D	D	D	D	D A
D11 Assess the extent of democracy and observance of human rights in Africa, Asia, and Southwest Pacific countries								I D	
D12 Explain the immigrating respect for people with "special needs" and the laws to provide for them				I	I D	D	D	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
E HISTORIC FORMS OF GOVERNMENT IN U.S.A. and OTHER NATIONS COMPARED WITH CONTEMPORARY FORMS OF GOV'T									
E1 Trace and compare/contrast the historic development of government with various contemporary forms in:									
a. State of Indiana (4)					D				
b. Colonies/States of the U.S.A. and Regions from 1400 to 1800 (5)				I	I	DA			AE
c. Countries of Europe (6)							DA		
d. Countries of Western Hemisphere (6)							DA		
e. Countries of Africa (7)								DA	
f. Countries of Asia (7)								DA	
g. Regions of the Southwest Pacific (7)								DA	
h. Development of the U.S.A. and its regions from 1800 to 1900 (8)									DA
i. Introduction to U.S.A. from 1900 to present (8)									I
E2 Examine values, rights, and responsibilities of individuals in different political systems in:									
a. State of Indiana (4)					D				
b. Colonies/States of the U.S.A. and Regions from 1400 to 1800 (5)						DA			AE
c. Countries of Europe (6)							D		
d. Countries of Western Hemisphere (6)							D		
e. Countries of Africa (7)								DA	
f. Countries of Asia (7)								DA	
g. Regions of the Southwest Pacific (7)								DA	
h. Development of the U.S.A. and its regions from 1800 to 1900 (8)									DA
i. Introduction to U.S.A. from 1900 to present (8)									I

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
F CATHOLIC VALUES in a WORLD SOCIETY									
F1 Demonstrate Gospel values in group activities	I	I	D	D	D	E	E	E	E
F2 Interact with people of other religions for justice and peace						I	I	D	D
F3 Accept and welcome other students as children of God and extended world neighbors	I	D	D	D	E	E	E	E	E
F4 Challenge student's initiative to accept the Gospel call to work for peace; help reduce the threat of war; and relieve/abolish "people's inhumanity to people."						I	I	D	D
F5 Use problem-solving and conflict-management strategies to help quiet anger and to promote peaceful, non-violent schools, communities, and environment	I	I	I	I	D	D	D	E	E
F6 Demonstrate Gospel values in morality and conscience; behaviors and dispositions; relationships and community				I	I	D	D	D	D
F7 Investigate Catholic Social Teaching on the human community through its document on "Non-violence"								I	D

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Subject Area: SOCIAL STUDIES

Component/Standard 3: GEOGRAPHY

GOALS: The student will be able to...

- A. Use various tools/effects to locate, represent, explore, and identify geographic characteristics of the local community, State of Indiana, U.S.A., other nations, and Earth's surface: E.g., maps, globes, longitude, latitude, keys, charts
- B. Identify the basic characteristics of Earth/Sun relationship latitude/longitude, equator, international date line, the global grid system, and the global time zones; explain the affects/influences on days, months, seasons, weather, the atmospheric and oceanic circulation systems, the climates of the earth's continents, bodies of water, countries, states/provinces
- C. Compare and contrast major physical, relational, interactive, environmental and cultural characteristics, major industries and businesses that have distinctive features in the local communities, State of Indiana, other states/provinces/regions, countries, and continents; explain how they have changed over time and continue to change in the present
- D. Name and locate continents and bodies of water on the earth; name countries (and their boundaries) within continents; name states/provinces/regions (and their boundaries); name and locate major lakes and rivers, major mountain ranges and deserts, major cities and landmarks within countries
- E. Integrate Christian values and ethics in the study of geography

The student will be able to...

The teacher will...

