



Kindergarten - 8th Grade History Curriculum Standards Guidelines (2021)

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Opening¹

The Christian faith depends upon history. God himself became man at a particular moment in history, “in the fullness of time,” entering the world he created (Galatians 4:4). History has a purpose because it is a story with a clear beginning in creation and has a goal in God’s renewal of his creation at the end of time. It is not a random collection of facts and events that can seem disconnected from the reality of our own lives, rather, it is the story of the human search for happiness and God’s persistent rescue of his people, centered on the Incarnation, the ultimate rescue of humanity through our savior, Jesus Christ, becoming man. “In coming to help and save humanity, God did not just intervene from outside. He conferred on us the high dignity of becoming one of us; he arranged matters such that a human might have the honor of conquering the enemies of humanity” (*From Christendom to Apostolic Mission*, p. 72). From a solely material point of view, history could seem a fatal grasp after power or meaningless search. For a Christian, it becomes the means by which God works out his plan for salvation, allowing human freedom a wide berth, while silently working in the human heart underneath the surface. More than military victories or even the rise and fall of empires, history is the drama of salvation played in the midst of joy and suffering. History inspires a hope that God will save, and God will answer the longings of the human heart, longings that cannot be satisfied in the world alone.

Our faith makes sense of history, not only on a grand scale, but also in the drama of each human life, as every person searches for the meaning of life and strives to make a contribution in the world. History is the story of humanity and, from a Catholic perspective, the way in which God’s providence has directed salvation history.

Christian history involves the great events of salvation history: the covenants established by God throughout the Old Testament leading to the new covenant in Christ, and how they continue to shape the Christian life through the story of the Church. Studying history causes us to also face the sins of the past, though not in a way that leads to discouragement but inspires hope in Christ’s ultimate victory and the role of each believer to follow Christ faithfully in the world. Catholics view history as a great drama of grace and sin that plays out both on a grand stage and in every human life. The Vatican document, *The Religious Dimension of Education in a Catholic School* (1988), explains this Catholic view of history in more detail:

The teacher should help students to see history as a whole. Looking at the grand picture, they will see the development of civilizations, and learn about progress in such things as economic development, human freedom, and international cooperation. Realizing this can

¹ Some sections of the opening to the standards taken from the [Cardinal Newman Society Standards](#) or sourced from The Educational Plan of St. Jerome Academy.

help to offset the disgust that comes from learning about the darker side of human history. But even this is not the whole story. When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur (§59).

Seeing history as a coherent story with a clear beginning and coherent end, and ultimately centered in Christ, can provide a framework for recognizing the meaning of human life. Although it may seem that history may just be “one darn thing after another” (slightly altering the famous phrase of Henry Ford) or marked predominantly by suffering, the Church presents history as the space where we encounter God and a time of testing. Like the Israelites who were rescued in Egypt, having seen the mighty works of God, only to rebel against him in the desert, God makes himself known in the world through miraculous deeds and his saving words, although each person must choose for or against his plan of salvation. In this light, history can be seen as a “mystery,” in that “human history unfolds within a divine history of salvation: from creation, through the first sin, the covenant with the ancient people of God, the long period of waiting until finally Jesus our Savior came, so that now we are the new People of God, pilgrims on earth journeying toward our eternal home” (*The Religious Dimension of Education in a Catholic School*, §76). In the truest sense, history “is part of that salvation history which has Christ, the Savior of the world, as its goal” (Congregation for Education, *The Catholic School*, §46).

Catholic schools should invite students into the adventure and drama of history. In Pope Francis’ letter on St. Jerome, His Holiness writes, “I would like to pose a challenge to young people in particular: begin exploring your heritage. Christianity makes you heirs of an unsurpassed cultural patrimony of which you must take ownership. Be passionate about this history which is yours” (*Scripturae Sacrae Affectus*, 2020). As Francis makes clear, Christian history offers many riches to our students that our schools can lay before them to enrich their lives.

History enables students to see, at least in part, their role in the world and perhaps their call to respond to the woundedness of the human story with the message of hope of Jesus Christ and the contributions the Lord invites them to. History makes clear the need for social justice and our ability to bring the love of Jesus Christ to those social ills, as part of our duties as Christians. It also provides a general context for understand the world and the human story, providing a narrative for why things are the way that they are.

