Social Studies Diocesan Learning Standards

Social Studies in the Catholic school is the systematic study of human relationships, historical experience, and global stewardship illuminated by the light of the Gospel. Grounded in the truth that every human person is created in the image and likeness of God (*Imago Dei*), our curriculum forms students to evaluate society through the lens of faith, reason, and moral responsibility. Through the integrated disciplines of Social Studies, students learn to see human culture and history not merely as static facts, but as the unfolding story of God's creation and redemptive grace.

Core Disciplinary Categories
History (H)

Approached as the narrative of human experience, history is studied with intellectual rigor, honesty, and moral clarity. Students engage primary sources and examine the accomplishments, struggles, and fallen nature of humanity across time, recognizing the profound impact of the Church in shaping culture and learning to discern God's presence throughout human events.

Geography (G)
Grounded in the stewardship of creation (*Laudato Si'*), geography explores the spatial relationships between land, culture, and resources. Students examine how physical environments shape human communities and cultivate a deep sense of responsibility for preserving the Earth as our common home.

Economics (E)
Evaluated through the lens of Catholic Social Teaching, economics studies how societies manage resources to satisfy human needs. The curriculum emphasizes the dignity of work, the moral dimensions of financial decisions, economic justice, and a preferential option for the poor and vulnerable over unbridled materialism.

Civics & Government (CG)
Rooted in the concept of *Faithful Citizenship*, civics prepares students to participate actively, ethically, and responsibly in civic life. Students study governmental structures, rights, and responsibilities, learning to apply principles of solidarity, subsidiarity, and the protection of human dignity to advance the common good.

Behavioral Sciences (BS)

Drawing from psychology, sociology, and anthropology, the study of human behavior explores how individuals, families, and cultures interact. Students analyze human relationships through the truth of the *Imago Dei*, fostering empathy, moral reasoning, and a deep respect for the sacred dignity of every individual across diverse human societies.

9-12 GEOGRAPHY

Standard Categories:

- History (H)
- Geography (G)
- Economics (E)
- Civics & Government (CG)
- Behavioral Sciences (BS)

K-12 Inquiry Skills:

- Construct compelling questions
- Construct supporting questions
- Gather and evaluate sources
- Develop claims and use evidence
- Communicate and critique conclusions
- Take informed action

CODE	CATEGORY	STANDARD	ACT ALIGNMENT
Geography			
Grounded in stewardship of creation (*Laudato Si'*) and global solidarity, the High School Geography curriculum examines the dynamic relationships between physical environments, human cultures, and geopolitical structures. Grounded in human dignity (*Imago Dei*), students evaluate spatial data, demographic shifts, resource allocation, and environmental challenges through a Catholic moral framework—equipping them to act as ethical stewards of the Earth and responsible members of a global community.			
G.1	Geography	1. Demonstrate how to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.	*Test Not Administered*
G.1.A		A. Explain the advantages of using multiple geographic representations to answer geographic questions.	
G.1.B		B. Identify the technical properties and quality of geospatial data.	
G.1.C		C. Investigate the uses of geographic representations and geospatial technologies.	
G.2	Geography	2. Utilize mental maps to organize information about people, places, and environments in a spatial context.	*Test Not Administered*
G.2.A		A. Identify from memory and describe locations, patterns, and characteristics of physical features across major world regions.	
G.2.B		B. Identify from memory and describe locations, patterns, and characteristics of human features across major world regions.	
G.3	Geography	3. Analyze the spatial organization of people, places, and environments on Earth's surface.	*Test Not Administered*
G.3.A		A. Explain the spatial organization of people, places, and environments using spatial concepts.	
G.3.B		B. Describe and compare the processes that influence the distribution of human and physical phenomena.	
G.4	Geography	4. Evaluate the physical and human characteristics of places.	*Test Not Administered*
G.4.A		A. Explain how personal, community, or national identities are based on places.	
		B. Illustrate the ways that physical processes change places.	
G.4.B		C. Explain how human processes change places.	
G.4.C			
G.5	Geography	5. Distinguish characteristics and meanings of varied regions.	*Test Not Administered*
G.5.A		A. Identify and explain the criteria used to define formal, functional, and perceptual regions.	
G.5.B		B. Describe and explain the changes in the boundaries and characteristics of regions.	
G.6	Geography	6. Analyze how culture and experience influence people's perceptions of places and regions.	*Test Not Administered*
G.6.A			

G.6.B		A. Describe examples of how perceptions of places and regions are based on direct experiences. B. Explain how perceptions of places and regions change.	
G.7 G.7.A G.7.B G.7.C	Geography	7. Identify the physical processes that shape the patterns of the earth's surface. A. Compare the effects of physical processes across regions of the world. B. Explain how earth-sun relationships drive earth's physical processes and create annual patterns. C. Analyze the patterns that occur on earth's surface as a result of physical processes.	*Test Not Administered*
G.8 G.8.A G.8.B G.8.C G.8.D	Geography	8. Identify the characteristics and spatial distribution of ecosystems and biomes on earth's surface. A. Explain how there are short-term and long-term changes in ecosystems. B. Explain how local and global changes influence ecosystems. C. Describe the geographic distribution of ecosystems. D. Define how climate can influence and change the characteristics and geographic distribution of biomes.	*Test Not Administered*
G.9 G.9.A G.9.B G.9.C G.9.D	Geography	9. Analyze the characteristics, distribution, and migration of human populations on Earth's surface. A. Describe and explain demographic concepts. B. Compare the structures of population in different places using key demographic concepts. C. Explain how population distribution and density change over time. D. Identify and describe the types of migrations.	*Test Not Administered*
G.10 G.10.A G.10.B G.10.C G.10.D	Geography	10. Analyze the characteristics, distribution, and complexity of earth's cultural mosaics. A. Describe and explain the characteristics that constitute any particular cultural system. B. Identify and analyze the spatial patterns of cultural landscapes. C. Explain examples of cultural convergence and divergence. D. Demonstrate how globalization has accelerated cultural change.	*Test Not Administered*
G.11 G.11.A G.11.B	Geography	11. Explore the patterns and networks of economic interdependence one earth's surface. A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors. B. Demonstrate how globalization impacts economic interdependence.	*Test Not Administered*
G.12 G.12.A	Geography	12. Recognize the processes, patterns, and functions of human settlement. A. Compare factors that contribute to the growth or decline of settlements over time.	*Test Not Administered*

G.12.B G.12.C		B. Analyze and explain the structure and development of megacities and megalopolis. C. Identify urban models that are used to analyze the growth and form of urban regions.	