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A GEOGRAPHICAL TOOLS and EFFECTS									
A1 Identify spatial terms, cardinal and intermediate directions	I	D	D	A	A	E			
A2 Identify the absolute and relative locations of places using a simple grid map			I	D	D	A	A	E	E
A3 Use map keys and scales to determine distance between two points			I	D	D	A	A	E	E
A4 Identify and give examples of various types of maps, e.g., historical, political, physical, road map			I	I D	D	A	A	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
A GEOGRAPHICAL TOOLS and EFFECTS concluded									
A5 Interpret information through the use of diagrams, charts, timelines, maps, keys, scales, and globes	I	I D	D	D A	A	A	E	E	E
A6 Use various landmarks, landforms, map symbols and keys to identify locations (2-5)		I D	D	A	A	E			
A7 Identify geographic characteristics of the local community, Indiana, and other states, U.S.A., and other nations	I	I D	D	D	A	A	E	E	E
A8 Use a variety of sources, e.g., models and maps to develop environment knowledge of the home, church, school, neighborhood, and community, state, U.S.A., and nations of the world	I	I D	D	D	A	A	E	E	E
A9 Use a variety of sources and technology to compare and contrast the local community, state of Indiana, other states, U.S.A. and other nations				I	D	D A	D A	A E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B GEOGRAPHICAL CHARACTERISTICS OF EARTH/SUN RELATIONSHIPS and INFLUENCES on the EARTH									
B1 Identify basic characteristics and impact of the earth/sun relationship, latitude/longitude, equator, international date line, global grid system, global time zones; days, months, seasons, weather, temperature, atmospheric and oceanic circulation systems, climates on:									
a. Local community of home, neighborhood, church, and school (K-3)	I	I D	I D	A	A				
b. Earth (4-8)			I D	I D	D	A	A E	E	E
c. 7 Continents and 5 oceans (3-8)			I D	I D	D	A	A E	E	E
d. State of Indiana (4)					D A				
e. The U.S.A. and its Regions (5 + 8)					D	D A		A	A E
f. Countries of Europe (6)							D A		
g. Countries of Western Hemisphere (6)							D A		
h. Countries of Africa (7)								D A	
i. Countries of Asia (7)								D A	
j. Regions of the Southwest Pacific (7)								D A	
B2 Identify through observations and recordings, examples of how seasonal weather affect the environment, plants, animals, and people, transportation, and work	I	I D	D	D	A	E			

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B GEOGRAPHICAL CHARACTERISTICS OF EARTH/SUN RELATIONSHIPS and INFLUENCES on the EARTH - continued									
B3 Define geography's interconnectedness to the earth, continents, oceans, lakes, rivers, deserts, mountain ranges, countries/provinces/regions, cities:									
a. Latitude					I	D	D A	E	E
b. Longitude					I	D	D A	E	E
c. Global grid system					I	D	D A	E	E
d. Global time zones						I	D	A	E
e. Days, weeks, months, years	I	I D	D	D A	A	E	E	E	E
f. Seasons	I	D	D	A	A	E	E	E	E
g. Atmospheric and oceanic circulation systems						I	D	A	R
h. Climate				I	D	D A	E	E	E
i. Weather and temperature	I	I D	D	D	A	E	E	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B GEOGRAPHICAL CHARACTERISTICS OF EARTH/SUN RELATIONSHIPS and INFLUENCES on the EARTH - concluded									
B4 Locate and describe the characteristics and affects of:									
a. Glacial periods shaping Indiana's landscape					D A				
b. Earth's atmosphere				I	D A	A	E	E	E
c. Climate regions of U.S.A.						D A			
d. Continental divide and major U.S.A. drainage basins						D A			A E
e. Earth/Sun relationship			I	I	D	D	D A	E	E
f. Climate regions of Europe and the Western Hemisphere							D A		
g. Biomes						D A	A	A	A E
B5 Identify and give examples of sources of energy, e.g., light, fire, water, coal, oil, electricity					I D	D	A	E	E

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
C PHYSICAL, RELATIONAL, INTERACTIVE, IENVIRONMENTAL, CULTURAL CHARACTERUSTICS of COUNTRIES, STATES/PROVINCES/ REGIONS, and COMMUNITIES									
C1 Compare and contrast geographical (physical) landforms, relational, interactive, environmental, cultural, industrial, similarities and differences in:									
a. Local community of home, neighborhood, church, school, and state (K-4)	I	I	D	D	D A	E			
b. Colonies/States of the U.S.A. and Regions (5 +8)					I D A	D A			A E
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
C2 Explain how state/nations have changed physically over time and the present:									
a. Local community of home, neighborhood, church, school, and state (K-4)	I	I	D	D	D A	E			
b. Colonies/States of the U.S.A. and Regions from 1400 to 1800 (5)					D D A	D A			A E
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D A		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
h. U.S.A. and its Regions from 1800 to present day (8)									D A
i. Earth's surface (7 +*)					I	I	D	A	E

