

Diocese of Superior

# Social Studies Curricular Guide

Grades 4K-8



Original Drafted 2002  
New Edition Adopted 2015

## Table of Contents

Page	
3	Philosophy, Rationale, History, Acknowledgements, Reading this Document
4	Catholic Church History and Social Resources
4	Key American and Wisconsin Church Events
5-6	History Standards and Benchmarks
7	Geography Standards and Benchmarks
8-9	Political Science Standards and Benchmarks
10-11	Economics Standards and Benchmarks
12-14	Behavioral Science Standards and Benchmarks
15	4K Standards and Benchmarks
16-17	5K Standards and Benchmarks
18-19	Grade 1 Standards and Benchmarks
20-21	Grade 2 Standards and Benchmarks
22-24	Grade 3 Standards and Benchmarks
25-27	Grade 4 Standards and Benchmarks
28-31	Grade 5 Standards and Benchmarks
32-34	Grade 6 Standards and Benchmarks
35-37	Grade 7 Standards and Benchmarks
38-39	Grade 8 Standards and Benchmarks
40-51	Narrative of Key Catholic Church Historical Information and Vocabulary
52	Catholic Social Teaching

# Introduction

## Philosophy

Social Studies education in the Diocesan of Superior is meant to support students to be functional, positive, contributing members of society. Strategies are implemented to support students in their quest to evaluate topics including but not limited to both current and historical sociopolitical events and their relation to geography. Instructional methods and activities that encourage students to develop significant ideas through critical thinking and connect what they are learning to both prior knowledge and current events are used. Finally applications of what was learned from the curriculum to authentic situations in life are demonstrated. In order to determine if students are able to do this, various types of assessments that are not only consistent with instructional methods but require higher order thinking abilities are used - all while keeping a Catholic Christian worldview, Catholic Doctrine and Catholic Social Teaching in mind.

## Rationale

This PK-8 Social Studies Curricular Guide respects the entity of the individual schools within the diocese. Rather than a mandate of what is to be learned and when, the Diocese of Superior Social Studies Curricular Guide provides the overall content of what is recommended to be learned. Local schools are invited to use this curricular guide to create a school specific curriculum that is more comprehensive and sensitive to the needs of their students.

## History

Work on the social studies curriculum began in fall of 2013. A survey was conducted to determine the layout of the curriculum. Several meetings were held during the school year to draft the aims and goals. Objectives were fine-tuned at a smaller committee meeting in June 2014. During the work days, the committee utilized information from their local textbooks, the Diocese of LaCrosse curriculum process through Notre Dame, the National Curriculum Standards for Social Studies from the National Council of Social Studies (2010), and the Wisconsin Department of Public Instruction Social Studies Curriculum (online).

## Acknowledgements

All teachers in the schools during the review and implementation of this document are thanked and respected for their input, time and energy in helping to establish these standards and skills for each grade level.

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## Reading this Document

The document is divided into five main parts: History, Geography, Political Science, Economics, Behavioral Science. Catholic components are integrated within the standards. Additional Catholic Resources are provided at the end of the document. It is expected that the Catholic components will be used in teaching the aspects of this guide. **Some skills within these standards will be completed through the Language Arts and Religion classes.**

The format of this curriculum has been chosen by the principals of the schools and the teachers on the committee. In reading this document, the first part includes the **Scope and Sequence** which encompasses all GOALS, OBJECTIVES and SKILLS for each grade level and where each are (I) Introduced, (R) Reviewed, and (P) Proficient.

**(I) Introduce** is to indicate the initial exposure to the skills. **(R) Review** is to indicate practice of the skills. **(P) Shows Proficiency** is to indicate proficiency in the skill within the context of the class. It is assumed that if a skill is proficient that it has been introduced and reviewed.

Following the Scope and Sequence for each scientific area are the grade level endpoints. These skill sets break down the Scope and Sequence and explains per grade level what is introduced, reviewed, and proficient.

## Catholic Church History and Social Resources

### Catholic Social Teaching:

U.S.C.C.B. - <http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/>  
 Education for Justice - <https://educationforjustice.org/catholic-social-teaching-resources>  
 Catholic Social Teaching (UK) - <http://www.catholicsocialteaching.org.uk/>  
 Catechism of the Catholic Church - [http://www.vatican.va/archive/ccc\\_css/archive/catechism/p3s1c2a3.htm](http://www.vatican.va/archive/ccc_css/archive/catechism/p3s1c2a3.htm)  
 Minnesota Catholic Conference - <http://www.mncc.org/resources/catholic-social-teaching/>  
 Catholic Relief Services - <http://www.crsfairtrade.org/crs-and-fair-trade/catholic-social-teaching/>  
 Ave Maria Press – Foundations of Catholic Social Teaching, 2015

### Catholic Church History:

The Crossroads Initiative - [https://www.crossroadsinitiative.com/library\\_article/851/Selected\\_Chronology\\_of\\_the\\_Church.html](https://www.crossroadsinitiative.com/library_article/851/Selected_Chronology_of_the_Church.html)  
 Epic - <http://ourcatholichistory.com/>  
 Catholic Apologetics - [http://www.catholicapologetics.org/Slides/General%20Church%20History%20Timeline\\_files/frame.htm](http://www.catholicapologetics.org/Slides/General%20Church%20History%20Timeline_files/frame.htm)  
 American Catholic History - <http://www.catholichistory.net/Timelines/TimelineMain.htm>  
 Original Catholic Encyclopedia - [http://oce.catholic.com/index.php?title=Curricula:\\_Church\\_History](http://oce.catholic.com/index.php?title=Curricula:_Church_History)  
 Catholic Religion Teacher - <http://catholicreligione teacher.com/churchhistory/>  
 Catholic History Books - <https://www.catholiccompany.com/history-c44/>  
 The History of the Church, The Didache Series, Midwest Theological Forum, 2008  
 Catholic Schools Textbook Project - <http://www.catholictextbookproject.com/>  
     From Sea to Shining Sea: The Story of America  
     All Ye Lands: World Cultures and Geography  
     Light to the Nations I: The History of Christian Civilization  
     Light to the Nations II: The Making of the Modern World  
     Lands of Hope and Promise: A History of North America

### Roman Catholic Church Websites:

The Holy See - <http://w2.vatican.va/content/vatican/en.html>  
 United States Conference of Catholic Bishops - <http://www.usccb.org/>  
 Wisconsin Catholic Conference - <http://www.wisconsinccatholic.org/>  
 Diocese of Superior - <http://catholicdos.org/>

## Key American and Wisconsin Church Events

1521	Diocese of Mexico established	1805	Wisconsin became part of the Diocese of Bardstown, KY	1939	Bishop Reverman established the Confraternity of Christian Doctrine in the Diocese of Superior
1531	Miracle of Our Lady of Guadalupe	1821	Wisconsin became part of the Diocese of Cincinnati	1946	Diocese of Madison established
1565	St. Augustine, FL established	1833	Wisconsin became part of the Diocese of Detroit	1960	Bishop George Hammes named bishop of Superior
1573	Franciscans arrive in America	1835	Frederick Baraga established mission at la Pointe du St. Esprit (Madeline Island/La Pointe, WI)	1962-65	Bishop Hammes participated in the Second Vatican Council
1661	Jesuit Fr. Rene Menard first missionary to preach in Chequamegon Bay	1843	Wisconsin became part of the Diocese of Milwaukee	1964	The Diocese of Superior became the first diocese in the U.S. to allow the "Ordinary" parts of the Mass to be celebrated in English
1665	Missionary Fr. Claude Allouez arrives in Green Bay and Chequamegon Bay	1852	Baraga became bishop of northern Wisconsin and Michigan	1979	Bishop Raphael Fliss named coadjutor bishop of Superior
1669	Fr. Marquette took over missions in Green Bay and Chequamegon Bay	1868	Wisconsin divided into three dioceses – Milwaukee, Green Bay, La Crosse	1983	The first parish clusters were established in the Diocese of Superior
1674	Wisconsin became part of the Diocese of Quebec	1875	Milwaukee became an arch-diocese	1985	Bishop Hammes retired and Bishop Fliss became bishop of Superior
1676	Mission was built in DePere, WI	1889	Catholic University of America founded	2007	Bishop Peter Christensen named bishop of Superior
1677	St. Kateri Tekakwitha baptized	1905	Diocese of Superior established – with Bishop Augustine Schinner as first bishop		
1728	Ursuline convent established in New Orleans (first convent in America)				
1789	Wisconsin became part of the Diocese of Baltimore				
1790	John Carroll appointed bishop of the United States				
1791	Georgetown College founded				

# HISTORY

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**H1: Identify important events and people in history.**

		4K	K	1	2	3	4	5	6	7	8
<b>H1.A Analyze significant historical events.</b>											
H1.A.1	Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans)	I	R	R	R	R	R	P			
H1.A.2	Describe how exploration impacted history			I	R	R	R	R	P		
H1.A.3	Identify the impact of an event on history					I	R	R	R	P	
H1.A.4	Simulate historical events and points of view							I	R	P	
H1.A.5	Construct and interpret timelines			I	R	R	R	R	P		
H1.A.6	Investigate and discuss how innovation and development have affected history						I	R	R	P	
<b>H1.B Examine historical people.</b>											
H1.B.1	Discuss people who shaped and influenced society	I	R	R	R	R	R	R	P		
H1.B.2	Discuss people who influenced world events			I	R	R	R	R	P		

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**H2: Create and present research.**

		4K	K	1	2	3	4	5	6	7	8
<b>H2.A Create research in a variety of sources.</b>											
H2.A.1	Identify, investigate and verify using primary, secondary and oral sources. (see Language Arts Curriculum)					I	R	R	R	R	P
<b>H2.B Present research in a variety of formats.</b>											
H2.B.1	Learn effective presentation skills. (see Language Arts Curriculum)					I	R	R	P		

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**H3: Identify significant events and people in Catholic Church history.**

		4K	K	1	2	3	4	5	6	7	8
<b>H3.A Relate how the Catholic Church has influenced historical events.</b>											
H3.A.1	Identify and explain Catholic missionaries from the past and present						I	R	R	R	P
H3.A.2	Explain the origins and impact of Catholic Social Teaching					I	R	R	R	R	P
<b>H3.B Explain the Catholic Church's internal influences.</b>											
H3.B.1	Identify important councils, documents and papal encyclicals							I	R	R	R
<b>H3.C Identify people who have shaped and influenced the Church.</b>											
H3.C.1	Discuss significant saints and popes	I	R	R	R	R	R	R	R	R	P
H3.C.2	Discuss the history of the Catholic Church in Wisconsin						I	R	R	R	P

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**H4: Analyze current events.**

		4K	K	1	2	3	4	5	6	7	8
<b>H4.A Describe the world around them.</b>											
H4.A.1	Gather information about current events		I	R	R	R	R	R	P		
H4.A.2	Present information about current events					I	R	R	P		
H4.A.3	Analyze information about current events							I	R	P	

# GEOGRAPHY

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**G1: Develop a perspective of the world and understand the relationship between people, places and environment.**

		4K	K	1	2	3	4	5	6	7	8
<b>G1.A Examine the Five Themes of Geography.</b>											
G1.A.1	Identify absolute and relative location					I	R	R	R	P	
G1.A.2	Identify features that distinguish one place from another			I	R	R	P				
G1.A.3	Describe characteristics that create a region					I	R	P			
G1.A.4	Identify regions of the United States					I	R	P			
G1.A.5	Study the movement of people, goods and ideas from one place to another	I	R	R	R	R	R	R	R	P	
G1.A.6	Identify how humans and the environment affect each other	I	R	R	R	R	R	P			
G1.A.7	Identify regions of the world							I	R	R	P
G1.A.8	Identify locations of continents					I	R	P			

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**G2: Demonstrate an understanding that maps are used to identify places and geographical features.**

		4K	K	1	2	3	4	5	6	7	8
<b>G2.A Demonstrate an understanding of the purpose and key components of maps.</b>											
G2.A.1	Explain symbols, key and legend		I	R	R	P					
G2.A.2	Locate the cardinal and intermediate directions using a compass rose			I	R	R	P				
G2.A.3	Interpret scale				I	R	R	P			
G2.A.4	Use reference points, latitude and longitude						I	R	P		
G2.A.5	Navigate from one point to another using a map				I	R	R	P			
<b>G2.B Identify and use different types of maps.</b>											
G2.B.1	Draw, label and use a map				I	R	R	P			
G2.B.2	Identify physical and political maps					I	R	R	P		
G2.B.3	Identify climate and resource maps					I	R	R	P		
G2.B.4	Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS)			I	R	R	R	R	P		
G2.B.5	Analyze the way in which maps are used to represent a variety of information				I	R	R	R	P		

# POLITICAL SCIENCE

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*

## P1: Discuss the advantages and disadvantages of political systems

		4K	K	1	2	3	4	5	6	7	8
<b>P1.A Define a political system</b>											
P1.A.1	Define monarchy								I	R	P
P1.A.2	Define oligarchy								I	R	P
P1.A.3	Define tyranny								I	R	P
P1.A.4	Define democracy					I	R	R	R	R	P
P1.A.5	Define dictatorships								I	R	P
P1.A.6	Define communism								I	R	P
P1.A.7	Demonstrate an understanding of the hierarchies of the Church		I	R	R	R	R	R	R	R	P
P1.A.8	Analyze influences of culture in the selection of government officials								I	R	P
P1.A.9	Identify achievements of various rulers								I	R	P
P1.A.10	Trace the transitions of different forms of government throughout history						I	R	R	R	P
<b>P1.B Identify different political systems</b>											
P1.B.1	Describe governments of different kingdoms and empires								I	R	P
P1.B.2	Describe political organizations of European feudal society								I	R	P
P1.B.3	Identify relationship between ancient law, philosophy and modern thought								I	R	P
P1.B.4	Examine the governmental structure of the Catholic Church		I	R	R	R	R	R	R	R	P

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*

## P2: Demonstrate an understanding of government structure and responsible citizenship

		4K	K	1	2	3	4	5	6	7	8
<b>P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens</b>											
P2.A.1	Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice					I	R	R	R	R	P
<b>P2.B Explain the basic purposes of government in American society</b>											
P2.B.1	Recognize the three branches of government			I	R	R	R	R	R	R	P

		4K	K	1	2	3	4	5	6	7	8
P2.B.2	Differentiate among the three branches of government					I	R	R	R	R	P
P2.B.3	Summarize the basic purpose of the three branches of government					I	R	R	R	R	P

**P2.C Demonstrate an understanding of the responsibilities that members of a community have.**

P2.C.1	Identify and differentiate types of communities, i.e. family, school, city, state, national and global	I	R	R	R	P					
P2.C.2	Describe and explain the rules expected of a citizen in a community	I	R	R	R	R	R	P			
P2.C.3	Justify the importance of voting from the perspective of a citizen and the community					I	R	R	R	R	P
P2.C.4	Explain the value of participating in community and government					I	R	R	R	R	P
P2.C.5	Explain the need for civility and respect for diversity					I	R	R	R	R	P

**P2.D Recognize the symbols representing the United States**

P2.D.1	Identify the American flag, Statue of Liberty, bald eagle, White House, etc.	I	R	R	R	P					
P2.D.2	Recite the Pledge of Allegiance	I	R	R	P						

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

**Goal**  
**P3: Explain how people govern themselves as a good Catholic citizen**

		4K	K	1	2	3	4	5	6	7	8
<b>P3.A Describe basic government structure</b>											
P3.A.1	Describe family structures	I	R	R	R	P					
P3.A.2	Describe what makes school a safe place to learn, make friends and have fun	I	R	R	R	P					
P3.A.3	Classify the leader of the state as a governor			I	R	R	P				
<b>P3.B Explain rules, privileges and consequences as they relate to different kinds of communities</b>											
P3.B.1	Describe how family members, friends and classmates can all teach us how to act responsibly	I	R	R	R	P					
P3.B.2	Analyze how community members work together for the common good	I	R	R	R	R	R	P			
P3.B.3	Describe an individual's responsibility as a member of the Church				I	R	R	P			
<b>P3.C Identify places in our community, state and country</b>											
P3.C.1	Describe the location of and the services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Parks and Stores	I	R	R	R	P					
P3.C.2	Identify and locate the capital of Wisconsin and the U.S.			I	R	R	P				

# ECONOMICS

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*

## E1: Identify the purpose of money and goods/services in meeting our needs and wants

		4K	K	1	2	3	4	5	6	7	8
<b>E1.A Identify the difference between goods and services.</b>											
E1.A.1	Identify the difference between needs and wants		I	R	R	R	R	P			
E1.A.2	Describe the relationship between producers and consumers				I	R	R	R	P		
E1.A.3	Describe how producers grow or make things to sell and consumers use the goods				I	R	R	R	P		
E1.A.4	Explain that goods are made, bought and traded				I	R	R	R	P		
E1.A.5	Describe how technology has improved the way needs and wants are met				I	R	R	R	P		
<b>E1.B Identify the concept of money and savings.</b>											
E1.B.1	Explain the choices people make about spending and saving money			I	R	R	R	R	R	P	
E1.B.2	Describe how people do a variety of jobs to earn money and help others in need	I	R	R	R	P					
E1.B.3	Identify the economic roles of various institutes, including households, businesses and government						I	R	R	P	
E1.B.4	Identify that a bank is a place where people keep their money safe		I	R	R	P					

