



MIDDLE SCHOOL (6 th – 8 th) SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.H.712.GS4: Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history. <i>(ILSS.6-8.IS.1.MdC; IS.4.MdC; CV.1.MC; CV.3.MdC; CV.5.LC; EC.2.MdC; G.2.MdC; G.4.LC; H.1.MC; H.2.MdC; H.3.MdC; H.4.MC)</i> • CS.H.712.GS5: Display personal self-worth and dignity as a human being and as part of God’s ultimate plan of creation. <i>(ILSS.6-8.IS.1.MdC; IS.2.MC; IS.4.MdC; CV.1.MC; CV.2.MdC; CV.3.LC; CV.5.LC; G.2.LC; G.4.LC; H.1.MdC; H.3.MdC)</i> • CS.H.712.IS3: Analyze how life experiences and life choices create a personal history with eternal consequences. <i>(ILSS.6-8.IS.5.MdC; CV.2.MdC; CV.3.LC; CV.5.MdC; EC.1.MdC; G.2.MdC; G.3.MdC; H.2.LC; H.3.MC; H.4.LC)</i> • CS.H.712.IS7: Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies. <i>(ILSS.6-8.CV.1.MdC; CV.2.MCa; CV.3.MdC; CV.4.MC; CV.5.LC; EC.3.MdC; G.1.MdC; G.2.MdC; G.3.MC; G.4.LC; H.1.MdC; H.2.MdC; H.3.MdC; H.4.MC)</i> • CS.H.712.IS11: Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues. <i>(ILSS.6-8.CV.1.MC; CV.3.MC; CV.5.MdC; EC.FL.1.LC; G.2.MC; G.3.MdC; G.4.LC; H.1.MC; H.2.LC; H.4.LC)</i> • CS.H.712.IS17: Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint. <i>(ILSS.6-8.IS.1.MdC; IS.2.MdC; IS.3.MC; IS.4.MC; IS.5.MdC; H.4.MC)</i> • CS.H.712.IS20: Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making. <i>(ILSS.6-8.IS.1.MdC; CV.1.MdC; CV.2.MdC; CV.3.LC; CV.4.MC; CV.5.MdC; EC.1.MdC; EC.2.MC; EC.3.MdC; G.2.MC; G.3.MC; G.4.MC; H.1.LC; H.2.MdC; H.3.MdC; H.4.LC; H.4.MC)</i> • CS.H.712.DS6: Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth. <i>(ILSS.6-8.CV.1.MC; CV.2.MdC; CV.5.LC; EC.1.MC; EC.3.MdC; G.1.MdC; G.2.MdC; G.3.MdC; G.4.LC; H.1.LC; H.2.MdC; H.3.MdC; H.4.LC; H.4.MdC; H.4.MC)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Ask essential and focused questions that consider multiple perspectives and will lead to independent research. • Gather relevant information from credible sources and determine whether they support each other. 	<ul style="list-style-type: none"> • Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments’ strengths and limitations.



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Identify evidence from multiple sources to support claims, noting any limitations of the evidence. • Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes. • Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media; how these have changed over time; and the impacts on multiple communities • Analyze the origins, purposes, and processes connected to maintaining or changing powers and how individuals and societies protect, grant, or deny rights. • Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the United States and other countries. • Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving. • Construct different representations to explain the spatial patterns of cultural and environmental characteristics. • Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. • Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. • Organize and critique applicable evidence to develop a coherent argument about the past. 	<ul style="list-style-type: none"> • Describe the origins and purposes and impact of governing documents and policies and synthesize their application and impacts on multiple groups of people with how they have changed over time. • Analyze cause-and-effect relationships of issues that resulted in specific rules and laws. • Explain how external benefits and costs influence choices. • Analyze the role of innovation and entrepreneurship in a market economy • Explain barriers to trade and how those barriers influence trade among nations. • Analyze the relationship between skills, education, jobs, and income. • Explain how humans and their environment affect one another. • Identify how cultural and environmental characteristics vary among regions of the world. • Explain how and why perspectives of people have changed over time. • Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.



Essential Questions

- How do individuals and groups influence and participate in a democratic society?
- How can we evaluate the reliability and perspective of different sources when studying the past or present?
- How does where we live affect how we live?
- Why do civilizations rise and fall, and what can we learn from their successes and failures?
- How do different perspectives shape our understanding of historical and current events, and how do we find our way to Gospel truths through all of it?
- What responsibilities do we have when we engage with our community and society, specifically when it comes to cultures different than our own?
- How do economic choices affect individuals, communities, and nations?

Vital Vocabulary

- Access, Articulate, Barrier, Causation, Cite, Contemporary, Correlation, Credibility, Critique, Deliberation, Determine, Economy, Equality, Equitable, Era, Evaluate, Factor, Functional, Identify, Influence, Inequality, Inquiry, Institution, Marginalized, Perspective, Social System, Societal, Spatial, Structural, Synthesize, Validity

Additional Resources: [Cardinal Newman History Resources, Appendix D](#)