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend



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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D BOUNDARIES of EARTH, OCEANS, CONTINENTS, COUNTRIES, STATES/PROVINCES/REGIONS, CITIES, LAKES, RIVERS, MOUNTAINS, DESERTS, LANDMARKS									
D1 Locate and name current boundaries for:									
a. 7 Continents and 5 oceans (3 -5)				I	D	D	A	E	E
b. Local community of home, neighborhood, church, school, and state (K-4)		I	D	D	A	E			
c. U.S.A. as a nation of 50 states (5 + 8)					I	D A			A E
d. Countries of Europe (6)					I	I	D A		
e. Countries of Western Hemisphere (6)					I	D	D A	A	
f. Countries of Africa (7)								D A	
g. Countries of Asia (7)								D A	
h. Regions of the Southwest Pacific (7)								D A	
i. Western and Eastern Hemispheres (5-8)						I D	D	D A	A E
j. Northern and Southern Hemispheres						I D	D	D A	A E
k. The Arctic (6)							D	A	
l. Antarctica (7)								D A	
D2 Construct maps and graphs showing physical, cultural, and human features		I	I D	D	D A	A	E	E	E
D3 Identify agricultural regions, population distribution, changes throughout history, and geographic factors that influence settlement in U.S.A.						D A		D A	A E
D4 Identify types of natural resources, man-made resources, renewal and non-renewable resources, and the ways they influence communities of the U.S.A.		I	I D	D	D A	A	E	E	E
D5 Identify and give examples of ways people adapted as the environment changed during the developmental years of the U.S.A.					I	D A	D	D	A E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D BOUNDARIES of EARTH, OCEANS, CONTINENTS, COUNTRIES, STATES/ PROVINCES/REGIONS, CITIES, LAKES, RIVERS, MOUNTAINS, DESERTS, LANDMARKS- concluded									
D7 Analyze distribution of natural resources and how they influence development and historical trends of Africa, Asia, Europe, Western Hemisphere, Southwest Pacific					I	D A	D A	D A	A E
D8 Name and locate major lakes and rivers, major mountain ranges and deserts, major cities and landmarks for:									
a. Local community of home, neighborhood, church, and school (K-4)	I	I	D	A					
b. State of Indiana (4)					D A				
c. States of the U.S.A. and its Regions from 1400 to 1800 (5)						D A			E
d. Countries of Europe (6)							D A	A	
e. Countries of Western Hemisphere (6)								D A	
f. Countries of Africa (7)								D A	
g. Countries of Asia (7)								D A	
h. Regions of the Southwest Pacific (7)								D A	
i. The U.S.A. from 1800 to present (8)								I	D A
D9 Read, interpret, and develop maps for various historical periods					I	D A	D A	D A	D A
D10 Use technology to illustrate boundaries and geographical features of countries, cities/ provinces/ regions					I	D	D	D	E
D11 Use technology (e.g., GIS) and maps to show how people and cultures have affected the physical environment						I D	D	D	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
E CHURCH'S GEOGRAPHY, CHRISTIAN VALUES, and ETHICS									
E1 Locate the place of Jesus Christ's birth, ministry, death, and founding of the Catholic Church					I D	I D	D	D	D
E2 Identify the location of the first Christian communities named in the New Testament								I D	D
E3 Identify locations of the Christian Church's first missionary efforts in the new world								I D	D
E4 Locate the origins of the Catholic settlements in the Western world						I D			
E5 Locate the first Catholic communities in Indiana					I D				D
E6 Identify the location of the five seats and five cathedrals in the diocese of Indiana					I D				
E7 Identify the location (within the city of Lafayette) the seat of the diocese of Lafayette –in-Indiana and its cathedral				I	D	D			
E8 Trace the geographic boundaries of the Catholic Church of the diocese of Lafayette-in-Indiana					I D				
E9 Identify the location of the Catholic Church(s) in the local community	I	I	D	D	E				
E10 Identify the location of various other religious denomination's churches in the local community			I D	D					
E11 Enumerate contributions of cultures and religions of the world						I D	D	D	D
E12 Identify ways of using God's gifts on planet Earth with responsible stewardship	I	D	D	D	E	E	E	E	E
E13 Demonstrate/Evaluate the influences of humanity versus geography on the future of planet Earth						I D	D	D	D
E14 Explain how the U.S.A. and its regions are related religiously, ethnically, economically, and population-wise to the rest of the world's people (4-8)						I			D