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*

## E2: Demonstrate an understanding of how people, business and government affect economy.

		4K	K	1	2	3	4	5	6	7	8
<b>E2.A Analyze supply and demand and other economic factors.</b>											
E2.A.1	Explain how the scarcity of a product or resource helps determine its price					I	R	R	R	P	
E2.A.2	Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world					I	R	R	R	P	
E2.A.3	Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient						I	R	R	R	P
E2.A.4	Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country					I	R	R	R	R	P

		4K	K	1	2	3	4	5	6	7	8
E2.A.5	Explain how people depend on natural resources to satisfy their basic needs					I	R	R	P		

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**E3: Compare and contrast the different stages of economic development.**

		4K	K	1	2	3	4	5	6	7	8
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**E3.A Identify and explain the economics from simple trade and barter to modern commerce**

E3.A.1	Explain bartering							I	R	P	
E3.A.2	Explain trading				I	R	R	R	P		
E3.A.3	Describe patterns of trade and commerce through history							I	R	R	P
E3.A.4	Describe supply and demand					I	R	R	R	P	
E3.A.5	Explain credit and investment							I	R	R	P
E3.A.6	Describe currency based economy and credit							I	R	R	P
E3.A.7	Explain how points in history created a need for a new type of economic system							I	R	R	P

**E3.B Compare and contrast different economic systems**

E3.B.1	Describe various economies to include feudalism, socialism and capitalism							I	R	R	P
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**E3.C Explain the cause and effect of economic systems on cultural development.**

E3.C.1	Analyze the importance of family, labor, specialization, and regional commerce in development of cities, kingdoms and empires							I	R	R	P
E3.C.2	Identify causes of urbanization							I	R	R	P
E3.C.3	Summarize purpose of medieval guilds								I	R	P
E3.C.4	Discuss relationship between trade and growth of human settlement							I	R	R	P
E3.C.5	Analyze how domestication of plants and animals created stable food supply and led to important changes in jobs, shelter, communities and trade							I	R	R	P

**E3.D Analyze transportation of products and resources.**

E3.D.1	Describe the importance of overland travel and trade routes							I	R	R	P
E3.D.2	Explore and describe ways transportation has changed lives				I	R	R	P			
E3.D.3	Describe the different kinds of transportation that are used to carry goods for trading				I	R	R	R	P		
E3.D.4	Describe and explain import and export of resources						I	R	P		

# BEHAVIORAL SCIENCE

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*

## B1: Examine how humans create, learn, share and adapt to culture

		4K	K	1	2	3	4	5	6	7	8
<b>B1.A Define culture.</b>											
B1.A.1	Evaluate benefits and drawbacks of foreign contact							I	R	R	P
B1.A.2	Define civilization							I	R	R	P
B1.A.3	Identify the characteristics of a civilization							I	R	R	P
B1.A.4	Explain the aspects of cultural engineering, sporting events, architecture and mythology							I	R	R	P
<b>B1.B Examine the elements of culture.</b>											
B1.B.1	Describe the importance of written and oral tradition			I	R	R	R	R	P		
B1.B.2	Describe common art forms and identify items from modern life that utilize similar designs and techniques							I	R	R	P
B1.B.3	Explain how engineering achievements in science, technology, architecture, and engineering have been incorporated in modern life							I	R	R	P
B1.B.4	Explain the development of tools, use of fire, and how it impacted various eras							I	R	R	P
<b>B1.C Examine cultural changes throughout history.</b>											
B1.C.1	Explain how plagues, famine and natural disasters impact human societies							I	R	R	P
B1.C.2	Explain daily life of various social classes							I	R	R	P
B1.C.3	State positive and negative effects of military expansion							I	R	R	P
B1.C.4	Analyze images that represent development of societies and civilizations by economy, government and culture								I	R	P
B1.C.5	Show how communication and media have been used to influence individuals and societies							I	R	R	P
<b>B1.D Investigate the similarities and differences in ways that cultures meet human needs</b>											
B1.D.1	Explain conditions that led to cultural blending							I	R	R	P
B1.D.2	Explain how cultural achievements continue to shape the world today							I	R	R	P
B1.D.3	Describe the changes of government, economy, education and treatment of social hierarchy							I	R	R	P
B1.D.4	Describe the history of slavery and the impact on society				I	R	R	R	R	R	P
B1.D.5	Describe the history of women and children and the impact on society							I	R	R	P
B1.D.6	Describe the history of minorities and the impact on society							I	R	R	P

		4K	K	1	2	3	4	5	6	7	8
B1.D.7	Explain the religious and social hierarchy of various civilizations								I	R	P

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

Goal

**B2: Describe religious and cultural differences, similarities and contributions.**

		4K	K	1	2	3	4	5	6	7	8
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**B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the world.**

B2.A.1	Distinguish between how each ethnic group relates to and identifies with the majority culture					I	R	R	R	P	
B2.A.2	Investigate various ethnic groups in Wisconsin and the United States					I	R	R	R	P	
B2.A.3	Discuss how people bring their cultures with them to new places			I	R	R	R	P			
B2.A.4	Compare and contrast the different groups that settled in different areas				I	R	R	P			
B2.A.5	Explain racial, ethnic, gender and religious stereotypes.							I	R	R	P
B2.A.6	Respect each other and explain that God made everyone different	I	R	R	R	P					

**B2.B Analyze the role the Church plays in different cultures.**

B2.B.1	Describe the role of the Church in different ethnic groups						I	R	R	R	P
B2.B.2	Give examples of how the Church influences different ethnic groups to immigrate or migrate							I	R	R	P

**B2.C Describe how cultures are alike and different.**

B2.C.1	Describe that special ways of doing things make up customs, traditions and cultures			I	R	R	R	P			
B2.C.2	Discuss myths, fables and legends are a way of sharing culture and beliefs.				I	R	R	P			
B2.C.3	Identify that religion is part of most cultures			I	R	R	R	R	P		

**B2.D Explain how people learn about others who are different from themselves.**

B2.D.1	Critique how the media may influence opinions, choices and decisions							I	R	R	P
B2.D.2	Compare and contrast the ways different cultures meet their needs							I	R	R	P

I = Introduce      R = Review      P = Show Proficiency

Students will be able to...

*Goal*  
**B3: Explain how participation in Catholic social justice activities/events impact people in the community.**

		4K	K	1	2	3	4	5	6	7	8
<b>B3.A Analyze one's personal role in the community.</b>											
B3.A.1	Participate in a service learning project for the good of the community	I	R	R	R	P					
B3.A.2	Define the seven Catholic social teachings					I	R	R	R	P	
B3.A.3	Give examples of ways to apply Catholic social teaching to the community					I	R	R	R	P	

## 4K Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
    - H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (I)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (I)
- H3 Identify significant events and people in Catholic Church history
- H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (I)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (I)
    - G1.A.6 Identify how humans and the environment affect each other (I)
- P2 Demonstrate an understanding of government structure and responsible citizenship
- P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global (I)
    - P2.C.2 Describe and explain the rules expected of a citizen in a community (I)
  - P2.D Recognize the symbols representing the United States
    - P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc. (I)
    - P2.D.2 Recite the Pledge of Allegiance (I)
- P3 Explain how people govern themselves as a good Catholic citizen
- P3.A Describe basic government structure
    - P3.A.1 Describe family structures (I)
    - P3.A.2 Describe what makes school a safe place to learn, make friends and have fun (I)
  - P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
    - P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly (I)
    - P3.B.2 Analyze how community members work together for the common good (I)
  - P3.C Identify places in our community, state and country
    - P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores (I)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
- E1.B Identify the concept of money and savings
    - E1.B.2 Describe how people do a variety of jobs to earn money and help others in need (I)
- B2 Describe religious and cultural differences, similarities and contributions
- B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
    - B2.A.6 Respect each other and explain that God made everyone different (I)
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
- B3.A Analyze one's personal role in the community
    - B3.A.1 Participate in a service learning project for the good of the community (I)

## 5K Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
  - H1.A Analyze significant historical events
    - H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (R)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (R)
- H3 Identify significant events and people in Catholic Church history
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (R)
- H4 Analyze current events
  - H4.A Describe the world around them
    - H4.A.1 Gather information about current events (I)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
  - G1.A Examine the Five Themes of Geography
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
    - G1.A.6 Identify how humans and the environment affect each other (R)
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
  - G2.A Demonstrate an understanding of the purpose of key components of maps
    - G2.A.1 Explain symbols, key and legend (I)
- P1 Discuss the advantages and disadvantages of political systems
  - P1.A Define a political system
    - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (I)
  - P1.B Identify different political systems
    - P1.B.4 Examine the government structure of the Catholic Church (I)
- P2 Demonstrate an understanding of government structure and responsible citizenship
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global (R)
    - P2.C.2 Describe and explain the rules expected of a citizen in a community (R)
  - P2.D Recognize the symbols representing the United States
    - P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc. (R)
    - P2.D.2 Recite the Pledge of Allegiance (R)
- P3 Explain how people govern themselves as a good Catholic citizen
  - P3.A Describe basic government structure
    - P3.A.1 Describe family structures (R)
    - P3.A.2 Describe what makes school a safe place to learn, make friends and have fun (R)
  - P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
    - P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly (R)
    - P3.B.2 Analyze how community members work together for the common good (R)
  - P3.C Identify places in our community, state and country
    - P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores (R)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
  - E1.A Identify the difference between goods and services
    - E.1.A.1 Identify the difference between needs and wants (I)
  - E1.B Identify the concept of money and savings
    - E1.B.2 Describe how people do a variety of jobs to earn money and help others in need (R)
    - E1.B.4 Identify that a bank is a place where people keep their money safe (I)

- B2 Describe religious and cultural differences, similarities and contributions
  - B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
    - B2.A.6 Respect each other and explain that God made everyone different (R)
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
  - B3.A Analyze one's personal role in the community
    - B3.A.1 Participate in a service learning project for the good of the community (R)

# Grade 1 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
  - H1.A Analyze significant historical events
    - H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (R)
    - H1.A.2 Describe how exploration impacted history (I)
    - H1.A.5 Construct and interpret timelines (I)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (R)
    - H1.B.2 Discuss people who influenced world events (I)
  
- H3 Identify significant events and people in Catholic Church history
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (R)
  
- H4 Analyze current events
  - H4.A Describe the world around them
    - H4.A.1 Gather information about current events (R)
  
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
  - G1.A Examine the Five Themes of Geography
    - G1.A.2 Identify features that distinguish one place from another (I)
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
    - G1.A.6 Identify how humans and the environment affect each other (R)
  
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
  - G2.A Demonstrate an understanding of the purpose of key components of maps
    - G2.A.1 Explain symbols, key and legend (R)
    - G2.A.2 Locate the cardinal and intermediate directions using a compass rose (I)
  - G2.B Identify and use different types of maps
    - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (I)
  
- P1 Discuss the advantages and disadvantages of political systems
  - P1.A Define a political system
    - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
  - P1.B Identify different political systems
    - P1.B.4 Examine the government structure of the Catholic Church (R)
  
- P2 Demonstrate an understanding of government structure and responsible citizenship
  - P2.B Explain the basic purposes of government in American society
    - P2.B.1 Recognize the three branches of government (I)
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global (R)
    - P2.C.2 Describe and explain the rules expected of a citizen in a community (R)
  - P2.D Recognize the symbols representing the United States
    - P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc. (R)
    - P2.D.2 Recite the Pledge of Allegiance (R)
  
- P3 Explain how people govern themselves as a good Catholic citizen
  - P3.A Describe basic government structure
    - P3.A.1 Describe family structures (R)
    - P3.A.2 Describe what makes school a safe place to learn, make friends and have fun (R)
    - P3.A.3 Classify the leader of the state as a governor (I)
  - P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
    - P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly (R)
    - P3.B.2 Analyze how community members work together for the common good (R)
  - P3.C Identify places in our community, state and country

- P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores (R)
- P3.C.2 Identify and locate the capital of Wisconsin and the U.S. (I)

E1 Identify the purpose of money and goods/services in meeting our needs and wants

E1.A Identify the difference between goods and services

- E.1.A.1 Identify the difference between needs and wants (R)

E1.B Identify the concept of money and savings

- E.1.B.1 Explain the choices people make about spending and saving money (I)
- E.1.B.2 Describe how people do a variety of jobs to earn money and help others in need (R)
- E.1.B.4 Identify that a bank is a place where people keep their money safe (R)

B1 Examine how humans create, learn, share and adapt to culture

B1.B Examine the elements of culture

- B1.B.1 Describe the importance of written and oral tradition (I)

B2 Describe religious and cultural differences, similarities and contributions

B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World

- B2.A.3 Discuss how people bring their cultures with them to new places (I)
- B2.A.6 Respect each other and explain that God made everyone different (R)

B2.C Describe how cultures are alike and different

- B2.C.1 Describe the special ways of doing things make up customs, traditions and cultures (I)
- B2.C.3 Identify that religion is part of most cultures (I)

B3 Explain how participation in Catholic social justice activities/events impact people in the community

B3.A Analyze one's personal role in the community

- B3.A.1 Participate in a service learning project for the good of the community (R)

## Grade 2 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
  - H1.A Analyze significant historical events
    - H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (R)
    - H1.A.2 Describe how exploration impacted history (R)
    - H1.A.5 Construct and interpret timelines (R)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (R)
    - H1.B.2 Discuss people who influenced world events (R)
- H3 Identify significant events and people in Catholic Church history
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (R)
- H4 Analyze current events
  - H4.A Describe the world around them
    - H4.A.1 Gather information about current events (R)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
  - G1.A Examine the Five Themes of Geography
    - G1.A.2 Identify features that distinguish one place from another (R)
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
    - G1.A.6 Identify how humans and the environment affect each other (R)
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
  - G2.A Demonstrate an understanding of the purpose of key components of maps
    - G2.A.1 Explain symbols, key and legend (R)
    - G2.A.2 Locate the cardinal and intermediate directions using a compass rose (R)
    - G2.A.3 Interpret scale (I)
    - G2.A.5 Navigate from one point to another using a map (I)
  - G2.B Identify and use different types of maps
    - G2.B.1 Draw, label and use a map (I)
    - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (R)
    - G2.B.5 Analyze the way in which maps are used to represent a variety of information (I)
- P1 Discuss the advantages and disadvantages of political systems
  - P1.A Define a political system
    - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
  - P1.B Identify different political systems
    - P1.B.4 Examine the government structure of the Catholic Church (R)
- P2 Demonstrate an understanding of government structure and responsible citizenship
  - P2.B Explain the basic purposes of government in American society
    - P2.B.1 Recognize the three branches of government (R)
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global (R)
    - P2.C.2 Describe and explain the rules expected of a citizen in a community (R)
  - P2.D Recognize the symbols representing the United States
    - P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc. (R)
    - P2.D.2 Recite the Pledge of Allegiance (P)
- P3 Explain how people govern themselves as a good Catholic citizen
  - P3.A Describe basic government structure
    - P3.A.1 Describe family structures (R)
    - P3.A.2 Describe what makes school a safe place to learn, make friends and have fun (R)
    - P3.A.3 Classify the leader of the state as a governor (R)

- P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
  - P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly (R)
  - P3.B.2 Analyze how community members work together for the common good (R)
  - P3.B.3 Describe an individual's responsibility as a member of the Church (I)
- P3.C Identify places in our community, state and country
  - P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores (R)
  - P3.C.2 Identify and locate the capital of Wisconsin and the U.S. (R)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
  - E1.A Identify the difference between goods and services
    - E1.A.1 Identify the difference between needs and wants (R)
    - E1.A.2 Describe the relationship between producers and consumers (I)
    - E1.A.3 Describe how producers grow or make things to sell and consumers use the goods (I)
    - E1.A.4 Explain that goods are made, bought and traded (I)
    - E1.A.5 Describe how technology has improved the way needs and wants are made (I)
  - E1.B Identify the concept of money and savings
    - E1.B.1 Explain the choices people make about spending and saving money (R)
    - E1.B.2 Describe how people do a variety of jobs to earn money and help others in need (R)
    - E1.B.4 Identify that a bank is a place where people keep their money safe (R)
- E3 Compare and contrast the different stages of economic development
  - E3.A Identify and explain the economics from simple trade and barter to modern commerce
    - E3.A.2 Explain trading (I)
  - E3.D Analyze transportation of products and resources
    - E3.D.2 Explore and describe ways transportation has changed lives (I)
    - E3.D.3 Describe the different kinds of transportation that are used to carry goods for trading (I)
- B1 Examine how humans create, learn, share and adapt to culture
  - B1.B Examine the elements of culture
    - B1.B.1 Describe the importance of written and oral tradition (R)
  - B1.D Investigate the similarities and differences in ways that cultures meet human needs
    - B1.D.4 Describe the history of slavery and the impact on society (I)
- B2 Describe religious and cultural differences, similarities and contributions
  - B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
    - B2.A.3 Discuss how people bring their cultures with them to new places (R)
    - B2.A.4 Compare and contrast the different groups that settled in different areas (I)
    - B2.A.6 Respect each other and explain that God made everyone different (R)
  - B2.C Describe how cultures are alike and different
    - B2.C.1 Describe the special ways of doing things make up customs, traditions and cultures (R)
    - B2.C.2 Discuss myths, fables and legends are a way of sharing culture and beliefs (I)
    - B2.C.3 Identify that religion is part of most cultures (R)
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
  - B3.A Analyze one's personal role in the community
    - B3.A.1 Participate in a service learning project for the good of the community (R)

