

**Diocese of Jefferson City Social Studies Curriculum Guidelines**  
**Grades PK-8**  
**Updated June 2023**

*“Just as each of us has various parts in one body, and the parts do not all have the same function: in the same way, all of us, though there are so many of us, make up one body in Christ, and as different parts we are all joined to one another”*

Romans 12: 4-5

The Diocese of Jefferson City Educational Office is pleased to present new curriculum standards outlining the academic expectations in the subject of Social Studies. Curriculum standards express the skills and content students are expected to demonstrate within courses and across grade levels. When a student has successfully completed a course or grade level, he or she will have demonstrated competence in the knowledge, skills, or attitudes required of that course and grade level. The goal is to provide a way for educators to focus on what they must teach and assess. Not all topics which will be covered in a grade level are listed within the document. In order for teachers to see the broader picture, they will need to look at the previous grade level objectives and the future grade level objectives. They also will complete work “unpacking the standard” for their grade level objectives and consider what skills and knowledge are necessary for students to be able to successfully master these standards independently. The curriculum works in a broad spiral manner with general topics involving community being covered across K-2, at a deeper level focused on understanding our state, our nation, and our fit in the world in 3-5, and tying it all together in 6-8 with world history and our nation’s development over time. This is so that as they develop and mature in intelligence and in how they practice the faith, they grow in a deeper understanding of the objectives listed.

The subject of social studies is the integrated study of the social sciences and the humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world. (*National Council for Social Studies*)

As our country and world advances , it is increasingly more important that students become aware of global cultures, economic and political systems and the historical developments that have molded these various cultures and systems. Through the study of social studies, students should come to a greater Catholic understanding of development of groups and society, power and authority, rights and responsibilities, and civic ideals and practices. They should also become increasingly aware of the need and responsibility for social justice, discipleship, stewardship, and social responsibility as they consider the world in which they live, their needs, and the needs of others.

Grade Levels	Strand	Topics Covered and Essential Questions
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6th</a> <a href="#">7th</a> <a href="#">8th</a>	History  World History  Early Colonization to Civil War Reconstruction to Modern World	-How has the world changed and what causes change? -How do patterns of cause/effect manifest themselves in history? -How do earlier groups and individuals influence subsequent groups?
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6-8</a>	Governmental Systems and Principles	-How are governments created, structured, maintained, and changed? -What are the roles and responsibilities of government? -What are the roles and responsibilities of citizens in a democracy?
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6-8</a>	Geography	-What makes places unique and different? -How does geography, climate, and natural resources affect the way people live and work? -How do maps and globes reflect history, politics, and economics?
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6-8</a>	Economic Concepts	-How does something acquire value, what is the difference between needs and wants? -Why do people work? -How does technological change influence people's lives? -How do government and economic systems interrelate?
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6-8</a>	Behavior Science and Discipleship	-What makes a civilization? -How have civilizations evolved? -What reflects or shapes a culture?
<a href="#">PK-K</a> <a href="#">K-2</a> <a href="#">3-5</a> <a href="#">6-8</a>	Tools of Social Science and Inquiry	-How do we know what really happened in the past? -What can we legitimately infer about the artifacts we find? -In what ways is the past about me?