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Subject Area: SOCIAL STUDIES
Component/Standard 4: ECONOMICS
GOALS: The student will be able to...

- A. Analyze the interaction of people and institutions in the economic system; how people make choices in careers and work together, how they trade; depend on one another; how they satisfy individual economic needs and wants; how they manage personal budgets
- B. Describe how people compare costs and benefits in economic decision-making; how people are both producers and consumers in determining which good, services, and resources are most beneficial for the local community, State of Indiana, and the U.S.A.
- C. Describe the productive resources and market relationships that influence the way people live, produce goods, and services, and earn a living in the U.S.A. today and in different historical periods.
- D. Identify, describe, and evaluate the influence of physical and cultural factors upon the economic systems and principles of U.S.A. and other nations compare and contrast the characteristics of their changing economics in saving, investing, borrowing, describe their financial institutions and the banking systems both in the past and the present; and make predictions for future economic changes
- E. Investigate how the Church impacts local communities, Indiana, U.S.A., and other world countries' economics

The student will be able to...
The teacher will...

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A INTERACTIONS of PEOPLE, NEEDS and WANTS, CAREERS, and INSTITUTIONS on TRADE and the ECONOMIC SYSTEM in the U.S.A.									
A1 Name skills, education, and careers needed for specialized jobs in the work-world, e.g., in church ministry, education, industry, business, medicine, science, social sciences, and technology and explain why people in the U.S.A. and the nations of the world have to work.	I	I	I D	D	A	A	E	E	E
A2 Define and give examples of interdependence in the community, states, and countries of the world			I	D	D	D A	A	A	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
A INTERACTIONS of PEOPLE, NEEDS and WANTS, CAREERS, and INSTITUTIONS on TRADE and the ECONOMIC SYSTEM in the U.S.A. - concluded									
A3 Give examples and describe how people in the community depend on each other and identify the goods, services, and productive resources the people of the U.S.A. want and need	I	I	I D	D	D	A	A	E	E
A4 Explain similarities and differences among cultural groups because of home, religions, careers, trade, travel, communication			I	I	D	D A	A	E	E
A5 Identify and give examples of productive resources (human resources, natural resources, capital resources) used to produce goods/services in local community, states, and countries of the world		I	I	D	D	D A	A	E	E
A6 Explain, give examples, and specify how trade in the local community benefits both the producer and consumer			I	D	D	A	A	E	E
A7 Explain the effects of climate and geography on trade					I	D	D	A	A
A8 List the characteristics of money and explain how money makes trade easier		I	I D	D	D	A	A	E	E
A9 Give examples of how and why people engaged in trade in different time periods					I D	D	A	A	E
A10 Identify the elements of a personal budget, ways people save and spend, ways they balance income with expenses, and the advantages of saving and spending		I	I D	ID	D A	A	E	E	E
A11 Use a variety of resources and technology to gather and apply information about economic changes in the Church community, Indiana, states, and in world nations					D	D	E	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B DECISION-MAKING, PRODUCERS, and CONSUMERS IN U.S.A.									
B1 Describe how Christian people respond to the call of “stewardship: in the church, local communities, and in the U.S.A. as both producers and consumers		I	I	I	D	D A	A	E	E
B2 Give examples from local community that illustrate scarcity of resources, and explain how scarcity requires people to make choices and incur opportunity costs		I	I	I D	D	D A	E	E	
B3 Explain price changes as a result of supply and demand and predict the outcome of these changes and costs					I	D	D	A	E