# Grade 3 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
    - H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (R)
    - H1.A.2 Describe how exploration impacted history (R)
    - H1.A.3 Identify the impact of an event on history (I)
    - H1.A.5 Construct and interpret the timelines (R)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (R)
    - H1.B.2 Discuss people who influenced world events (R)
- H2 Create and present research
- H2.A Create research in a variety of sources
    - H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (I)
  - H2.B Present research in a variety of formats
    - H2.B.1 Learn effective presentation skills (see LA curriculum) (I)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
    - H3.A.2 Explain the origins and impact of Catholic Social Teaching (I)
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (R)
- H4 Analyze current events
- H4.A Describe the world around them
    - H4.A.1 Gather information about current events (R)
    - H4.A.2 Present information about current events (I)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
    - G1.A.1 Identify absolute and relative location (I)
    - G1.A.2 Identify features that distinguish one place from another (R)
    - G1.A.3 Describe characteristics that create a region (I)
    - G1.A.4 Identify regions of the United States (I)
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
    - G1.A.6 Identify how humans and the environment affect each other (R)
    - G1.A.8 Identify locations of continents (I)
  - G2 Demonstrate an understanding that maps are used to identify places and geographical features
    - G2.A Demonstrate an understanding of the purpose of key components of maps
      - G2.A.1 Explain symbols, key and legend (P)
      - G2.A.2 Locate the cardinal and intermediate directions using a compass rose (R)
      - G2.A.3 Interpret scale (R)
      - G2.A.5 Navigate from one point to another using a map (R)
    - G2.B Identify and use different types of maps
      - G2.B.1 Draw, label and use a map (R)
      - G2.B.2 Identify physical and political maps (I)
      - G2.B.3 Identify climate and resource maps (I)
      - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (R)
      - G2.B.5 Analyze the way in which maps are used to represent a variety of information (R)
- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system
    - P1.A.4 Define democracy (I)
    - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
  - P1.B Identify different political systems

- P1.B.4 Examine the government structure of the Catholic Church (R)

P2 Demonstrate an understanding of government structure and responsible citizenship

- P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
  - P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (I)
- P2.B Explain the basic purposes of government in American society
  - P2.B.1 Recognize the three branches of government (R)
  - P2.B.2 Differentiate among the three branches of government (I)
- P2.C Demonstrate an understanding of the responsibilities that members of a community have
  - P2.C.1 Identify and differentiate types of communities, i.e. family, school, city, state, national and global (P)
  - P2.C.2 Describe and explain the rules expected of a citizen in a community (R)
  - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (I)
  - P2.C.4 Explain the value of participating in community and government (I)
  - P2.C.5 Explain the need for civility and respect for diversity (I)
- P2.D Recognize the symbols representing the United States
  - P2.D.1 Identify the American flag, Statue of Liberty, bald eagle, White House, etc. (P)

P3 Explain how people govern themselves as a good Catholic citizen

- P3.A Describe basic government structure
  - P3.A.1 Describe family structures (P)
  - P3.A.2 Describe what makes school a safe place to learn, make friends and have fun (P)
  - P3.A.3 Classify the leader of the state as a governor (R)
- P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
  - P3.B.1 Describe how family members, friends and classmates can all teach us how to act responsibly (P)
  - P3.B.2 Analyze how community members work together for the common good (R)
  - P3.B.3 Describe an individual's responsibility as a member of the Church (R)
- P3.C Identify places in our community, state and country
  - P3.C.1 Describe the location and services provided by the following places: Post Office, Bank, Police Station, Fire Station, Church, School, Hospital, City Hall, Library, Park and Stores (P)
  - P3.C.2 Identify and locate the capital of Wisconsin and the U.S. (R)

E1 Identify the purpose of money and goods/services in meeting our needs and wants

- E1.A Identify the difference between goods and services
  - E1.A.1 Identify the difference between needs and wants (R)
  - E1.A.2 Describe the relationship between producers and consumers (R)
  - E1.A.3 Describe how producers grow or make things to sell and consumers use the goods (R)
  - E1.A.4 Explain that goods are made, bought and traded (R)
  - E1.A.5 Describe how technology has improved the way needs and wants are made (R)
- E1.B Identify the concept of money and savings
  - E1.B.1 Explain the choices people make about spending and saving money (R)
  - E1.B.2 Describe how people do a variety of jobs to earn money and help others in need (P)
  - E1.B.4 Identify that a bank is a place where people keep their money safe (P)

E2 Demonstrate an understanding of how people, business and government affect economy

- E2.A Analyze supply and demand and other economic factors
  - E2.A.1 Explain how the scarcity of a product or resource helps determine its price (I)
  - E2.A.2 Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world (I)
  - E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (I)
  - E2.A.5 Explain how people depend on natural resources to satisfy their basic needs (I)

E3 Compare and contrast the different stages of economic development

- E3.A Identify and explain the economics from simple trade and barter to modern commerce
  - E3.A.2 Explain trading (R)
  - E3.A.4 Describe supply and demand (I)
- E3.D Analyze transportation of products and resources
  - E3.D.2 Explore and describe ways transportation has changed lives (R)

E3.D.3 Describe the different kinds of transportation that are used to carry goods for trading (R)

B1 Examine how humans create, learn, share and adapt to culture

B1.B Examine the elements of culture

B1.B.1 Describe the importance of written and oral tradition (R)

B1.D Investigate the similarities and differences in ways that cultures meet human needs

B1.D.4 Describe the history of slavery and the impact on society (R)

B2 Describe religious and cultural differences, similarities and contributions

B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World

B2.A.1 Distinguish between how each ethnic group relates to and identifies with the majority culture (I)

B2.A.2 Investigate various ethnic groups in Wisconsin and the United States (I)

B2.A.3 Discuss how people bring their cultures with them to new places (R)

B2.A.4 Compare and contrast the different groups that settled in different areas (R)

B2.A.6 Respect each other and explain that God made everyone different (P)

B2.C Describe how cultures are alike and different

B2.C.1 Describe the special ways of doing things make up customs, traditions and cultures (R)

B2.C.2 Discuss myths, fables and legends are a way of sharing culture and beliefs (R)

B2.C.3 Identify that religion is part of most cultures (R)

B3 Explain how participation in Catholic social justice activities/events impact people in the community

B3.A Analyze one's personal role in the community

B3.A.1 Participate in a service learning project for the good of the community (P)

B3.A.2 Define the seven Catholic social teachings (I)

B3.A.3 Give examples of ways to apply Catholic social teaching to the community (I)

## Grade 4 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
- H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (R)
  - H1.A.2 Describe how exploration impacted history (R)
  - H1.A.3 Identify the impact of an event on history (R)
  - H1.A.5 Construct and interpret timelines (R)
  - H2.A.6 Investigate and discuss how innovation and development have affected history (I)
- H1.B Examine historical people
- H1.B.1 Discuss people who shaped and influenced society (R)
  - H1.B.2 Discuss people who influenced world events (R)
- H2 Create and present research
- H2.A Create research in a variety of sources
- H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (R)
- H2.B Present research in a variety of formats
- H2.B.1 Learn effective presentation skills (see LA curriculum) (R)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
- H3.A.1 Identify and explain Catholic missionaries from the past and present (I)
  - H3.A.2 Explain the origins and impact of Catholic Social Teaching (R)
- H3.C Identify people who have shaped and influenced the Church
- H3.C.1 Discuss significant saints and popes (R)
  - H3.C.2 Discuss the history of the Catholic Church in Wisconsin (I)
- H4 Analyze current events
- H4.A Describe the world around them
- H4.A.1 Gather information about current events (R)
  - H4.A.2 Present information about current events (R)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
- G1.A.1 Identify absolute and relative location (R)
  - G1.A.2 Identify features that distinguish one place from another (P)
  - G1.A.3 Describe characteristics that create a region (R)
  - G1.A.4 Identify regions of the United States (R)
  - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
  - G1.A.6 Identify how humans and the environment affect each other (R)
  - G1.A.8 Identify locations of continents (R)
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
- G2.A Demonstrate an understanding of the purpose of key components of maps
- G2.A.2 Locate the cardinal and intermediate directions using a compass rose (P)
  - G2.A.3 Interpret scale (R)
  - G2.A.4 Use reference points, latitude and longitude (I)
  - G2.A.5 Navigate from one point to another using a map (R)
- G2.B Identify and use different types of maps
- G2.B.1 Draw, label and use a map (R)
  - G2.B.2 Identify physical and political maps (R)
  - G2.B.3 Identify climate and resource maps (R)
  - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (R)
  - G2.B.5 Analyze the way in which maps are used to represent a variety of information (R)
- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system

- P1.A.4 Define democracy (R)
- P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
- P1.A.10 Trace the transitions of different forms of government throughout history (I)
- P1.B Identify different political systems
  - P1.B.4 Examine the government structure of the Catholic Church (R)
- P2 Demonstrate an understanding of government structure and responsible citizenship
  - P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
    - P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (R)
  - P2.B Explain the basic purposes of government in American society
    - P2.B.1 Recognize the three branches of government (R)
    - P2.B.2 Differentiate among the three branches of government (R)
    - P2.B.3 Summarize the basic purpose of the three branches of government (I)
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.2 Describe and explain the rules expected of a citizen in a community (R)
    - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (R)
    - P2.C.4 Explain the value of participating in community and government (R)
    - P2.C.5 Explain the need for civility and respect for diversity (R)
- P3 Explain how people govern themselves as a good Catholic citizen
  - P3.A Describe basic government structure
    - P3.A.3 Classify the leader of the state as a governor (P)
  - P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
    - P3.B.2 Analyze how community members work together for the common good (R)
    - P3.B.3 Describe an individual's responsibility as a member of the Church (R)
  - P3.C Identify places in our community, state and country
    - P3.C.2 Identify and locate the capital of Wisconsin and the U.S. (P)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
  - E1.A Identify the difference between goods and services
    - E1.A.1 Identify the difference between needs and wants (R)
    - E1.A.2 Describe the relationship between producers and consumers (R)
    - E1.A.3 Describe how producers grow or make things to sell and consumers use the goods (R)
    - E1.A.4 Explain that goods are made, bought and traded (R)
    - E1.A.5 Describe how technology has improved the way needs and wants are made (R)
  - E1.B Identify the concept of money and savings
    - E1.B.1 Explain the choices people make about spending and saving money (R)
    - E1.B.3 Identify the economic roles of various institutes, including households, businesses and government (I)
- E2 Demonstrate an understanding of how people, business and government affect economy
  - E.2.A Analyze supply and demand and other economic factors
    - E2.A.1 Explain how the scarcity of a product or resource helps determine its price (R)
    - E2.A.2 Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world (R)
    - E2.A.3 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient (I)
    - E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (R)
    - E.2.A.5 Explain how people depend on natural resources to satisfy their basic needs (R)
- E3 Compare and contrast the different stages of economic development
  - E3.A Identify and explain the economics from simple trade and barter to modern commerce
    - E3.A.2 Explain trading (R)
    - E3.A.4 Describe supply and demand (R)
  - E3.D Analyze transportation of products and resources
    - E3.D.2 Explore and describe ways transportation has changed lives (R)
    - E3.D.3 Describe the different kinds of transportation that are used to carry goods for trading (R)
    - E3.D.4 Describe and explain import and export of resources (I)

- B1 Examine how humans create, learn, share and adapt to culture
  - B1.B Examine the elements of culture
    - B1.B.1 Describe the importance of written and oral tradition (R)
  - B1.D Investigate the similarities and differences in ways that cultures meet human needs
    - B1.D.4 Describe the history of slavery and the impact on society (R)
  
- B2 Describe religious and cultural differences, similarities and contributions
  - B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
    - B2.A.1 Distinguish between how each ethnic group relates to and identifies with the majority culture (R)
    - B2.A.2 Investigate various ethnic groups in Wisconsin and the United States (R)
    - B2.A.3 Discuss how people bring their cultures with them to new places (R)
    - B2.A.4 Compare and contrast the different groups that settled in different areas (R)
  - B2.B Analyze the role the Church plays in different cultures
    - B2.B.1 Describe the role of the Church in different ethnic groups (I)
  - B2.C Describe how cultures are alike and different
    - B2.C.1 Describe the special ways of doing things make up customs, traditions and cultures (R)
    - B2.C.2 Discuss myths, fables and legends are a way of sharing culture and beliefs (R)
    - B2.C.3 Identify that religion is part of most cultures (R)
  
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
  - B3.A Analyze one's personal role in the community
    - B3.A.2 Define the seven Catholic social teachings (R)
    - B3.A.3 Give examples of ways to apply Catholic social teaching to the community (R)

## Grade 5 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
- H1.A.1 Identify and describe settlement (i.e. immigrants, migration, Pilgrims, Native Americans) (P)
  - H1.A.2 Describe how exploration impacted history (R)
  - H1.A.3 Identify the impact of an event on history (R)
  - H1.A.4 Simulate historical events and points of view (I)
  - H1.A.5 Construct and interpret timelines (R)
  - H2.A.6 Investigate and discuss how innovation and development have affected history (R)
- H1.B Examine historical people
- H1.B.1 Discuss people who shaped and influenced society (R)
  - H1.B.2 Discuss people who influenced world events (R)
- H2 Create and present research
- H2.A Create research in a variety of sources
- H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (R)
- H2.B Present research in a variety of formats
- H2.B.1 Learn effective presentation skills (see LA curriculum) (R)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
- H3.A.1 Identify and explain Catholic missionaries from the past and present (R)
  - H3.A.2 Explain the origins and impact of Catholic Social Teaching (R)
- H3.B Explain the Catholic Church's internal influences
- H3.B.1 Identify important councils, documents and papal encyclicals (I)
- H3.C Identify people who have shaped and influenced the Church
- H3.C.1 Discuss significant saints and popes (R)
  - H3.C.2 Discuss the history of the Catholic Church in Wisconsin (R)
- H4 Analyze current events
- H4.A Describe the world around them
- H4.A.1 Gather information about current events (R)
  - H4.A.2 Present information about current events (R)
  - H4.A.3 Analyze information about current events (I)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
- G1.A.1 Identify absolute and relative location (R)
  - G1.A.3 Describe characteristics that create a region (P)
  - G1.A.4 Identify regions of the United States (P)
  - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
  - G1.A.6 Identify how humans and the environment affect each other (P)
  - G1.A.7 Identify regions of the world (I)
  - G1.A.8 Identify locations of continents (P)
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
- G2.A Demonstrate an understanding of the purpose of key components of maps
- G2.A.3 Interpret scale (P)
  - G2.A.4 Use reference points, latitude and longitude (R)
  - G2.A.5 Navigate from one point to another using a map (P)
- G2.B Identify and use different types of maps
- G2.B.1 Draw, label and use a map (P)
  - G2.B.2 Identify physical and political maps (R)
  - G2.B.3 Identify climate and resource maps (R)
  - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (R)
  - G2.B.5 Analyze the way in which maps are used to represent a variety of information (R)

- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system
- P1.A.4 Define democracy (R)
  - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
  - P1.A.10 Trace the transitions of different forms of government throughout history (R)
- P1.B Identify different political systems
- P1.B.4 Examine the government structure of the Catholic Church (R)
- P2 Demonstrate an understanding of government structure and responsible citizenship
- P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
- P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (R)
- P2.B Explain the basic purposes of government in American society
- P2.B.1 Recognize the three branches of government (R)
  - P2.B.2 Differentiate among the three branches of government (R)
  - P2.B.3 Summarize the basic purpose of the three branches of government (R)
- P2.C Demonstrate an understanding of the responsibilities that members of a community have
- P2.C.2 Describe and explain the rules expected of a citizen in a community (P)
  - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (R)
  - P2.C.4 Explain the value of participating in community and government (R)
  - P2.C.5 Explain the need for civility and respect for diversity (R)
- P3 Explain how people govern themselves as a good Catholic citizen
- P3.B Explain rules, privileges and consequences as they relate to different kinds of communities
- P3.B.2 Analyze how community members work together for the common good (P)
  - P3.B.3 Describe an individual's responsibility as a member of the Church (P)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
- E1.A Identify the difference between goods and services
- E1.A.1 Identify the difference between needs and wants (P)
  - E1.A.2 Describe the relationship between producers and consumers (R)
  - E1.A.3 Describe how producers grow or make things to sell and consumers use the goods (R)
  - E1.A.4 Explain that goods are made, bought and traded (R)
  - E1.A.5 Describe how technology has improved the way needs and wants are made (R)
- E1.B Identify the concept of money and savings
- E1.B.1 Explain the choices people make about spending and saving money (R)
  - E1.B.3 Identify the economic roles of various institutes, including households, businesses and government (R)
- E2 Demonstrate an understanding of how people, business and government affect economy
- E2.A Analyze supply and demand and other economic factors
- E2.A.1 Explain how the scarcity of a product or resource helps determine its price (R)
  - E2.A.2 Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world (R)
  - E2.A.3 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient (R)
  - E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (R)
  - E2.A.5 Explain how people depend on natural resources to satisfy their basic needs (R)
- E3 Compare and contrast the different stages of economic development
- E3.A Identify and explain the economics from simple trade and barter to modern commerce
- E3.A.1 Explain bartering (I)
  - E3.A.2 Explain trading (R)
  - E3.A.3 Describe patterns of trade and commerce through history (I)
  - E3.A.4 Describe supply and demand (R)
  - E3.A.5 Explain credit and investment (I)
  - E3.A.6 Describe currency based economy and credit (I)
  - E3.A.7 Explain how points in history created a need for a new type of economic system (I)

- E3.B Compare and contrast different economic systems
  - E3.B.1 Describe various economies to include feudalism, socialism and capitalism (I)
- E3.C Explain the cause and effect of economic systems on cultural development
  - E3.C.1 Analyze the importance of family, labor, specialization, and regional commerce in development of cities, kingdoms and empire (I)
  - E3.C.2 Identify causes of urbanization (I)
  - E3.C.4 Discuss relationships between trade and growth of human settlement (I)
  - E3.C.5 Analyze how domestication of plants and animals created stable food supply and led to important changes in jobs, shelter, communities and trade (I)
- E3.D Analyze transportation of products and resources
  - E3.D.1 Describe the importance of overland travel and trade routes (I)
  - E3.D.2 Explore and describe ways transportation has changed lives (P)
  - E3.D.3 Describe the different kinds of transportation that are used to carry goods for trading (R)
  - E3.D.4 Describe and explain import and export of resources (R)

**B1 Examine how humans create, learn, share and adapt to culture**

- B1.A Define culture
  - B1.A.1 Evaluate benefits and drawbacks of foreign contact (I)
  - B1.A.2 Define civilization (I)
  - B1.A.3 Identify the characteristics of a civilization (I)
  - B1.A.4 Explain the aspects of culture engineering, sporting events, architecture and mythology (I)
- B1.B Examine the elements of culture
  - B1.B.1 Describe the importance of written and oral tradition (R)
  - B1.B.2 Describe common art forms and identify items from modern life that utilize similar designs and techniques (I)
  - B1.B.3 Explain how engineering achievements in science, technology, architecture, and engineering have been incorporated in modern life (I)
  - B1.B.4 Explain the development of tools, use of fire and how it impacted various eras (I)
- B1.C Examine cultural changes throughout history
  - B1.C.1 Explain how plagues, famine and natural disasters impact human societies (I)
  - B1.C.2 Explain daily life of various social classes (I)
  - B1.C.3 State positive and negative effects of military expansion (I)
  - B1.C.5 Show how communication and media have been used to influence individuals and societies (I)
- B1.D Investigate the similarities and differences in ways that cultures meet human needs
  - B1.D.1 Explain conditions that led to cultural bleeding (I)
  - B1.D.2 Explain how cultural achievements continue to shape the world today (I)
  - B1.D.3 Describe the changes of government, economy, education and treatment of social hierarchy (I)
  - B1.D.4 Describe the history of slavery and the impact on society (R)
  - B1.D.5 Describe the history of women and children and the impact on society (I)
  - B1.D.6 Describe the history of minorities and the impact on society (I)

**B2 Describe religious and cultural differences, similarities and contributions**

- B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
  - B2.A.1 Distinguish between how each ethnic group relates to and identifies with the majority culture (R)
  - B2.A.2 Investigate various ethnic groups in Wisconsin and the United States (R)
  - B2.A.3 Discuss how people bring their cultures with them to new places (P)
  - B2.A.4 Compare and contrast the different groups that settled in different areas (P)
  - B2.A.5 Explain racial, ethnic, gender and religious stereotypes (I)
- B2.B Analyze the role the Church plays in different cultures
  - B2.B.1 Describe the role of the Church in different ethnic groups (R)
  - B2.B.2 Give examples of how the Church influences different ethnic groups to immigrate or migrate (I)
- B2.C Describe how cultures are alike and different
  - B2.C.1 Describe the special ways of doing things make up customs, traditions and cultures (P)
  - B2.C.2 Discuss myths, fables and legends are a way of sharing culture and beliefs (P)
  - B2.C.3 Identify that religion is part of most cultures (R)
- B2.D Explain how people learn about others who are different from themselves
  - B2.D.1 Critique how the media may influence opinions, choices and decisions (I)
  - B2.D.2 Compare and contrast the ways different cultures meet their needs (I)

**B3 Explain how participation in Catholic social justice activities/events impact people in the community**

B3.A Analyze one's personal role in the community

B3.A.2 Define the seven Catholic social teachings (R)

B3.A.3 Give examples of ways to apply Catholic social teaching to the community (R)

## Grade 6 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
    - H1.A.2 Describe how exploration impacted history (P)
    - H1.A.3 Identify the impact of an event on history (R)
    - H1.A.4 Simulate historical events and points of view (R)
    - H1.A.5 Construct and interpret timelines (P)
    - H2.A.6 Investigate and discuss how innovation and development have affected history (R)
  - H1.B Examine historical people
    - H1.B.1 Discuss people who shaped and influenced society (P)
    - H1.B.2 Discuss people who influenced world events (P)
- H2 Create and present research
- H2.A Create research in a variety of sources
    - H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (R)
  - H2.B Present research in a variety of formats
    - H2.B.1 Learn effective presentation skills (see LA curriculum) (P)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
    - H3.A.1 Identify and explain Catholic missionaries from the past and present (R)
    - H3.A.2 Explain the origins and impact of Catholic Social Teaching (R)
  - H3.B Explain the Catholic Church's internal influences
    - H3.B.1 Identify important councils, documents and papal encyclicals (R)
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (R)
    - H3.C.2 Discuss the history of the Catholic Church in Wisconsin (R)
- H4 Analyze current events
- H4.A Describe the world around them
    - H4.A.1 Gather information about current events (P)
    - H4.A.2 Present information about current events (P)
    - H4.A.3 Analyze information about current events (R)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
    - G1.A.1 Identify absolute and relative location (R)
    - G1.A.5 Study the movement of people, goods, and ideas from one place to another (R)
    - G1.A.7 Identify regions of the world (R)
- G2 Demonstrate an understanding that maps are used to identify places and geographical features
- G2.A Demonstrate an understanding of the purpose of key components of maps
    - G2.A.4 Use reference points, latitude and longitude (P)
  - G2.B Identify and use different types of maps
    - G2.B.2 Identify physical and political maps (P)
    - G2.B.3 Identify climate and resource maps (P)
    - G2.B.4 Identify and use a variety of reference maps to navigate (i.e. atlas, globe, GPS) (P)
    - G2.B.5 Analyze the way in which maps are used to represent a variety of information (P)
- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system
    - P1.A.1 Define monarchy (I)
    - P1.A.2 Define oligarchy (I)
    - P1.A.3 Define tyranny (I)
    - P1.A.4 Define democracy (R)
    - P1.A.5 Define dictatorship (I)

- P1.A.6 Define communism (I)
- P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
- P1.A.8 Analyze influences of culture in the selection of government officials (I)
- P1.A.9 Identify achievements of various rulers (I)
- P1.A.10 Trace the transitions of different forms of government throughout history (R)
- P1.B Identify different political systems
  - P1.B.1 Describe governments of different kingdoms and empires (I)
  - P1.B.2 Describe political organizations of European feudal society (I)
  - P1.B.3 Identify relationships between ancient law, philosophy and modern thought (I)
  - P1.B.4 Examine the government structure of the Catholic Church (R)
- P2 Demonstrate an understanding of government structure and responsible citizenship
  - P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
    - P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (R)
  - P2.B Explain the basic purposes of government in American society
    - P2.B.1 Recognize the three branches of government (R)
    - P2.B.2 Differentiate among the three branches of government (R)
    - P2.B.3 Summarize the basic purpose of the three branches of government (R)
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (R)
    - P2.C.4 Explain the value of participating in community and government (R)
    - P2.C.5 Explain the need for civility and respect for diversity (R)
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
  - E1.A Identify the difference between goods and services
    - E1.A.2 Describe the relationship between producers and consumers (P)
    - E1.A.3 Describe how producers grow or make things to sell and consumers use the goods (P)
    - E1.A.4 Explain that goods are made, bought and traded (P)
    - E1.A.5 Describe how technology has improved the way needs and wants are made (P)
  - E1.B Identify the concept of money and savings
    - E1.B.1 Explain the choices people make about spending and saving money (R)
    - E1.B.3 Identify the economic roles of various institutes, including households, businesses and government (R)
- E2 Demonstrate an understanding of how people, business and government affect economy
  - E.2.A Analyze supply and demand and other economic factors
    - E2.A.1 Explain how the scarcity of a product or resource helps determine its price (R)
    - E2.A.2 Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world (R)
    - E2.A.3 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient (R)
    - E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (R)
    - E.2.A.5 Explain how people depend on natural resources to satisfy their basic needs (P)
- E3 Compare and contrast the different stages of economic development
  - E3.A Identify and explain the economics from simple trade and barter to modern commerce
    - E3.A.1 Explain bartering (R)
    - E3.A.2 Explain trading (P)
    - E3.A.3 Describe patterns of trade and commerce through history (R)
    - E3.A.4 Describe supply and demand (R)
    - E3.A.5 Explain credit and investment (R)
    - E3.A.6 Describe currency based economy and credit (R)
    - E3.A.7 Explain how points in history created a need for a new type of economic system (R)
  - E3.B Compare and contrast different economic systems
    - E3.B.1 Describe various economies to include feudalism, socialism and capitalism (R)
  - E3.C Explain the cause and effect of economic systems on cultural development
    - E3.C.1 Analyze the importance of family, labor, specialization, and regional commerce in development of cities, kingdoms and empire (R)

- E3.C.2 Identify causes of urbanization (R)
  - E3.C.3 Summarize purpose of medieval guilds (I)
  - E3.C.4 Discuss relationships between trade and growth of human settlement (R)
  - E3.C.5 Analyze how domestication of plants and animals created stable food supply and led to important changes in jobs, shelter, communities and trade (R)
- E3.D Analyze transportation of products and resources
- E3.D.1 Describe the importance of overland travel and trade routes (R)
  - E3.D.3 Describe the different kinds of transportation that are used to carry goods for trading (P)
  - E3.D.4 Describe and explain import and export of resources (P)
- B1 Examine how humans create, learn, share and adapt to culture
- B1.A Define culture
- B1.A.1 Evaluate benefits and drawbacks of foreign contact (R)
  - B1.A.2 Define civilization (R)
  - B1.A.3 Identify the characteristics of a civilization (R)
  - B1.A.4 Explain the aspects of culture engineering, sporting events, architecture and mythology (R)
- B1.B Examine the elements of culture
- B1.B.1 Describe the importance of written and oral tradition (P)
  - B1.B.2 Describe common art forms and identify items from modern life that utilize similar designs and techniques (R)
  - B1.B.3 Explain how engineering achievements in science, technology, architecture, and engineering have been incorporated in modern life (R)
  - B1.B.4 Explain the development of tools, use of fire and how it impacted various eras (R)
- B1.C Examine cultural changes throughout history
- B1.C.1 Explain how plagues, famine and natural disasters impact human societies (R)
  - B1.C.2 Explain daily life of various social classes (R)
  - B1.C.3 State positive and negative effects of military expansion (R)
  - B1.C.4 Analyze images that represent development of societies and civilizations by economy, government and culture (I)
  - B1.C.5 Show how communication and media have been used to influence individuals and societies (R)
- B1.D Investigate the similarities and differences in ways that cultures meet human needs
- B1.D.1 Explain conditions that led to cultural bleeding (R)
  - B1.D.2 Explain how cultural achievements continue to shape the world today (R)
  - B1.D.3 Describe the changes of government, economy, education and treatment of social hierarchy (R)
  - B1.D.4 Describe the history of slavery and the impact on society (R)
  - B1.D.5 Describe the history of women and children and the impact on society (R)
  - B1.D.6 Describe the history of minorities and the impact on society (R)
  - B1.D.7 Explain the religious and social hierarchy of various civilizations (I)
- B2 Describe religious and cultural differences, similarities and contributions
- B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
- B2.A.1 Distinguish between how each ethnic group relates to and identifies with the majority culture (R)
  - B2.A.2 Investigate various ethnic groups in Wisconsin and the United States (R)
  - B2.A.5 Explain racial, ethnic, gender and religious stereotypes (R)
- B2.B Analyze the role the Church plays in different cultures
- B2.B.1 Describe the role of the Church in different ethnic groups (R)
  - B2.B.2 Give examples of how the Church influences different ethnic groups to immigrate or migrate (R)
- B2.C Describe how cultures are alike and different
- B2.C.3 Identify that religion is part of most cultures (P)
- B2.D Explain how people learn about others who are different from themselves
- B2.D.1 Critique how the media may influence opinions, choices and decisions (R)
  - B2.D.2 Compare and contrast the ways different cultures meet their needs (R)
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
- B3.A Analyze one's personal role in the community
- B3.A.2 Define the seven Catholic social teachings (R)
  - B3.A.3 Give examples of ways to apply Catholic social teaching to the community (R)

## Grade 7 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H1 Identify important events and people in history
- H1.A Analyze significant historical events
- H1.A.3 Identify the impact of an event on history (P)
  - H1.A.4 Simulate historical events and points of view (P)
  - H2.A.6 Investigate and discuss how innovation and development have affected history (P)
- H2 Create and present research
- H2.A Create research in a variety of sources
- H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (R)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
- H3.A.1 Identify and explain Catholic missionaries from the past and present (R)
  - H3.A.2 Explain the origins and impact of Catholic Social Teaching (R)
- H3.B Explain the Catholic Church's internal influences
- H3.B.1 Identify important councils, documents and papal encyclicals (R)
- H3.C Identify people who have shaped and influenced the Church
- H3.C.1 Discuss significant saints and popes (R)
  - H3.C.2 Discuss the history of the Catholic Church in Wisconsin (R)
- H4 Analyze current events
- H4.A Describe the world around them
- H4.A.3 Analyze information about current events (P)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
- G1.A.1 Identify absolute and relative location (P)
  - G1.A.5 Study the movement of people, goods, and ideas from one place to another (P)
  - G1.A.7 Identify regions of the world (R)
- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system
- P1.A.1 Define monarchy (R)
  - P1.A.2 Define oligarchy (R)
  - P1.A.3 Define tyranny (R)
  - P1.A.4 Define democracy (R)
  - P1.A.5 Define dictatorship (R)
  - P1.A.6 Define communism (R)
  - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (R)
  - P1.A.8 Analyze influences of culture in the selection of government officials (R)
  - P1.A.9 Identify achievements of various rulers (R)
  - P1.A.10 Trace the transitions of different forms of government throughout history (R)
- P1.B Identify different political systems
- P1.B.1 Describe governments of different kingdoms and empires (R)
  - P1.B.2 Describe political organizations of European feudal society (R)
  - P1.B.3 Identify relationships between ancient law, philosophy and modern thought (R)
  - P1.B.4 Examine the government structure of the Catholic Church (R)
- P2 Demonstrate an understanding of government structure and responsible citizenship
- P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
- P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (R)
- P2.B Explain the basic purposes of government in American society
- P2.B.1 Recognize the three branches of government (R)

- P2.B.2 Differentiate among the three branches of government (R)
- P2.B.3 Summarize the basic purpose of the three branches of government (R)
- P2.C Demonstrate an understanding of the responsibilities that members of a community have
  - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (R)
  - P2.C.4 Explain the value of participating in community and government (R)
  - P2.C.5 Explain the need for civility and respect for diversity (R)
  
- E1 Identify the purpose of money and goods/services in meeting our needs and wants
  - E1.B Identify the concept of money and savings
    - E1.B.1 Explain the choices people make about spending and saving money (P)
    - E1.B.3 Identify the economic roles of various institutes, including households, businesses and government (P)
  
- E2 Demonstrate an understanding of how people, business and government affect economy
  - E.2.A Analyze supply and demand and other economic factors
    - E2.A.1 Explain how the scarcity of a product or resource helps determine its price (P)
    - E2.A.2 Describe how personal and government economic decisions, such as what to buy can affect the lives of people in Wisconsin, the United States and the world (P)
    - E2.A.3 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient (R)
    - E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (R)
  