Knowledge of history creates a general cultural literacy for knowing the key ideas, figures, artifacts, stories, events, values, and societal outcomes that provide the general matrix for understanding and judging human action. Understanding history also greatly impacts the effectiveness of education itself. As E.D. Hirsch has argued, in his promotion of cultural literacy, “If we want our children to be broadly competent readers, thinkers, and problem solvers, they must have a rich, broad store of background knowledge to call upon, enabling them to flex those mental muscles” (*What Your Second Grader Needs to Know*, Bantam, 2014, xxvi). Similarly, a 2020 study from the Thomas B. Fordham Institute, “Social Studies Instruction and Reading Comprehension,” also reinforces this point: “what America needs to do if it is serious about wanting kids to become better readers [is] this: Instead of devoting more class time to English language arts (ELA), we should be teaching elementary school children more social studies—as in, rich content about history, geography, and civics”.

All students deserve to learn rich content from history, finding enrichment from the best of the past and avoiding the same mistakes, and we Catholics truly have an amazing story to share. Through history, Catholic school students can reclaim their own legacy of the great deeds of the saints, the monumental writings and works of arts, and the ways in which Christians have sought to shape the world through faith. Teaching rich history, geography, and civics from a Catholic worldview will not only form good American citizens, but it will also form citizens for heaven.

In a special way in American Catholic schools, we need to teach history with love of the Church, recognizing her triumphs and failures, her great legacy and impact on our own country, and the groups and civilizations that impacted our country. Knowledge of the past is needed more than ever now to help pass on the great legacy of Catholic culture that has been lost in many ways, which will inspire our students to continue this legacy in creative ways. Furthermore, the amazingly diverse story of Catholic history remains largely unknown. Consider that in Colorado, the Church came originally from the South, not the East. Looking further back in time, the Syriac Church took the Gospel to central Asia, India, and China in the 7th century. The Philippines celebrates five hundred years of the Catholic faith in 2020. The kingdom of Kongo, on its own initiative, embraced the faith and carried on its own inculturation of the faith in the fifteenth century. Despite many injustices, the Catholic faith brought together European, Amerindian, and African cultures into a beautiful synthesis in Latin America, embodied most fully in Our Lady of Guadalupe's apparition to the Aztec convert, St. Juan Diego. Even the United States has a much more diverse Catholic story that must be told, with many Catholic native American tribes, heroic missionaries and martyrs (including native ones), African American holiness (with six causes for canonization currently underway), all leading to a great meeting of peoples and cultures. No other organization or group has done more to educate minorities and protect their culture, as seen in the work of Ven. Henriette DeLille, St. Katharine Drexel, St. Rose Philippine Duchesne, Ven. Frederic Baraga, Ven. Rafael Cordero, Ven. Alphonse Gallegos, St. Francis Xavier Cabrini, Ven. Kino, St. Damien of Molokai, Fr. De Smet, St. Junipero Serra. God has asked the Church "to unite all things in Christ," and history from a Catholic worldview can inspire young Catholics to work for the unity that comes from him alone (see Ephesians 1:10).

These standards were compiled in 2021 and led by Abriana Chilelli, Associate Superintendent of Academic Renewal and Dr. Jared Staudt, Associate Superintendent of Mission and Formation, with incredible input and review from Andrew Beach (Our Lady of Lourdes), Tamara Whitehouse (Our Lady of Lourdes), Morgan McGinn (Our Lady of Lourdes), Taylor Still (St. Therese), Eryn Hall (St. Therese), and Eileen Haniszewski (St. Isidore Catholic Curriculum).

The Office of Catholic Schools asks that schools implement these history standards by the 2022-23 school year, though they can be implemented in the 2021-22 school year. The 2021-22 school year can be used as an intellectual preparation year for teachers, and the Office of Catholic Schools will provide intellectual formation for teachers of history during the 2021-22 school year.