B4 Define profit and loss; explain how profit is an incentive for entrepreneurs					I	I D	D	A	A E
B5 Give examples of how local and state governments identify valuable goods and services determine how local government and states use revenues and taxes					I	I D	D	A	A E
B6 Give Examples of goods and services that people need and explain how buyers and sellers interact to determine prices of goods and services in the market place			I	I D	D	A	A	E	E
B7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers				I	I D	D	D	A	E
B8 Define and give examples of goods, services and employment		I	D	D	A	E	E		
B9 Define and give examples of wants and needs		I	D	D	A	E			
B10 Use a variety of information resources to gather data about proposed economic changes in the local community, Indiana, and the U.S.A.		I	I D	D	D	E	E	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
C PRODUCTIVE RESOURCES and MARKET RELATIONSHIPS INFLUENCE on PEOPLE, GOODS, SERVICES in HISTORICAL PERIODS of U.S.A.									
C1 Describe the U.S.A. market economy and its impact for earning a living in the U.S.A. versus the call of the Gospel for a healthy economy and a healthy living wage in the U.S.A.						I	I D	D A	D A
C2 Describe the way Christian people should earn a living, provide for others, and return to God His due				I	I	D	D	E	E
C3 Compare and contrast the importance of industrialization, science, technology, and living by Gospel standards in the U.S.A. and other nations						I D	D	D	D
C4 Give examples of kinds of goods and services produced in Indiana, U.S.A., and other nations in different historical periods					I D	D A		A E	A E
C5 Analyze how the causes and effects of cost changes in goods and services influence U.S.A. history						D A			A E
C6 Illustrate traditional, command, and market economy using cases from U.S.A. history						D A			E
C7 Explain the basic functions of the government in the economy of the U.S.A.					I	D A			E
C8 Analyze contributions of entrepreneurs, inventors, technologists, and other key individuals in the development of the U.S.A. economy					I	D A		A E	A E
C9 Explain how education, training, specialization, and investment in capital resources increase productivity in U.S.A.					I	D A		A E	A E
C10 Examine the development of the banking system in the U.S.A.						I D			D A
C11 Relate technological changes to changes in labor productivity in the 18 th and 19 th centuries of the U.S.A.						D A			A E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D PHYSICAL, CULTURAL, FACTORS, and CHANGING ECONOMY of U.S.A. and OTHER NATIONS									
D1 Identify and evaluate the influence of geography, climate, and cultural factors upon the world's stewardship and trade principles:									
a. State of Indiana (4)									
1. Give examples of Indiana's role in world trade					D A				
2. List the functions of money and compare and contrast things that have been used in Indiana					D A				
b. The U.S.A. and its Regions (5 + 8)									
1. Identify, compare, and contrast functions of money in U.S.A. with world's financial systems, savings, spendings (5 + 8)					I	D A			A E
2. Describe the economic activities within and among American Indian cultures prior to contact with Europeans (5 + 6)					I	D A	D A		E
3. Identify economic factors contributing to the European exploration and colonization in North America; and the American Revolution and the drafting of the Constitution of the U.S.A. (5,6,8)					I	D A			D E
c. Countries in Europe (6)									
1. Examine the economic factors that helped motivate European exploration and colonization (5 + 6)						D A	D A		
2. Identify changes in European (5+6) economy after the colonization of U.S.A.						D A	D A		
d. Countries of the Western Hemisphere (5+8), Europe (6), Countries of Africa and Asia (7), Regions of the Southwest Pacific (7)						I D	D A	D A	A E
1. Define types of trade barriers (6-8)					I	D	D	A	A
2. Analyze how countries have benefited from trade in different historical periods (5-8)					I	D	D	A	A