- E3 Compare and contrast the different stages of economic development
  - E3.A Identify and explain the economics from simple trade and barter to modern commerce
    - E3.A.1 Explain bartering (P)
    - E3.A.3 Describe patterns of trade and commerce through history (R)
    - E3.A.4 Describe supply and demand (P)
    - E3.A.5 Explain credit and investment (R)
    - E3.A.6 Describe currency based economy and credit (R)
    - E3.A.7 Explain how points in history created a need for a new type of economic system (R)
  - E3.B Compare and contrast different economic systems
    - E3.B.1 Describe various economies to include feudalism, socialism and capitalism (R)
  - E3.C Explain the cause and effect of economic systems on cultural development
    - E3.C.1 Analyze the importance of family, labor, specialization, and regional commerce in development of cities, kingdoms and empire (R)
    - E3.C.2 Identify causes of urbanization (R)
    - E3.C.3 Summarize purpose of medieval guilds (R)
    - E3.C.4 Discuss relationships between trade and growth of human settlement (R)
    - E3.C.5 Analyze how domestication of plants and animals created stable food supply and led to important changes in jobs, shelter, communities and trade (R)
  - E3.D Analyze transportation of products and resources
    - E3.D.1 Describe the importance of overland travel and trade routes (R)
  
- B1 Examine how humans create, learn, share and adapt to culture
  - B1.A Define culture
    - B1.A.1 Evaluate benefits and drawbacks of foreign contact (R)
    - B1.A.2 Define civilization (R)
    - B1.A.3 Identify the characteristics of a civilization (R)
    - B1.A.4 Explain the aspects of culture engineering, sporting events, architecture and mythology (R)
  - B1.B Examine the elements of culture
    - B1.B.2 Describe common art forms and identify items from modern life that utilize similar designs and techniques (R)
    - B1.B.3 Explain how engineering achievements in science, technology, architecture, and engineering have been incorporated in modern life (R)
    - B1.B.4 Explain the development of tools, use of fire and how it impacted various eras (R)
  - B1.C Examine cultural changes throughout history
    - B1.C.1 Explain how plagues, famine and natural disasters impact human societies (R)
    - B1.C.2 Explain daily life of various social classes (R)
    - B1.C.3 State positive and negative effects of military expansion (R)
    - B1.C.4 Analyze images that represent development of societies and civilizations by economy, government and culture (R)

- B1.C.5 Show how communication and media have been used to influence individuals and societies (R)
- B1.D Investigate the similarities and differences in ways that cultures meet human needs
  - B1.D.1 Explain conditions that led to cultural bleeding (R)
  - B1.D.2 Explain how cultural achievements continue to shape the world today (R)
  - B1.D.3 Describe the changes of government, economy, education and treatment of social hierarchy (R)
  - B1.D.4 Describe the history of slavery and the impact on society (R)
  - B1.D.5 Describe the history of women and children and the impact on society (R)
  - B1.D.6 Describe the history of minorities and the impact on society (R)
  - B1.D.7 Explain the religious and social hierarchy of various civilizations (R)
- B2 Describe religious and cultural differences, similarities and contributions
  - B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World
    - B2.A.1 Distinguish between how each ethnic group relates to and identifies with the majority culture (P)
    - B2.A.2 Investigate various ethnic groups in Wisconsin and the United States (P)
    - B2.A.5 Explain racial, ethnic, gender and religious stereotypes (R)
  - B2.B Analyze the role the Church plays in different cultures
    - B2.B.1 Describe the role of the Church in different ethnic groups (R)
    - B2.B.2 Give examples of how the Church influences different ethnic groups to immigrate or migrate (R)
  - B2.D Explain how people learn about others who are different from themselves
    - B2.D.1 Critique how the media may influence opinions, choices and decisions (R)
    - B2.D.2 Compare and contrast the ways different cultures meet their needs (R)
- B3 Explain how participation in Catholic social justice activities/events impact people in the community
  - B3.A Analyze one's personal role in the community
    - B3.A.2 Define the seven Catholic social teachings (P)
    - B3.A.3 Give examples of ways to apply Catholic social teaching to the community (P)

## Grade 8 Standards and Benchmarks

I = Introduce      R = Review      P = Show Proficiency

- H2 Create and present research
- H2.A Create research in a variety of sources
    - H2.A.1 Identify, investigate and verify using primary, secondary and oral sources (see LA curriculum) (P)
- H3 Identify significant events and people in Catholic Church history
- H3.A Relate how the Catholic Church has influenced historical events
    - H3.A.1 Identify and explain Catholic missionaries from the past and present (P)
    - H3.A.2 Explain the origins and impact of Catholic Social Teaching (P)
  - H3.B Explain the Catholic Church's internal influences
    - H3.B.1 Identify important councils, documents and papal encyclicals (R)
  - H3.C Identify people who have shaped and influenced the Church
    - H3.C.1 Discuss significant saints and popes (P)
    - H3.C.2 Discuss the history of the Catholic Church in Wisconsin (P)
- G1 Develop a perspective of the world and understand the relationship between people, places and environment
- G1.A Examine the Five Themes of Geography
    - G1.A.7 Identify regions of the world (P)
- P1 Discuss the advantages and disadvantages of political systems
- P1.A Define a political system
    - P1.A.1 Define monarchy (P)
    - P1.A.2 Define oligarchy (P)
    - P1.A.3 Define tyranny (P)
    - P1.A.4 Define democracy (P)
    - P1.A.5 Define dictatorship (P)
    - P1.A.6 Define communism (P)
    - P1.A.7 Demonstrate an understanding of the hierarchies of the Church (P)
    - P1.A.8 Analyze influences of culture in the selection of government officials (P)
    - P1.A.9 Identify achievements of various rulers (P)
    - P1.A.10 Trace the transitions of different forms of government throughout history (P)
  - P1.B Identify different political systems
    - P1.B.1 Describe governments of different kingdoms and empires (P)
    - P1.B.2 Describe political organizations of European feudal society (P)
    - P1.B.3 Identify relationships between ancient law, philosophy and modern thought (P)
    - P1.B.4 Examine the government structure of the Catholic Church (P)
- P2 Demonstrate an understanding of government structure and responsible citizenship
- P2.A Demonstrate an understanding of important political documents such as the Declaration of Independence, Constitution, Bill of Rights and basic rights of citizens
    - P2.A.1 Justify why documents were created and why they continue to influence lives today i.e. freedom, democracy, justice (P)
  - P2.B Explain the basic purposes of government in American society
    - P2.B.1 Recognize the three branches of government (P)
    - P2.B.2 Differentiate among the three branches of government (P)
    - P2.B.3 Summarize the basic purpose of the three branches of government (P)
  - P2.C Demonstrate an understanding of the responsibilities that members of a community have
    - P2.C.3 Justify the importance of voting from the perspective of a citizen and the community (P)
    - P2.C.4 Explain the value of participating in community and government (P)
    - P2.C.5 Explain the need for civility and respect for diversity (P)
- E2 Demonstrate an understanding of how people, business and government affect economy
- E2.A Analyze supply and demand and other economic factors
    - E2.A.3 Give examples to explain how businesses and industry depend upon workers with specialized skills to make production more efficient (P)

- E2.A.4 Identify local goods and services that are part of the global economy and explain their use in Wisconsin and the country (P)

**E3 Compare and contrast the different stages of economic development**

**E3.A Identify and explain the economics from simple trade and barter to modern commerce**

- E3.A.3 Describe patterns of trade and commerce through history (P)
- E3.A.5 Explain credit and investment (P)
- E3.A.6 Describe currency based economy and credit (P)
- E3.A.7 Explain how points in history created a need for a new type of economic system (P)

**E3.B Compare and contrast different economic systems**

- E3.B.1 Describe various economies to include feudalism, socialism and capitalism (P)

**E3.C Explain the cause and effect of economic systems on cultural development**

- E3.C.1 Analyze the importance of family, labor, specialization, and regional commerce in development of cities, kingdoms and empire (P)
- E3.C.2 Identify causes of urbanization (P)
- E3.C.3 Summarize purpose of medieval guilds (P)
- E3.C.4 Discuss relationships between trade and growth of human settlement (P)
- E3.C.5 Analyze how domestication of plants and animals created stable food supply and led to important changes in jobs, shelter, communities and trade (P)

**E3.D Analyze transportation of produces and resources**

- E3.D.1 Describe the importance of overland travel and trade routes (P)

**B1 Examine how humans create, learn, share and adapt to culture**

**B1.A Define culture**

- B1.A.1 Evaluate benefits and drawbacks of foreign contact (P)
- B1.A.2 Define civilization (P)
- B1.A.3 Identify the characteristics of a civilization (P)
- B1.A.4 Explain the aspects of culture engineering, sporting events, architecture and mythology (P)

**B1.B Examine the elements of culture**

- B1.B.2 Describe common art forms and identify items from modern life that utilize similar designs and techniques (P)
- B1.B.3 Explain how engineering achievements in science, technology, architecture, and engineering have been incorporated in modern life (P)
- B1.B.4 Explain the development of tools, use of fire and how it impacted various eras (P)

**B1.C Examine cultural changes throughout history**

- B1.C.1 Explain how plagues, famine and natural disasters impact human societies (P)
- B1.C.2 Explain daily life of various social classes (P)
- B1.C.3 State positive and negative effects of military expansion (P)
- B1.C.4 Analyze images that represent development of societies and civilizations by economy, government and culture (P)
- B1.C.5 Show how communication and media have been used to influence individuals and societies (P)

**B1.D Investigate the similarities and differences in ways that cultures meet human needs**

- B1.D.1 Explain conditions that led to cultural bleeding (P)
- B1.D.2 Explain how cultural achievements continue to shape the world today (P)
- B1.D.3 Describe the changes of government, economy, education and treatment of social hierarchy (P)
- B1.D.4 Describe the history of slavery and the impact on society (P)
- B1.D.5 Describe the history of women and children and the impact on society (P)
- B1.D.6 Describe the history of minorities and the impact on society (P)
- B1.D.7 Explain the religious and social hierarchy of various civilizations (P)

**B2 Describe religious and cultural differences, similarities and contributions**

**B2.A Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States and the World**

- B2.A.5 Explain racial, ethnic, gender and religious stereotypes (P)

**B2.B Analyze the role the Church plays in different cultures**

- B2.B.1 Describe the role of the Church in different ethnic groups (P)
- B2.B.2 Give examples of how the Church influences different ethnic groups to immigrate or migrate (P)

**B2.D Explain how people learn about others who are different from themselves**

- B2.D.1 Critique how the media may influence opinions, choices and decisions (P)
- B2.D.2 Compare and contrast the ways different cultures meet their needs (P)

## Narrative of Key Catholic Church Historical Information and Vocabulary

### *Influences on the Beginning of the Church*

Alexander the Great ruled over Palestine, Egypt and the Middle East from 356-323 BC. He introduced Greek language, dress, learning, ideas, culture, philosophy and religion known as the Hellenistic influence. The Greek culture excelled in philosophy and arts

Greek was the language of learning, culture and commerce even at the time of the writing of the New Testament. The Greek language helped spread Christianity because it was as universal as English is today.

The Romans overtook Sicily, Spain, North Africa, Greece, Macedon and the Middle Eastern lands from AD 14-116. They excelled in organization, government, administration and law and were warriors and builders. The Latin culture greatly influenced the western portions of Europe and Latin became the root language. The eastern portions of Europe and the Middle East spoke both Latin and Greek simultaneously.

The Roman world was greatly influenced by the Hellenistic culture especially in the area of morals and virtues. Their gods were directly taken from the Greek who were a way to influence the unity of the people in the large empire. Other religions in the empire were allowed to practice as long as they gave tribute to the Roman gods.

Jesus probably spoke Aramaic and Hebrew but Latin and Greek were probably the most commonly spoken languages surrounding him. The Jewish world Jesus lived in was influenced by the Hellenist, Latin and traditional Jewish. The Jewish culture at the time of Jesus was different than what is read in the Old Testament. Jews were second-class citizens who were governed by Roman not Mosaic Law. There was a lot of tension because a lot of Jewish groups were looking for a messiah to free them from the Romans.

The Hellenists, Romans and Jewish cultures established the backdrop for the Catholic Church. The Hellenists fostered an acceptance of Christianity through Greek Philosophy. The Romans facilitated the spread of the Gospel through their laws and organization. The Jews prepared the way for Jesus.

*Sources from the Catechism of the Catholic Church – ¶ 63, 285, 402, 436, 579, 781, 839, 1537*

### *The Beginning of the Church (c. BC 4 – AD 400)*

Jesus of Nazareth was born in Bethlehem around 4 BC. His childhood is scarcely recorded in the Gospels emphasizing the events of his Presentation in the Temple, the Holy Family's flight to Egypt and Jesus' speaking in the Temple.

The time in which Jesus taught is part of the Deposit of Faith which is the heritage of Faith contained in Sacred Scripture and Tradition handed down since the time of the Apostles. Jesus suffered, died and resurrected around AD 33. During the celebration of the Jewish feast of Pentecost, fifty days after the Resurrection of Jesus, the Holy Spirit descended on the Apostles who were immediately able to share the message of Christ to all the world – in multiple languages. This is when the Catholic Church was established.

The Church has two dimensions: visible and spiritual. It is a visible hierarchical society present in the world which has the endless guidance of the Holy Spirit. It is the Mystical Body of Christ. Jesus, the mystical head of the Church, called twelve men, apostles, to preach the Word of God. Peter was chosen as head of the Church by Jesus. Those following people in this position have been named Pope. Those following in the footsteps of the apostles have been named Bishops. This is known as the Apostolic Tradition.

From the twelve, others called deacons, were chosen to attend to earthly matters of the communities of faith. One of the first seven was St. Stephen, the first Christian martyr. This started a time of severe persecution of the early Church in Jerusalem. Many members fled to parts of Judea and Samaria. From all of the St. Paul, a brilliant writer and theologian, set out to spread the Word of God. His epistles are found in the books of Romans, Corinthians, Galatians, Philippians, Colossians, Thessalonians, Timothy, Titus, Ephesians and Philemon. His travels impacted the Mediterranean region.

Because of questions on how the Gentiles should obey the law of the Jewish Christians, the Church held its first council - The Council of Jerusalem around AD 49. Councils become an important way for the Church to understand positions on different matters. A council is an authorized gathering of bishops, guided by the Holy Spirit, to discuss ecclesiastical matters with the aim of passing a decree.

*Vocabulary* – Galilee, Judaea, Nazareth, Bethlehem, Jerusalem, Palestine, Jordan River, Egypt, Deposit of Faith, Apostle, Pentecost, Church, Pope, Bishop, Apostolic Tradition, St. Stephen, St. Paul, persecution, martyr, council, ecclesiastical, decree, Mystical Body of Christ

*Sources in the Catechism of the Catholic Church - ¶ 77, 84, 732, 761, 778, 783, 1202, 2473,*

*Sources in the Bible* – Lk 2:22-52; Lk 6:12-16; Lk 22:30; Mt 2:19-23; Mt 4:18-22; Mt 5-7; Mt 19:28; Mt 28:16-20; Jn 6:56; Jn 18:38; Acts 1:21-22; Acts 2; Acts 6-9; Acts 15:7-11; Eph 1:22-23; Rv 14:4,

### *Early Christians*

Jesus Christ did not leave the Church with a fully developed theology and order of practice. This came about through centuries of theological, philosophical, cultural, and historical progress under the guidance of the Holy Spirit and the institution of the Church. During the early Church, Christians remained closely connected with

the Jewish faith. After the Council of Jerusalem and the destruction of the Temple this changed with an influx of Gentiles who altered the ethnic makeup of the Christian community.

The Sacrament of Baptism was instituted by Jesus Christ. In the beginning of the Church adults were baptized. The practice of infant baptism became common during the 3rd century and early Medieval period. The argument for this practice, from St. Augustine, are 1) original sin is forgiven, 2) the child is welcomed into the Mystical Body of Christ (the Church), 3) the baptismal nature is imprinted on the soul making the infant a child of God who will share in the common priesthood, and 4) a special grace is conferred on the child so he/she can grow more fully in Christ.

The Mass developed gradually over time. It began with readings from the Bible, singing of the psalms and hymns, common prayers and a collection for the poor. Following this, was the high point of the liturgy with the Eucharist. In the beginning there were no set prayers, the consecration words of Christ were repeated from the earliest letters of St. Paul (AD 50) in his letters to Corinthians. Even though the official Canon of Sacred Scripture (the Bible) was set in the 4th century many Church leaders believed the four Gospels were the inspired Word of God. Even from this period, Christ is believed to be truly present in the Eucharist under the appearance of bread and wine.

During the 2nd century, some Roman emperors allowed Christians to build churches however as persecutions increased, many of these buildings were destroyed. Finally with the Edict of Milan (AD 313) Emperor Constantine began building in favor of Christians.

By the 3rd century, Christianity and Judaism were completely separated. Christianity had become mostly a religion of the Gentiles. The informal center moved from Jerusalem to Rome with Emperor Constantine naming it the official religion of the Roman Empire.