Beliefs About Teaching History

1. God has entered history and shapes it through the plan of salvation history, giving it clear meaning and purpose.
2. History and human culture are the lived human pursuit of answers to the fundamental human questions and the human desire for God. Who is God? Who and what is man? What is true, good, and beautiful? To whom do I owe what? This is the great conversation taking place in humanity, and knowing history helps us to enter that conversation.
3. Memory of the past brings us into communion with the past, with those with whom we share the past, and with one another in present day, united in the past.
4. We learn lessons from the past. Learning history helps to form a moral imagination and prudence.
5. History shapes our identity. We are part of a story and continue it.
6. History from a Catholic worldview serves as a source of unity, taking its ultimate directive from the universality of salvation history and the way in which the Church has related to every culture of the world.
7. Catholics are heirs to a great legacy of the Church. She has transformed history and built western civilization. Students should be enculturated into their legacy as Catholics.
8. History invites students into a great cultural literacy and provides a foundational knowledge on which to explore history, other stories of history, other representations of historical figures, and to have a starting point to learn more.
9. History instruction in school occurs in a finite number of minutes in a finite number of instructional days. Students should be guided to ask, and know how find answers to, the following questions: "What else was happening? Where? What other stories are there?"

Pedagogical Expectations for Teaching History²

Centered on the Incarnation: Jesus Christ entered history to save us. At the Incarnation, he transformed all that came before him, and is the goal of all that comes after him. In his Apostolic Letter *Novo Millennio Ineunte*, John Paul II wrote, “Christianity is a religion rooted in history! It was in the soil of history that God chose to establish a covenant with Israel and so prepare the birth of the Son from the womb of Mary ‘in the fullness of time’ (Gal. 4:4). Understood in His divine and human mystery, Christ is the foundation and centre of history, He is its meaning and ultimate goal.” Students will find freedom in this truth, that Jesus Christ is the answer to every longing of the human heart that has ever been asked in the history of time, and this should be explicitly shared with them in the study of history.

Our Chronological Story: History is best taught as a chronological story to students. A disjointed, fragmented presentation of events leads a student to conclude that history is simply a set of facts to memorize or disjointed events. Rather, we aim to teach history as the story of salvation history, a story of humanity, and the story of God’s movement and work in the world. Teachers need to be great at telling the great stories of history! This is fun, helps students to see the real people who made up the past, and research has shown that the brain reacts to stories in the same way it responds to actual events. When we present history as a well-told, interesting story, we invite students into experiencing history. Each time we tell history as a story, we also help form our students to receive the story of God’s pursuit of them, his movement in the story of salvation history.

Grades kindergarten through 4th grade: In these grades, teaching the story of history includes the following process: narration of the story by the teacher, memorization of key characters and dates and phrases, children retell the story, then children engage with the moral questions of the people or cultures of history.

Grades 5th through 8th grade: In these grades, teaching history should follow the following process, in order: narration of the story by the teacher, analysis of causes and effects of the historical event or person or time period, assessment of the circumstance of the historical event or person or time period, read original documents, solidify geography of the historical event or time period, and finally go deep into the morality of the event or person’s choices or time period.

² Sections of the Pedagogical Expectations are sourced from The Educational Plan of St. Jerome Academy.

Seeing History on Timelines and Maps: To support students' understanding of history as chronological and continuous, timelines should be used to capture the story of humanity in kindergarten through 5th grade, which then repeats in 6th-8th grade. Maps help students see history as actual events that occurred in real places in the world. Students should be taught in every grade level how to use maps accurately and well through the use of maps during the study of the particular time period.

The Use of Primary sources: Primary sources should be used as often as possible. It is better to read a text itself than to read a summary of a historical text. It is better to view piece of historical artwork than read someone's description of it. It is better to study an artifact (or picture of an artifact) up close than to read someone's description of it.

Stretching Minds by Stretching Language. From a very early age we want to promote the command and love of language. We want to nurture the ability to think about and discuss stories. We want to foster a capacity to remember and sustain attention and cultivate a love for what is good and beautiful. A good deal of instruction in the early grades should therefore consist in teachers reading great works of literature (e.g., children's versions of Homer, or the books suggested in the "Connections" column of the standards) to students over the course of a number of days. Often "age appropriate" texts are less challenging (and inspiring) than great works which seem slightly out of reach. But when these texts are read slowly, with the teacher pausing to explain or discuss difficult phrases and ideas and ask good questions, children begin to discover the wonders of language, the power of big ideas, and to improve their own vocabulary.

Thinking With the Mind of the Ancients. As students advance in their ability, they should be encouraged to place themselves imaginatively within the historical period they are discussing in order to understand how that culture thought about life's most essential questions, and the nature of God and man. The assignments included at the end of every chapter in Eva March Tappan's *The Story of the Greek People* provide a good example that could be adapted to oral or written work.