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D PHYSICAL, CULTURAL, FACTORS, and CHANGING ECONOMY of U.S.A. and OTHER NATIONS -continued									
D2 Compare and contrast the characteristics of the changing economy in the past and in the present; make predictions for future changes in:									
a. State of Indiana (4)					D				
b. The U.S.A. and its Regions (5-8)						D A			D A
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D A		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
D3 Explain how trade benefits countries and results in higher standards of living					I	D	D	A	A
D4 Compare and contrast standards of living using the gross domestic product (GDP) per capita as an indicator						I	D	D	A
D5 Explain why international trade requires a system for exchanging currency between nations						I	D	D	A
D6 Trace the development and impact of technology on major inventions and business productivity						I	D	D	A
D7 List advantages and disadvantages and examine the importance of borrowing and lending (use of credit) in U.S.A.						I D			D A
D8 Identify economic connections between local community and countries around the world					I	I D	I	D	D
D9 Research how individuals save and invest in different countries						I	I D	D	D
D10 Explain and evaluate examples of domestic and international interdependence throughout U.S. history						I D		D	D A

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D PHYSICAL, CULTURAL, FACTORS, and CHANGING ECONOMY of U.S.A. and OTHER NATIONS -concluded									
D11 Identify situations when the actions of consumers and producers are helpful/hurtful to countries not directly involved in consumption/production of a service or product						I	I	I D	D
D12 Analyze current economic issues in the world countries using a variety of information resources and technology						I	I	D	D
D13 Describe why and how different world, economic systems (traditional, command market, mixed) answer the basic questions of what to produce; how to produce; and for whom to produce							I	I D	D
D14 Use technology to trace the impact on economic issues and changes of the past versus economic changes in the present in:									
a. State of Indiana (4)					I A				
b. The U.S.A. and its Regions (5-8)						D			D E
c. Countries of Europe (6)							D		
d. Countries of Western Hemisphere (6)							D		
e. Countries of Africa (7)								D	
f. Countries of Asia (7)								D	
g. Regions of the Southwest Pacific (7)								D	
E CATHOLIC SOCIAL TEACHING IMPACT on U.S.A. ECONOMY									
E1 Investigate the impact of Catholic social teachings and involvement in economic issues:									
a. The Church's document on "the Poor and the Vulnerable"						I	I	I	I
b. The Church's document on "The Dignity of Work and the Rights of the Workers"								I	I
c. The Church's document on "Care for God's Creation"						I	I	I	I

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Subject Area: SOCIAL STUDIES**Component/Standard 5: INDIVIDUALS, SOCIETY, CULTURES/
CUSTOMS and DIVERSITY****GOALS: The student will be able to...**

- A. Examine ways self-identity, individual variety, group identity, and various interactions with others in family, neighborhood, church, school, and communities adapt to the environment and take responsibility for resolving conflicts and working respectfully with others
- B. Examine the role/influence of diverse individuals/groups/ideas on cultural movements, tradition (customs), and heritage; identify similarities, differences, and connections among cultures and countries; trace the influence of historical events, figures, decisions on world history; identify the variances of cultures, celebrations, and recreation from the past to the present; examine the role of artistic and musical expressions in nations around the world
- C. Analyze the patterns of diversity, change, challenge, contributions, and development of individuals, communities, society, and the world through scientific and technological innovations and advancements
- D. Examine Catholic teachings on social issues and identify major religious cultures that have led to the moral development of human kind

The student will be able to...**The teacher will...**

SKILLS/CONCEPTS	K	1	2	3	4	5	6	7	8
A PATTERNS, RELATIONSHIPS and CONFLICT RESOLUTION									
A1 Explain how communities are made up of individuals and groups, private and public and how their cultures play a role in the development of the local community in family, church, school, and community	I	I D	D	A	E	E			
A2 Explore local connections with different religions, communities, groups, and schools			I	D	D A	E	E		
A3 Identify ways that social groups influence individual behaviors and responsibilities				I	I D	D	A	E	E