Roman, Greek and Jewish influences on the growing Church:

- By the end of the 3rd century, Sunday as the holy day for Christians became the norm because 1) it was the day Jesus rose from the dead, 2) it was reputed as the first day of creation and 3) it provided a convenient cover for Christians being persecuted since it was also the day of pagan observances.
- The word priest derives from the Greek word *presbyteros* normally translated as presbyter. These individuals were originally the church elders. There is evidence of the first priests being ordained to offer Mass in the 2nd century.
- Slavery was a dominant presence in the Roman world. It was estimated that 2 million of the 7.5 million inhabitants of the Italian Peninsula were slaves at one time. Because the Christian Church did not have the moral authority for social reform in a wide sweeping way, the spread of Christianity one person at a time, helped to slowly undermine the institution of slavery. It wasn't until Emperor Constantine that the Church began to lead in reform of slavery.
- Roman and Greek cultures regarded women as inferior to men in all areas - physically, mentally and spiritually. Christianity improved this position because of its teachings on equality and charity. Many women converted to Christianity and were leaders in the evangelization movement.
- Romans feared and mistrusted Christians. They found new and creative ways to torture and kill Christians in public arenas. This lasted for 300 years (AD 64-305). Despite this, the Church continued to spread the Faith, or what they referred to as "the Way".
- Constantine moved the capital of the Roman Empire to Byzantium in 330. The economic, cultural and linguistics changed from Latin to Greek. The east saw the west as backward and poor. This caused a split between the east and west.

Many people misunderstood teachings of the Church in the early days. To help deal with challenges of heresies and other matters of the Church, ecumenical councils are called. The first was the Council of Nicaea in AD 325. There have been 21 since.

During the first 600 years of the Church, there were many individuals deemed as "Church Fathers". This title is only a traditional title. The writings of these Church Fathers helps in the understanding of the earliest Christian traditions. Those deemed "Doctors of the Church" received this title from the Pope. These individuals have helped to develop the theology of the Church and lived a life of holiness. This tradition began during the Medieval period.

*Vocabulary* – Gentile, Temple, Sacrament of Baptism, St. Augustine, original sin, common priesthood, grace, Mass, Bible, consecration, Canon of Sacred Scripture, Gospels, Emperor Constantine, presbyter, slavery, Italian Peninsula, evangelization, ecumenical council, Church Fathers, Doctors of the Church, "the Way", Byzantium,

*Sources in the Catechism of the Catholic Church* - ¶ 465, 688, 817, 975, 977, 1173, 1213, 1231, 1233, 1258, 1324, 1327, 2113, 2089, 2270, 2271, 2334, 2419, 2420, 2473, 2474,

*Sources in the Bible* – Mt 3:13-17; Mt 28:19; Jn 3:22; Jn 4:2; Mk 1:8; 1 Cor 11:20-26;

## **The Middle Ages (AD 400-1400)**

### **Roman Troubles**

Because the Germanic Franko tribes that invaded the Roman Empire were not academics as the Greco-Romans, intellectual activity declined. Classical literature was lost, Latin declined and illiteracy became normal. Illiteracy affected the Church because now most people could no longer read Scripture. The Church remained the only means of academics - even if it was only for priests and religious who studied Scripture and theology. Because the Church did not yet have a profound impact on the daily lives of the entire population, many Christians fell into the habits of the pagans. This forced the Church to adapt to a foreign, less moral and violent culture. The organization structure of the Church was modeled after the ways and customs of the Roman Empire. The invasion of the barbarians made the Church realize that it was not solely intertwined with the Roman Empire but had to adapt to this cultural shift.

Over time, as the Germanic tribes pushed further into the Roman Empire during the 4-5th centuries, the Roman legions began to adopt Germanic ways. Through all of this, the Church recognized that it was universal. The Faith needed to be communicated to all, no matter their background. Though the Church identified with the

Roman Empire for four centuries by adopting its governmental structures (dioceses), customs, languages and laws, the Church began to shift to a missionary spirit of civilizing and evangelizing.

During this time many monasteries developed. Monastic communities withdrew from the moral disintegration around them in order to seek God through self-restraint and silence.

Also during this time, Islam grew rapidly. It was now the third great monotheistic religion behind Judaism and Christianity. It was a threat to the existence of Christianity. The religious wars between these two religions had a serious impact on Christian history:

- spread through the Arabian Peninsula where Judaism and Christianity only had a small presence
- reinterpreted the Jewish and Christian narratives (Torah and Bible) and adopted some of the traditions
- Koran teaches that Jews and Christians are "People of the Book" - share a monotheistic tradition and common religious history
- In AD 634, after Muhammad's death, successors began to wage jihad (holy war in the name of religion) in Christian lands. Within eighty years Islam spread from India to North Africa to southern Spain. In AD 638 the city of Jerusalem fell to the Muslims. The East and West were stunned and Christians were encouraged to embark on a counterattack to regain the Holy Land. These were known as the Crusades. By Islam taking over North Africa and Spain, 600 years of a strong Christian Church were taken over.

Christian missionaries emerged in Ireland, England and Germany. To help spread the Faith, Christian queens also influenced their pagan husbands to convert to Christianity. The conversion of Franks would develop a strong alliance with the Church and establish a partnership which would eventually form the Papal States.

*Vocabulary* – Germanic Franko tribes, Greco-Romans, theology, pagans, universal, diocese, monastery, monotheistic, Arabian Peninsula, Muhammad, jihad, Islam, Muslim, Holy Land, Crusades

*Sources in the Catechism of the Catholic Church* - ¶ 830, 831, 832, 833, 834, 849, 850, 851, 916, 922, 923, 924, 925, 926,

### **A Time of Conversion and Schism**

From the 4th to the 11th centuries, the Church put most of its energy into converting people on the European continent. During this time, especially in the 8th and 9th centuries, there were major effects on the Church. The East and West grew more and more separate particularly due to different languages, cultures, geography and political and religious power. The disagreements over papal supremacy, liturgical and practice differences and the controversy over icons led to schism.

There were many more Christians in Byzantium than in Rome and the West. This is due to the areas of Palestine and Asia Minor being the starting point of Christianity. Rome had remained the location of the Pope. While the western Church began to be missionary across boundaries and allegiances, the eastern Church developed national churches within specific political communities. This development of churches in the East caused portions of the eastern Church to separate. The eastern emperors put themselves in direct conflict with the papacy by appointing bishops and directing liturgical practices.

During this time of unrest with the Byzantine emperors, the papacy turned to the Franks for protection. From this, Rome was conquered for the papacy and the Papal States were formed. This was good and bad for the Church. Until 1870 when Italy would unify itself as a nation-state, the pope was not only the spiritual leader but also a sovereign one. This helped to ensure safety and independence from the Byzantine emperors, but also allowed for abuses to arise in the Church.

The Great Schism would not occur until 1054. The motivation included:

- the insertion of the filioque clause (adding the words "and the son" to "who proceeds from the Father and the Son") into the Nicene Creed by the Roman church. The Eastern church disagreed with this.
- disputes in the Balkans over whether the Western or Eastern church had jurisdiction.
- the designation of the Patriarch of Constantinople as ecumenical patriarch which was understood by Rome as *universal patriarch* and therefore disputed.
- disputes over whether the Patriarch of Rome, the Pope, should be considered a higher authority than the other Patriarchs.
- the concept of Caesaropapism, a system where secular rulers rule over ecclesiastical and theological matters.
- certain liturgical practices in the west that the East believed represented innovation: use of unleavened bread for the Eucharist, for example.
- excommunications of Pope Leo IX and the Patriarch of Constantinople, Michael Cerularius, in 1054 (finally rescinded in 1965)
- the separation of the Roman Catholic and the Orthodox churches, each of which now claims to be "the One Holy Catholic and Apostolic Church."

*Vocabulary* – Europe, continent, Byzantium, Palestine, Asia Minor, missionary, allegiance, Franks, Papal States, sovereign, Great Schism of 1054, patriarch, ecclesiastical

*Sources in the Catechism of the Catholic Church* - ¶ 817, 818, 819, 2502, 2503, 2513

### **Corruption and Reform**

During the period from AD 814 - 1046 the Holy See was often viewed as a pawn to be seized by anyone in power. The three groups that struggled for control of the papacy were leaders within the Church, the Roman nobles, and the Holy Roman Emperors (successors of Charlemagne). This period however, also includes some of the most important ecclesiastical reformations since the beginning of the Church.

New invaders began to infiltrate Europe during this time - Saracens (Muslims) in the south, Vikings in the north and Slavs and Magyars in the east. Almost all of the difficulties and wrongdoing the papacy faced during this time was due to political conspiracy, jealous greed among the emperors, popes and Roman nobility and foreign invasions. Due to this there were very short reigns of popes and several assassinations.

When the empire of Charlemagne (Carolingian empire) broke down after his death a new system of organization was developed. Feudalism, a contractual system between a king, his vassals (landowning lords), and everyone else (common villagers, farm-workers, religious) emerged. The serfs barely had any freedom because they were completely contracted to the land and lord. Owning land gave individuals certain rights, but also had to pay the king in labor and service for protection.

During the unrest that followed after the collapse of the Carolingians, a lot of the Church's land and belongings were confiscated but because of agreements with vassals and the financial ability of the Church much of it was returned. In exchange for protecting the Church, many secular rulers insisted on having control over the appointment of bishops and authority of the Church in their area. Because of this, the abuses of appointing family members to important authority and selling ecclesiastical offices were common.

Monastic life started to disappear during this time. Unfortunately the monasteries were where the societies of the Carolingian time kept all their wealth. This drew major Viking invasions to northern Europe the Vikings raided as many Churches and monasteries as they could find.

In reaction to the troubles of the Church, a reform movement led by saintly men and women began. In AD 909 a new monastery was built at Cluny. Those who attended committed to the rules of St. Benedict - requiring strict discipline and giving glory to God. This change in monastic life inspired more monasteries of this type to be built. Several monks from these monasteries became leading churchmen.

In AD 962, Otto I formed the Holy Roman Empire. He promised protection to the Church in exchange for support and recognition to the emperors. This eventually caused a problem in regards to who should appoint bishops, secular and religious leaders. From this Pope St. Gregory defined the popes authority bestowed on him by God. This authority included:

- convening and ratifying a council
- defining beliefs of the faith
- appointing, transferring and removing bishops from office
- removing secular rulers
- removing Church leaders who paid for their position
- barring priests guilty of infidelity from saying Mass

These measures of Pope St. Gregory formed the Code of Canon Law (the body of laws and regulations for the government of the Catholic Church).

Henry II was the most powerful of Medieval English monarchs. Because the Church of England had formed their own courts and laws separate from secular laws Henry II wanted to bring the Church under the authority of the crown. Due to the murder of St. Thomas à Becket, Archbishop of Canterbury, and his disgrace in the situation, Henry II gave up trying to control the Church.

*Vocabulary* – Holy See, Holy Roman Empire, Charlemagne, Vikings, feudalism, king, vassal, serf, secular, St. Benedict, emperor, Code of Canon Law, monarch, Church of England

*Sources in the Catechism of the Catholic Church* - ¶ 889, 890, 891, 2051

## **Crusades, Inquisition and Scholastic Achievement**

As the populations grew, class distinctions among people grew and land became hard to find. Landowners competed for land, control and lordship. Many felt the only way to make decisions was to go to war. These feudal wars of the 10-11th centuries were aggressive, barbaric and unfair. Along with this, Christians were being persecuted by Seljuk Turks and Islamic forces in the Holy Lands. The Church thought at the time, the only way to maintain peace and order would be to create an army instilled with Christian principles.

A crusade is a general term for a war of religion. In the Middle Ages, there were eight major military events from 1096-1270 to try to protect the Holy Land and stop Muslim expansion. Outcomes of the crusades include:

- Turkish expansion was diverted for 400 years.
- Christian unity was more prevalent across nationalities and races.
- Contact with Eastern Christian culture through the interchange of people, goods and ideas influenced European life.
- Pilgrimages to the Holy Lands were easier.
- Muslims eventually entrusted Christian holy places in Palestine to the Franciscans.
- Castles were constructed and improvements to walls, gates, battering rams, towers and catapults were developed.
- Travel and curiosity for foreign cultures increased.
- Westerners learned from technological and academic achievements of the Arabic world and in turn the Greek writings on medicine and mathematics spread eastward.

During the Middle Ages, the Catholic faith was integral socially, politically and economically to European life. The Church provided a moral foundation for law and authority and an economic boost because of the land it owned. Civic leaders saw themselves as an extension of the Church in the world. An attack against the Church meant an attack against general life in Europe.

Throughout Christian history, heresies (beliefs or opinions contrary to orthodox religious, especially Christian, doctrine) were as common as they are today. However, with the infiltration of the Church into the general life of the people during this time, those heretics seemed even more prevalent and underhanded than any other time. Due to this, Pope Gregory IX established the Inquisition in 1231. Independent judges from the Dominican and Franciscan orders were appointed to determine guilt or innocence of heresy.

Before the 12th and 13th centuries, most education took place in monasteries and cathedral schools for monks and nobles. As demand for education increased, these schools expanded their areas of study. They added subjects on philosophy, astronomy, civil and canon law and medicine. They eventually formed into university systems. In addition to this, St. Francis of Assisi and St. Dominic founded the first two mendicant orders that were devoted to piety and poverty.

Architecture during this period was extraordinary. Since the time of Constantine, Christian architecture was modeled after the Roman Basilica with a large meeting hall and a long nave (central part of a church building) with a perpendicular transept (an area set crosswise to the nave in a cruciform, "cross-shaped", building). The newer Romanesque churches were stone and more durable. It was a heavy structure that had a sense of power to suggest the infinite being of God. To accommodate the changing liturgy, architects began to adopt the Gothic style with stone vaulted ceilings and rounded apses (semicircular recess covered with a semi-dome). This style allowed for more light into the buildings and provided space for the music to echo. Because of these high ceilings, architects were able to install large stained glass windows depicting scenes from the Bible. Ornate carvings, statues and designs dominated the interior of these buildings.

Christian liturgy, with the development of liturgical song, began to change. Polyphonic (multi-part) musical styles became prominent.

Literature written in the native language grew out of folk stories and oral tradition began to be produced. These stories mixed heroism and magic. Through the influence of the Muslims in Spain, poetry became popular.

Paintings in this time, came from altarpieces that were behind the tabernacle in the sanctuary of churches.

*Vocabulary* – persecution, crusade, Middle Ages, Turkey, nationality, race, pilgrimage, Franciscan, Dominican, culture, Arabic, moral, economic, civic leaders, heresy, Inquisition, cathedral school, noble, philosophy, mendicant, nave, transept, Gothic, apses, polyphonic, tabernacle, sanctuary

*Sources in the Catechism of the Catholic Church* - ¶ 35, 36, 159, 841, 2244, 2245, 2266, 2293, 2297, 2298, 2309, 2312, 2328, 2462, 2463, 2500, 2502, 2544

### **Plague, War and Schism**

During the 13th Century the Church finally was able to find a balance between its secular and spiritual responsibilities. However, during the 14th Century things began to drastically change throughout Europe. Church authority would break down because of its long influence from France and the schism. Plague and famine would also threaten society.

From AD 1305-1377, the papacy was located in Avignon, France. This was not good for the Church because the monarchy of France controlled the popes and the other countries in Europe did not respect the position of the pope. King Philip IV, of France, tried to nationalize the Church in Europe. The changes in English law from 1351-1393 would help form the Anglican Church under Henry VIII. The German Emperor, Louis IV, retained a large number of anti-papal radicals in his court. To make things worse, a number of scholars for the Church began to write books and articles about their frustrations with the papacy.

During the 13th Century, Medieval communities were at the peak of prosperity. The population and economy grew. As there was more surplus goods, money made the feudal system hard to maintain. Unfortunately, a famine hit Europe from 1315-1317. On top of this, the Hundred Years War forced many peasants into overcrowded and unsanitary walled cities where they thought they'd be safer. The Black Death hit from 1347-1351 where 1/3 of the European population died. Entire towns and monasteries were destroyed by plague. Priests and bishops, who aided those infected, died.

The Hundred Years War (1337-1453) was another major problem for Europeans. For most of the Middle Ages, the Church was able to prevent major confrontations between kings through the Peace and Truce of God. Through this, European kings recognized a "common unity of faith" which helped to keep unity between the different nationalities and customs. However, due to the issues surrounding the papacy in France, those religious connections were in trouble. The Hundred Years War inflated this separation which helped to form the European nation-states.

Because English and French armies fought over French land, the papacy was no longer safe in Avignon. In AD 1378, Pope Gregory XI moved the Holy See back to Rome. This move caused a schism between the western and eastern parts of Europe that lasted for forty years, known as the Western Schism. The Italian cardinals elected a pope and the French cardinals elected their own pope. At one point, there were even three popes. Finally through much work, the Council of Constance held from 1414-1418 ended the Western Schism.

This was a troublesome time for the Church authority. Due to the many struggles with the Church and culture, there was a lot of moral instability. A big debate between religious thought and realism occurred. Many people became disheartened with the Church hierarchy and became more individualized about their faith as well as anti-clerical.

Scholastic theology and philosophy were not as respected or followed as in the past. Academics became more technical to the point of arguing about insignificant things so it lost its abundant content and comprehension. Debates over reason and revelation occurred.

*Vocabulary* – plague, famine, Avignon, surplus, Hundred Years War, peasants, Black Death, Peace and Truce of God, nation-states, Holy See, Western Schism, scholastic, realism

*Sources in the Catechism of the Catholic Church* - ¶ 815, 817, 820, 821, 822, 1900, 2089, 2238, 2244, 2245

## **The Renaissance (AD 1400-1750)**

### **Humanism**

During this time education in the Latin and Greek classics became more available. People desired to focus on human beauty and the appreciation of human achievements.

Italian cities became economically prosperous. During the wars throughout Europe during the 13-14<sup>th</sup> Centuries, Italian cities became centers for trade. The fall of Constantinople to the Ottoman Turks (Muslim people) was devastating to the re-union between the Eastern and Western Churches but very beneficial to the Italian trade. Due to all the trade and commerce, the Italian peninsula became urbanized.

- The middle class grew
- Ordinary citizens were involved in politics
- Education became more important and more focused on the humanities than theology
- City-states flourished to the detriment of national unity due to each city-state having its own dialect, customs, cuisine and family ties.

The Church prospered in Italy because of its vast wealth that contributed to Renaissance art and architecture. The Church also was able to open 28 schools between 1400 and 1506.

Due to the shift in education, universities placed greater emphasis on rhetoric, grammar and history. This created a more secular education than was offered in traditional scholastic institutions. Academics believed that the solutions to the problems of the day were found in the knowledge of the classical cultures of the ancient Greek and Romans. This return to the ideas of the past led to an increased priority on the individual. Man's ability in controlling destiny became more important than God.

Humanists began to focus on writings from ancient Rome that focused on man's relation to the world rather than his relation to God and eternal salvation. Through this, many humanists began to admire pagan thinkers and writers. The Catholic Church used this to emphasize the revealed truth that the human person is made in the image and likeness of God.

The late 15<sup>th</sup> Century saw some of the most magnificent works of art ever seen – Leonardo da Vinci, Michelangelo, Raphael.

Northern Europe did not experience the same changes that Italy did during this time. Rather than completely embracing the traditions of the past, they focused on the human person's relationship in Christianity. Despite this, the north would eventually see the greatest Christian humanists.

At the beginning of the 15<sup>th</sup> Century, Spain as a nation did not exist. The Iberian Peninsula was made up of five kingdoms – Portugal, Castile, Leon, Aragon and the Muslim kingdom of Granada. These groups spoke various languages and were multicultural. The only institution that crossed the ethnic lines was the Catholic Church. It is the Catholic faith that unites this region into the country of Spain when devout Queen Isabella of Castile marries the king of Aragon.

*Vocabulary* – Italian Peninsula, Ottoman Turks, trade, Renaissance, rhetoric, scholastic, classics, humanist, eternal salvation, Spain, ethnicity, Queen Isabella

*Sources in the Catechism of the Catholic Church* - ¶ 285, 1676, 1732, 1738, 1898, 1899, 1915, 2255

## **The Reformation**

During the middle of the 16<sup>th</sup> Century, several reformers started to question the teachings of the Church. Many of these reformer's ideas came from earlier heresies. Because of the troubles of war, plague and schism, rebellion was bound to occur. To add to the corruptness of the time, much of clergy education was limited or non-existent. The Church does not deny that reform was needed in the Church.

While the customs and groups throughout Europe were divided by the Italian Renaissance, the hierarchy and clergy of the Church were also divided. Those in Italy, including the pope, were well immersed in a renaissance lifestyle while the majority of Europe was still agricultural. The biggest corruption influencing this divide focused on the sale of indulgences.

Martin Luther, an Augustinian Friar, became more objectionable to the Church over time. In Europe, there was an emphasis on damnation, divine justice and repentance based from the events of the times. He struggled spiritually with this concept of God as judge rather than being loving and merciful. Luther studied Church documents about man not being able to overcome sin alone and the will of God. Countered with the selling of indulgences, Luther was driven to write the Ninety-five Theses which he nailed to the door of the Church at Wittenberg.

It was not unusual during this time to post an argument for public debate on an issue. At first no one came forward to debate with Luther. However, due to the invention of the printing press, Luther's theses were distributed to clerics and scholars in Germany. Initially, Luther's theses were seen as a way to improve the Church. As time went on and disagreements between the Pope and Luther continued, Luther began to believe in more heretical thoughts. Finally he was excommunicated and the Christian church in Europe was divided. Protests began forming a group of "Protest"ants. Luther's denial of the authority of the Church became an example of rejecting secular authority too.

Other well-known Protestant reformers were John Calvin (Presbyterian Church), Henry VIII and Queen Elizabeth I (Church of England/Anglican Church/Episcopal Church).

Amidst the revolutions, the Catholic Church had its own revival in the 16<sup>th</sup> Century known as the Catholic Reformation. Pope Paul III appointed cardinals and bishops to study the problems within the Church in 1537. The Council of Trent was opened in 1545 and lasted, off and on, for eighteen years. This council included many Protestant reformers and would define the teachings and practices of the Catholic Church until the next major reforms of the Second Vatican Council (1962-1965).

*Vocabulary* – indulgences, Martin Luther, Augustinian Order, Ninety-five Theses, Germany, excommunication, Protestant, Reformation, John Calvin, Council of Trent, Tradition, Vulgate, Original sin, Eucharist, Transubstantiation, Extreme Unction, sacrifice of the Mass, Cardinals, relics, purgatory, chastity, Missal, Breviary, Catechism

*Sources in the Catechism of the Catholic Church* - ¶ 814, 818, 819, 834, 836, 838, 1126, 1129, 1325, 2242

### **Wars of Religion**

Through the Peace of Augsburg in 1555, religious tensions tried to be lessened by mandating that each prince determine the faith of his own region. Unfortunately, each region tried to claim more and more territory. North and Eastern Europe was divided into Catholic and Protestant zones. The Protestants were also divided between following Luther's or Calvin's ways. Bloody wars broke out between the denominations. These wars can be grouped into four major conflicts: The Revolt of the Low Countries (1559-1592), The Huguenot Wars in France (1562-1593), The Struggle for the British Isles (1561-1603) and The Thirty Years War in Germany (1618-1648). Through all this conflict, Protestant groups condemned and sometimes encouraged violence against Catholics. This led to a lot of destruction of churches and monasteries. Practice of the faith was suppressed in many parts of North and Eastern Europe and Catholics were persecuted.

With a great majority of the persecution of Catholics happening in England and Scotland, Philip II of Spain sent out the Spanish Armada to try and overthrow Queen Elizabeth. Unfortunately, the defeat of this armada helped boost the Protestant cause establishing England as the supreme naval force of Europe. Ireland did not fare well during this time. Over a six-month period of English attack, over 30,000 people starved to death or were murdered. Through this though, the faith of those in Ireland grew. Irish seminaries were built in Spain, Portugal, France and Rome where Irish boys were smuggled out of Ireland and were trained in the priesthood and then returned to Ireland to administer the sacraments.

The Thirty Years War (1618-1648) permanently divided Germany/Holy Roman Empire between Protestants in the north and Catholics in the south. This divide hurt Germany so that it was not able to unify into one state, but rather remained small, disunited kingdoms. With the help of Capuchin friars and Jesuits as well as Catholic reforms, thousands of Germans returned to the Catholic faith.

By the end of the 17<sup>th</sup> Century, religion would no longer play a leading role in political matters. Economics became a key factor for nations to gain power. Exploration to the New World heightened this need. Because of this, new values and interests overshadowed the Christian message of Christ's love.

*Vocabulary* – Peace of Augsburg, denomination, suppress, persecution, Scotland, England, Spain, Spanish Armada, Queen Elizabeth, Ireland, seminary, Thirty Years War, Germany, Holy Roman Empire, Capuchin, Jesuit, New World

*Sources in the Catechism of the Catholic Church* - ¶ 1904, 1931, 2104, 2105, 2307, 2308, 2316

### **Exploration and Missionaries**

The curiosity for discovery of the Renaissance times and navigational advancements helped open trade routes to the Orient. In 1487, Bartholomew Dias of Portugal went around the southern tip of Africa to get to India but had to turn back. Vasco da Gama finally made the entire trip to India the following May. In 1492, Christopher Columbus set out westward to find a route to India. This was a time of many tall tales and fables about monsters, the end of the earth, etc. In the 14<sup>th</sup> Century trade was increased with the Italian Peninsula. The 15<sup>th</sup> Century saw trade with countries farther east. Countries in the northwest of Europe wanted a part of this trade, but needed to find another path to get to it. This increased merchant trade would increase revenue to the new nation.

This exploration changed life in Europe. The exchange of goods, animals, plants and diseases between the Eastern and Western Hemispheres became known as the Columbian Exchange. European leaders broke down the local guild monopolies and increased their control of the capital. National economies were created and the middle class who were the bankers and merchants replaced the aristocracy. The economic system of mercantilism (increase exports and limit imports) was established. Due to this, and the import of gold from America, prices were inflated, piracy increased, serfdom was developed to keep up with demand, slavery was introduced to Europe, and diseases were spread.

The Catholic Church saw an increase in the number of young, passionate, and disciplined friars who wanted to evangelize those in the New World. Some new orders were established – Jesuits, Capuchins and Vincentians. The missionaries had to endure many obstacles: long travels, treks through jungles and over mountains, unexperienced climates, and language barriers. A benefit to the language barriers was the translation and creation of written alphabets and words of the native languages.

A lot of the native peoples did not trust the missionaries. Settlers from Europe treated the native peoples poorly. In order to be accepted by communities they hoped to evangelize to, missionaries had to assimilate to local customs and languages. This helped them to tailor the teachings of Christ so the people could understand.

India – because of the strong caste system, it was difficult to make the upper-class realize that Christianity was also available to them.

China – the closed borders made it difficult for missionaries to enter the country.

Japan – missionaries were persecuted.

Philippines – missionaries were the most successful here. They helped to increase work efficiency and the standard of living.

Africa – missionaries were faced with many diseases and Muslim persecutions were strong

Americas – missionaries had a difficult time being trusted because of the destruction of the conquistadors. God helped the missionaries in 1531 when Mary appeared to St. Juan Diego in Guadalupe. The image left on Juan Diego's cloche was a message. Mary appeared greater than the sun, moon, stars and all the pagan deities yet she was bowing in submission. The image showed that she was not a god, but rather prayed to the one true God. From this day on, Mary has been the Patroness of the Americas.

Because it was easier for missionaries to help the Indian communities without the influence or interference from European settlers, they established mission settlements. In these settlements, the Indians chose their own civic authorities and judges and were protected by their own warriors. Two priests

and four laymen lived among the Indians in these settlements. They taught the faith, established schools and transcribed the spoken native language into a written language. In addition to this they taught reading, writing, farming and crafts.

The African slave trade grew tremendously during this time. Many of the missionaries tried to lessen the suffering of these slaves.

### **The Church in the U.S.**

Missionary activity in North America was not as successful. The native people were more scattered and lived a harsher life. The Jesuit, Dominican and Franciscan missionaries traveled with the fur traders into the interior of the continent. The Faith was spread to the people, but the result was the death. Notable saints, martyrs and missionaries of this time were:

- Franciscan Juan Padilla, martyred by Indians in Kansas around 1540.
- The North American Martyrs, killed by the Iroquois between 1642 and 1649 (six French Jesuit priests and two lay assistants)
- Blessed Junipero Serra, Spanish Franciscan, founded nine of twenty-one missions in California before his death in 1784.
- Saint Kateri Tekakwitha, Mohawk baptized in 1676.
- Jesuit Jacques Marquette and Louis Joliet explored the Mississippi in 1673.

English Catholics came to the New World to escape persecution. They established the Catholic colony of Maryland. To help the Catholics and Protestants who lived in Maryland get along, they established a bicameral (two-house) legislature.

*Vocabulary* – Orient, Dias, de Gama, Columbus, tall tales, fables, merchant trade, revenue, exploration, Eastern Hemisphere, Western Hemisphere, Columbian Exchange, guild, monopoly, mercantilism, import, export, inflation, piracy, serfdom, slavery, evangelize, Vincentians, native, custom, caste, standard of living, conquistadors, St. Juan Diego, Patroness of the Americas, Our Lady of Guadalupe, mission settlements, North American Martyrs, Maryland, bicameral legislature

*Sources in the Catechism of the Catholic Church* - ¶ 153, 160, 836, 849, 856, 900, 905

## **The Industrial Age (AD 1750-1950)**

### **The Age of Enlightenment**

Rulers, scientists and philosophers throughout Europe, during this time, challenged political authority, traditional philosophy and the value of the Church. Atheism, agnosticism and secularism grew.

Since the Middle Ages, the relationship between the Pope and the French monarchy was strained. This increased with Louis XIV who was a devout practicing Catholic but had difficulty with the authority of the Church. He felt that as monarch, he should only have to answer to God. To assert his beliefs he created the Gallican Church which followed all the teachings of the Catholic Church except the hierarchy. After ten years, this was finally dissolved with an agreement between Blessed Innocent XI and Louis XIV, but Gallicanism dominated in France until the French Revolution in 1789.

Many of the monarchs throughout the rest of Europe tried to copy the domineering ruling style of "absolute monarchy" demonstrated by Louis XIV. In England, this attempt of rule led to the development of a constitutional democracy based on a parliamentary form of government. Even though, Catholics were still persecuted and in 1688 were deemed second-class citizens. During this time, the Puritan population in England grew. They refused to pay the required tithe to the Anglican Church so set sail for the New World in 1620. They were called Pilgrims. Shortly after that, in 1634, Catholics left England and established Maryland. During the Puritanical dictatorship of Oliver Cromwell from 1648-1658, Catholics were severely persecuted in England and Ireland.

Since the time of Henry VIII, English Protestant rulers established policies in Ireland to eliminate the Catholics. Irish Bishops and priests were executed and exiled. Access to education was denied. Lands were seized. Famine was wide spread. Masses and sacraments were illegal. The Irish language (Gaelic) was forbidden. King James I of England established Protestant plantations in the northern part of Ireland which separated the island to this day. Cromwell also invaded Ireland, destroying towns and taking property. His goal was to kill 1/3 of the Catholic population and enslave another 1/3. By 1691, the Irish Penal Law denied Catholics the right to an education, to own land or to receive medical treatment. All of this brought a greater unity to the Irish Catholics.

To try and prevent Catholic succession to the throne, English Parliament established the English Bill of Rights in 1689, which had Parliament and the king sharing power. This was known as a "Constitutional Monarchy". William and Mary passed the "Act of Settlement" which kept Catholics from participating in politics and prohibited them from sitting on the throne. Later acts were added that prohibited Catholics from practicing a profession or attending a university. Over time, most Catholics left England.

The increase in scientific discoveries and inventions of the 17<sup>th</sup> Century promoted the belief that the study of science and nature could help correct the problems of society, including poverty, disease and war. This enhanced skepticism that dismissed or degraded anything that did not fall under the guidance of scientific explanation. These Enlightenment thinkers felt that if it "could not be proved, it could not be true". Due to this rationalism took precedence over faith.

The Renaissance and Reformation are closely related to the Enlightenment because they helped transform human understanding. The Renaissance opened new fields of research. The Reformation challenged traditional religious authority. These philosophies let people to appreciate political freedom and individual human rights. Since human reason and moral conduct rested on individual interpretation, secularism and agnosticism grew.

Up until these times, people believed in the Greek Ptolemaic (earth-centered) view of the universe. Polish priest and astronomer Nicolas Copernicus refuted this claim based on mathematical calculations. At this same time Italian scientist Galileo Galilei developed the scientific method. Unfortunately, this came at a time when

more and more churchmen were becoming defensive and wary of science due to contradictions discovered and growing contempt for Church. In 1979, Pope Saint John Paul II publicly recognized the Church's condemnation of Galileo as wrong.

### **Struggles of the Church**

During the Enlightenment the philosophes' rejected Divine revelation and supernatural religion. Through this they developed the philosophy of Deism. Deism denied divine intervention in the world. The deists eventually formed into the fraternal organization called the Freemasons. In 1772, the Encyclopedia was published. Due to an increase in literate people, this publication helped to spread the rationalistic ideas. Voltaire, a French writer helped to write the Encyclopedia. Even though he was educated in a Jesuit school, he became more and more anti-religious and his hatred for Christianity grew.

Because the Jesuits were influential in Europe and were advisors to many rulers and noble families, during this time, they were considered a danger to progress and prosperity thus condemned and suppressed by the new secular rulers.