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
A PATTERNS, RELATIONSHIPS and CONFLICT RESOLUTION- concluded									
A4 Give examples and demonstrate how individuals and groups follow rules, cooperate, take responsibility for themselves, and work to resolve conflicts through the integration of Gospel values	I	I	D	D	A	E			
A5 Identify similarities and differences among individuals and groups, public and private sectors	I	I	D	D	A	E	E	E	
A6 Identify different social groups and their functions within a community, state nation			I	D	D	A	E	E	
A7 Identify the connections that the local community has with other communities			I	D	A	E			
A8 Read literature about conflicts among and between groups of people at different stages of history	I	I	D	D	E	E	E	E	E
A9 Define and differentiate between:									
1. Rural, urban, suburban				I	D	A	E		
2. Citizen, alien					I	D	A	E	
3. English speaking, bi-lingual, multilingual, LEP (limited English Proficiency)				I	D	A	E		
4. White collar – blue collar					I	D	A	E	
5. Native – immigrant					I	D	A	E	

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B INFLUENCE of DIVERSITY and COMMONALITIES									
B1 Identify the similarities and variances in religions, cultures, celebrations, and recreation from the past to the present in:									
a. Local community and Indiana (K-4)	I	I	D	D	D A				
b. U.S.A. and its Regions (5 + 8)						D A			A E
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D A		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
B2 Examine the role/influence of diverse individuals/groups/ideas on religion, cultural movements, traditions (customs), and heritages:									
a. U.S.A. and its Regions (5 + 8)						D A			A E
b. Countries of Europe (6)							D A		
c. Countries of Western Hemisphere (6)							D A		
d. Countries of Africa (7)								D A	
e. Countries of Asia (7)								D A	
f. Regions of the Southwest Pacific (7)								D A	

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend



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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B INFLUENCE of DIVERSITY and COMMONALITIES- continued									
B3 Trace and compare similarities and differences in the influence of historical events, religious and historic figures, decisions on world history throughout:									
a. Local community and Indiana (K-4)	I	I	D	D	D A				
b. The U.S.A. and its Regions (5 + 8)						D A			A E
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D A		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend

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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
B INFLUENCE of DIVERSITY and COMMONALITIES- concluded									
B4 Examine the role of visual arts and musical expressions in:									
a. Local community and Indiana (K-4)	I	I	D	D	D A				
b. U.S.A. and its Regions (5 + 8)						D A			A E
c. Countries of Europe (6)							D A		
d. Countries of Western Hemisphere (6)							D A		
e. Countries of Africa (7)								D A	
f. Countries of Asia (7)								D A	
g. Regions of the Southwest Pacific (7)								D A	
B5 Trace the development of oral and written language in the world						I	D	D A	E
B6 Use technology to form conclusions, make decisions, and present findings about local communities, states/provinces/regions, countries, and their cultural similarities and diversities				I	D	D	A	A	E

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend



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SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
C IMPACT of SCIENTIFIC and TECHNOLOGICAL INNOVATIONS and ADVANCEMENTS									
C1 Give examples of technological innovations and advancements in the last two decades					I	D	D	D	D
C2 Examine the challenges faced and the contributions made by science in the last two decades					I	D	D	D	D
C3 Examine the challenges faced by the Church as a direct result of science and technology advancements						I	D	D	D
C4 Use community resources to gather cultural information about the community and the connections to the nations of the world					I	D	D	D	D
C5 Site examples of challenges faced by cultural diffusion					I	D	D	D	D

LEGEND: I = Introduce D = Develop A = Assess E = Expand/Enrich/Extend

 = ISTEP Tested

 = Awa Basic Skills Tested

SKILLS/CONCEPTS/INDICATORS	K	1	2	3	4	5	6	7	8
D CATHOLIC SOCIAL TEACHINGS on HUMANITY and MORAL DEVELOPMENT									
D1 Investigate Catholic Social Teachings on the human community through:									
a. The Church's document on "Life and Dignity of the Human Person"									I
b. The Church's document on "Call to Family, Community, and Participation"						I	I	D	D
c. The Church's document on "Rights and Responsibilities"							I	D	D
d. The Church's document on "Solidarity" with the human family								I	I
D2 Compare and contrast world religions and differences in beliefs and practices							I	I	D
D3 Name cultural differences/rites within the Catholic Church								I	D
D4 Investigate the contribution of racial, religious, and ethnic groups in everyday life					I	I	D	D	D
D5 Analyze the diverse cultural and religious contributions of Indiana (4) and the U.S.A.					I D	D			D

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 = **A**va Basic Skills Tested