Originating from the Enlightenment, Liberalism was a democratic form of government based on liberty and equality rather than a monarchy. It is not established on a set of rules, but rather on an attitude. Constitutional governments and free societies were encouraged. Many of these liberal thinkers felt that freedom of religion, conscience, speech and press contradicted the teachings of the Catholic Church because the Church associated itself with the monarchy. Even though liberal ideas actually assisted the Church, many liberal thinkers wanted to destroy the Church.

Despite these struggles, Pope Pius VII restored the Society of Jesus in 1814 and other charitable organizations were established such as in 1833, Frederick Ozanam founded the Society of St. Vincent de Paul.

*Vocabulary* – Age of Enlightenment, Deism, Encyclopedia, Enlightened Despotism, Philosophes, Scientific Method

*Sources in the Catechism of the Catholic Church* - ¶ 50, 88, 371, 1952, 1953, 1954, 2036, 2088

### **The French Revolution**

The French Revolution in a way was the result of centuries of political and social erosion from the wars on religion, growing nation-states, and the intellectual movements. This transition into the modern age put a strain on the economy – causing inflation, unemployment and social inequality. Because France was the center of culture and intelligence in Europe at this time, the Church was condemned. Many bishops, priests, monastics and lay people were put to death during this time. Famine and financial crisis ruled during this time.

The Reign of Terror was meant to destroy counterrevolutionary trends. Unfortunately, many innocent people were unjustly punished. It was used as a way to purge French society from anyone opposed to the revolution. By 1793, the Reign of Terror was sent out to “de-Christianize” France. The group in charge set up a state-sponsored Deistic religion that even eliminated the Lord's Day by creating a ten day week. Throughout the revolution, the Church was considered an obstacle and was barred. In 1797, General Napoleon Bonaparte staged a coup in the French government. In 1799, his troops overtook Italy and the Papal States, arresting Pope Pius VI who died in captivity. Napoleon followers declared the Church extinct. Despite this, the cardinals assembled in Venice and elected Pope Pius VII.

Because Napoleon understood the deep rooted Catholic faith in the French people, he reestablished favorable association with the pope. As long as priests and the people declared loyalty to the French Republic, he reopened churches and released imprisoned priests. In 1801, Pope Pius VII and Napoleon agreed on a Concordat that allowed Catholics to freely and publicly practice their faith. Churches were reopened and dioceses were realigned. It seemed like the suppression of Catholics in France was over. Unfortunately, soon after the signing of the Concordat, the French government issued the Organic Articles which reversed whatever freedom was granted to the Church. In 1804, Napoleon crowned himself Emperor. In 1808, Napoleon seized the Papal States and placed Pope Pius VII in prison. From prison Pope Pius VII issued Papal Bulls that rejected Napoleon's policies.

Due to the failed invasion of Russia in the winter of 1812, Napoleon's empire began to collapse. In 1814, Napoleon was defeated and Pope Pius VII was released. Rather than condemn Napoleon, Pope Pius VII protected his Napoleon's family and showed charity to Napoleon. Napoleon was eventually restored to full communion with the Church before he died in 1821.

*Sources in the Catechism of the Catholic Church* - ¶ 309, 401, 2125, 2155, 2577

### **The Church in the U.S.**

Catholics in America generally sided against Britain during the Revolution. Numerous Catholics were officers and soldiers in the Revolutionary War. Some famous officers were Gilbert du Motier de Lafayette, Kazimierz Pułaski, Andrzej Kościuszko and John Barry. Catholic, Charles Carroll, of Maryland, signed the *Declaration of Independence*. Catholics, Daniel Carroll, of Maryland, and Thomas FitzSimmons of Philadelphia, signed the U.S. Constitution. George Washington publicly recognized Catholics and their part in the Revolution.

With the independence of the United States recognized in the Treaty of Paris in 1783, many Europeans began to migrate. There were about 25,000 Catholics in America (0.6% of the population) at the time. In 1789, Baltimore was designated as the first diocese in America and Father John Carroll was appointed its bishop. At this time the Diocese of Baltimore covered the entire 13 states.

Many Catholic institutions were founded:

- Georgetown University, the oldest Catholic University in the U.S., began in 1789.
- St. Mary's Seminary, Baltimore, began in 1791.
- First Catholic women's school founded by Visitation nuns in Washington D.C., began in 1799.

In 1808, Pope Pius VII created the Dioceses of Boston, New York, Philadelphia and Bardstown, KY (now Louisville) and named Baltimore a metropolitan see (i.e. archdiocese). Because the Church grew rapidly and many dioceses were formed under one metropolitan see, the Vatican kept a close eye on what was happening in America by maintaining it as a mission. Finally in 1908, the Vatican formally removed the Church in the U.S. from this status. Unfortunately, due to the strong anti-Catholic sentiment, diplomatic relations between the Holy See and the United States were not established until 1984.

Many famous Catholic individuals lived in America at this time.

- St. Elizabeth Ann Seton (1774-1821) began the Sisters of Charity and was canonized in 1975.
- St. Rose Philippine Duchesne (1769-1852) established the first U.S. convent of the Religious of the Sacred Heart in Missouri in 1818. She was canonized in 1988.
- Bishop St. John Neumann (1811-1860) was the fourth Bishop of Philadelphia. He was canonized in 1977.
- Fr. Michael J. McGivney founded the Knights of Columbus in 1882.
- Fr. Isaac T. Hecker (1819-1888) founded the Missionary Priests of St. Paul the Apostle (Paulists).
- Orestes Brownson (1803-1876) a leading Catholic intellectual and editor of *Brownson's Quarterly Review*.

The first immigrants from Ireland and Germany arrived around 1820 and by 1850 immigrants from Germany, Italy and Eastern Europe increased the population of Catholics so that they became the largest Christian denomination in the country in the 1860s. Because of this increase in population, new cities like Chicago, Milwaukee and St. Louis became important Catholic centers.

Due to this, there grew a wide-spread anti-Catholic feeling. Books and pamphlets were printed attacking the morality of priests and nuns. Churches, schools and convents were burned. In the 1850s the Know-Nothing movement began which aimed to exclude foreigners and Catholic from public office. Other famed anti-Catholic organizations were the American Protective Association and the Ku Klux Klan.

During the Civil War, many Union and Confederate generals were Catholic. Forty priests served the Union and 28 served the Confederacy as chaplains. Of the four million slaves emancipated in 1863, and estimated 100,000 were Catholic.

In the mid to late 1800s, the "Americanism" movement began in the Church. Not trying to condemn the Church but grow it, Fr. Isaac Hecker, felt that in order to evangelize effectively, the Church in the U.S. had to be "fully and unreservedly American". (Armenio, p. 772). After a poorly written French biography of Hecker was released, Pope Leo XIII condemned "Americanism" in his apostolic letter *Tostem Benevolentiae (Witness to Our Good Will)*. Brownson at first supported Hecker's "Americanism" movement, but as he grew older "found it difficult to be fully Catholic and fully American." (Armenio, p. 773). Cardinal Gibbons of Baltimore (1834-1921) and Archbishop Ireland of St. Paul (1838-1918) were "Americanizers" who found it ideal for Catholicism and Catholics to fully and quickly integrate into the culture. Many immigrant Catholics were not comfortable with this. They wanted to maintain their language and customs.

In 1884, the Third Plenary Council wrote the Baltimore Catechism, established religious education and schools in the United States, and founded the Catholic University of America in Washington D.C.

With the uprising of labor issues in the United States, Cardinal Gibbons and Archbishop Ireland fought long and hard for the rights of workers. It is assumed that these efforts were key in Pope Leo XIII's encyclical *Rerum Novarum (Rights and Duties of Capital and Labor)* issued in 1891. *This document is the first to define Catholic social doctrine.*

To protect each other, Catholics developed a support network that centered on parish life and parochial schools. Catholics also built Catholic orphanages, hospitals and nursing homes.

## **The Industrial Revolution**

During this time cities and the population grew. This growth caused much hardship for the common worker. During all this harshness, In 1858, Our Lady appeared to Bernadette Soubirous at Massabielle in Lourdes, France. During this vision, our Lady said, "I am the Immaculate Conception." She showed her pleasure in Blessed Pope Pius IX's establishment of the Immaculate Conception celebration.

In December 1869, Blessed Pope Pius IX opened the First Vatican Council. This council decided:

- The doctrine of the existence of a personal God, Who of His own free volition for the revelation of His perfection, has created all things out of nothing, Who foresees all things, even the future free actions of reasonable creatures, and Who through His Providence leads all things to the intended end. God, the beginning and end of all things can also be known with certainty by the natural light of reason.
- The founding of the Catholic Church by Jesus Christ as the Guardian and Herald of revealed truth.
- The mysteries of faith cannot, indeed, be fully grasped by natural reason, but revealed truth can never contradict the positive results of the investigation of reason.
- The establishment of the Apostolic primacy in the popes of Rome. The primacy of the Pope of Rome is no mere precedence of honor. On the contrary, the pope possesses the primacy of regularly constituted power over all other Churches, and the true, direct, episcopal power of jurisdiction, in respect to which the clergy and faithful of every rite and rank are bound to true obedience. The immediate power of jurisdiction of the individual bishops in their dioceses, therefore, is not impaired by the primacy, but only strengthened and defended. By virtue of his primacy the pope has the right to have direct and free relations with the clergy and laity of the entire Church.
- The pope is also the supreme judge of all the faithful, to whose decision all matters under examination by the Church can be appealed.
- The popes, in the consciousness of their infallibility in matters of faith for the preservation of the purity of the Apostolic tradition, have acted as the court of last instance and have been called upon as such. Then follows the important tenet that the successors of St. Peter have been promised the Holy Ghost, not for the promulgation of new doctrines, but only for the preservation and interpretation of the Revelation delivered by the Apostles.

Out of this era, grew a philosophy called Secular Humanism. This mindset was void of any spiritual or religious components. To further influence this philosophy, Charles Darwin published "On the Origin of Species by Means of Natural Selection", Karl Marx proposed a social-political structure called communism and Sigmund Freud described the human as nothing more than a glorified animal with no spirit.

*Vocabulary* – Communism, Imperialism, Industrialization, Liberalism, Natural Selection, Papal Infallibility, Secular Humanism

*Sources in the Catechism of the Catholic Church* - ¶ 1882, 1883, 1897, 2424, 2425, 2443, 2449

## The 20<sup>th</sup> Century

"The twentieth century was the bloodiest in history with an estimated 188 million people killed due to war and revolt. It witnessed two wars which claimed 70,000,000 lives; the rise and fall of vicious totalitarian systems – Fascism, Nazism, Communism, the emergence of organized terrorism, the development of nuclear weapons, and legalized abortion and euthanasia." (Armenio, 700)

Saint Pope Pius X (1903-1914) – fostered religious education establishing the Confraternity of Christian Doctrine (CCD), issued decrees encouraging daily reception of the Eucharist, and relaxed the rules for allowing children to receive communion as early as age 7.

World War I was the turning point of papal involvement in political affairs. Pope Benedict XV (1914-1922) was forbidden to participate in the peace talks in Versailles. This marked a change in the role of the pope for the modern world. The pope "began to issue many encyclicals that addressed specific moral and ethical problems and offered the Church's wisdom and understanding to the world" (Armenio, 706) compared to being directly involved in politics. In 1917, with the help of Archbishop Eugenio Pacelli, Pope Benedict XV issued the "Seven Points" of Peace. Many allies rejected this proposal, but with Pacelli's influence on German government, it was accepted. During this time, missionaries grew in parts of Asia and Africa.

In the 1920-30s, Communist Russia wanted to eliminate the Catholic Church in Russia. Catholic and Orthodox churches were destroyed and desecrated. By 1959, almost two million Catholics lost their lives in Russia. To add to this, fascism grew in Italy under Benito Mussolini, Nazism grew in Germany, Nationalism grew in Spain and revolution occurred in Mexico – all persecuting Catholics, burning churches and executing believers.

In 1933, with the hopes of protecting the Catholic Church in Germany, Pope Pius XI signed a concordat with Germany. This was to give Catholics the rights to practice their religion freely. However, almost instantly, the Nazi government broke this concordat when it closed down various Catholic newspapers. During this struggle Protestant and Catholics across Germany learned to respect one another and turn to each other for help.

Many advances also occurred during this century: "widespread elimination of hunger and familiar diseases, the spread of literacy, progress in human rights, emergence of new and independent nations, the increase of democratic governments, and technological progress in communications, media, transportation." (Armenio, 701)

All of these changes, "spurred the rise of secularism and a growing crisis of faith. Atheism and agnosticism became dominant among intellectuals in universities and the media. Beginning in the 1960s there was a widespread rejection of traditional values manifested by a growing acceptance of pornography, violence in the media, contraception, abortion, cohabitation and divorce." (Armenio, 701).

The Second Vatican Council (1962-1965) spurred a renewal of faith among Catholics. Sixteen documents were written during this council – four constitutions (on the Church, on Divine Revelation, on Liturgy and on the Church in the Modern World), nine decrees (on the pastoral office of bishops, on missionary activity, on ecumenism, on the Eastern Catholic Church, on the ministry and life of priests, on priestly formation, on the appropriate renewal of religious life, on the apostolate of the laity, and on the instruments of social communication or media) and three declarations (on religious freedom, on the Church and non-Christian religions and on Christian education).

### ❖ The Dogmatic Constitution on the Church (*Lumen gentium*)

- The Church is the Body of Christ in which the baptized are called as ministers.
- It is led by bishops, established as a college in unity with the pope.
- The primary role of the bishop is to shepherd God's people.
- The permanent diaconate was restored.
- The distinction of the priesthood of the baptized and the ordained was established.
- The Church is necessary for salvation for those called to be Catholic.
- Jews, Muslims and others who seek God are connected to us.
- We are to seek salvation in everything we do.
- The call to holiness is universal and the way to holiness is love.
- We are part of the great communion of saints.
- All devotion to the Blessed Virgin Mary leads to Christ.

### ❖ The Dogmatic Constitution on Divine Revelation (*Dei Verbum*)

- Jesus Christ is the source of revelation. Scriptures are the foundation of divine revelation. Tradition explains the meaning of Scriptures for each generation.
- Dogma and doctrine are expressed in different words for different generations but the eternal truths do not change.
- Dated routine changes but authentic tradition remains with us.
- Through faith we entrust our whole selves to God.
- There is a close link between Scripture, Tradition and the teaching authority of the Church.
- Revelation is handed on to us by the Church.
- God reveals himself to us through the Trinity by grace.
- God is still speaking.

- Over time, there is growth in our understanding of what God desires.
- ❖ The Constitution on Sacred Liturgy (*Sacrosanctum Concilium*)
  - The Mass is the source and summit of the Christian life.
  - Calls for the full, conscious and active participation of all the members of the Church especially in the liturgy.
  - Some elements of liturgy are changeable (language, books, prayers, music, persons and places) and some aren't (Scripture, bread, wine, offertory, consecration, communion).
  - It allowed for the vernacular (the language of the people) in worship.
  - It restored the Eucharist as an act rather than a static devotional object.
  - It established Baptism and Eucharist with importance among the sacraments.
  - It proposed a list of reforms, including simpler rites, more use of the Bible, the prayer of the faithful, and roles for the laity.
- ❖ Pastoral Constitution on the Church in the Modern World (*Gaudium et spes*)
  - We must look at and trust the signs of the times and understand the world in which we live.
  - All human persons have dignity and are our responsibility.
  - We should have love and respect for those who think differently than we do.
  - We must all seek the common good.

Christianity grew in Asia and Africa during the pontificate of Saint Pope John Paul II (1978-2005) however dissent and misinterpretation of the Vatican II documents weakened the Church in other parts of the world. To combat this Saint Pope John Paul II wrote fourteen encyclicals and many other documents on topics from economics to the spiritual life. During his time, he published the new Code of Canon Law for the Western Church (1983) and the Catechism of the Catholic Church (1992). Saint Pope John Paul II also reinstated the practice of perpetual adoration, traveled to more countries than any other pope to spread the unity of Christ and added the Luminous mysteries to the rosary in 2002. Saint Pope John Paul II died in 2004. Pope Emeritus Benedict XVI was elected. In 2013, Pope Benedict XVI resigned and Pope Francis was elected.

*Vocabulary* – Nazism, Vatican Radio, New Evangelization, United States Conference of Catholic Bishops

*Sources in the Catechism of the Catholic Church* - ¶ 404, 412, 834, 852, 882, 1905, 1913, 2104, 2107, 2127, 2128, 2188, 2199, 2241, 2244, 2246, 2304, 2314, 2316, 2437, 2364, 2373, 2378

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## Catholic Social Teaching

### Resources:

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/>

### *Themes of Catholic Social Teaching*

#### **1. Life and dignity of the human person**

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

#### **2. Call to Family, Community and Participation**

The person is not only sacred but also social. How we organize our society -- in economics and politics, in law and policy -- directly affects human dignity and the capacity of individuals to grow in community. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

#### **3. Rights and Responsibilities**

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

#### **4. Option for the Poor and Vulnerable**

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

#### **5. The Dignity of Work and the Rights of Workers**

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

#### **6. Solidarity**

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

#### **7. Care for God's Creation**

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.