Is There a Text in This Class? The reliance on textbooks should be minimized. This is for several reasons: to provide students a coherent history, to produce a more integrated curriculum, to introduce them to 'primary sources', to develop memory and a capacity for sustained attention, and to inspire with well-told stories. Teachers may choose to use textbooks or other reference books for themselves in order to develop a narrative of historical continuity, or as a reference source for older students. Still, teachers should strive so far as possible for "textbook independence" and to devise an oral presentation of historical material in short 'lecture' or 'story' form, as a thread on which to hang more targeted readings in primary source material, ideally, whole books. The "Connections" column aims to offer many books as suggestions for use in the classroom. Students should not be reading aloud from history textbooks during the entirety of a history class period.

History and the Restless Heart. Teachers in the humanities should strive to integrate history, literature, catechesis/theology and the arts so as to provide a comprehensive and coherent history which addresses the basic human questions: Who is God? Who and what is man? What does the human heart and soul search for? How ought we to act? What is true, good, and beautiful?

Guidance on How to Use the General, Intellectual, and Dispositional Standards in relation to the History Standards and Connections:

The general, intellectual, and dispositional standards are meant to be the complement to the content standards in column 2 of the standards below. The general, intellectual, and dispositional standards are the formation of the human mind, and the formation of a Catholic worldview, that a teacher can form in his or her students through learning the content articulated in column 2. The Connection column is intended to be the application of the content standards. The last column, Literature, Catechesis, and Art Related to History, are suggestions for using literature, catechesis, and art integrated into the history content.

The general, intellectual, and dispositional standards aim to integrate the curriculum in the student himself or herself, by cultivating in the student aptitudes, habits, and qualities that shape his approach to all subjects, and bind them together into a unity — wonder and love for all that is genuinely true, good, and beautiful.

Grade Level Standards

The students will twice cycle through the history of the world. In grades K-5, they will devote one year of study to Egypt and the Ancient Near East, Greece, Rome, the Middle Ages, America, and the Modern Age, respectively. In grades 6-8, they will recapitulate this history by studying the ancient civilizations, then the Middle Ages, and ending with the Modern Age and America. By completing these two cycles, students will reinforce what they have previously learned as well as penetrate the meaning of history more deeply.

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	Kindergarten History Standards: The Cradle of Civilization Year	Connections	Literature, Catechesis, and Art Related to History (B) = Book; (A) = Art
<p>Describe how history begins and ends in God and how history has a religious dimension.</p> <p>Describe how Jesus, as God incarnate, existed in history just like we do.</p> <p>Describe how reading history is a way to learn about how God created people from the beginning of time.</p> <p>Understand that history is a continuous, chronological story by learning history as a continuous chronological story.</p> <p>Develop basic knowledge of ancient civilizations in ancient Near East and their relationship to one another.</p> <p>Develop basic knowledge of history of Israel through the Bible in the context of ancient Near East (align with catechesis).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop an understanding that events happen chronologically. 2. Define archaeologists and their work as people who study the people and cultures of the past. 3. Define history as when people began to write down events in the story of humanity. 4. Understand that history is made up of the story of human people and the events and cultures that human people have lived from the beginning of time. 5. Study nomads, their lifestyle characteristics, food, and habits. 6. Define civilization as a group of people developing certain practices and skills, such as farming, city building, writing, trades, and formal exchanging of goods and services. 7. On a map, identify the early civilizations established on river valleys: Tigris-Euphrates, Nile River, Indus River, and Yangtze River. 	<p>Students will learn about and create timelines.</p> <p>Students will begin to exhibit an interest in history.</p> <p>Students will be able to name practices (the ways of earning a living, shelter, communication, clothing, food and activities) of their own civilization: their country, their town, their houses, their parish, their school.</p> <p>Students will begin to use globes and maps, learning how land and water is represented.</p> <p>Students will begin to describe history as the</p>	<p>The Creation story in the Bible (B)</p> <p>The illumination of the seven days of creation from the St. John's Bible (A)</p> <p>Cave paintings are our first historical records and the oldest testament of the human spirit. (A)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	Kindergarten History Standards: The Cradle of Civilization Year	Connections	Literature, Catechesis, and Art Related to History (B) = Book; (A) = Art
<p>Develop basic knowledge of the geography of the ancient Near East, including Mesopotamia, Canaan, and Egypt.</p> <p>Students will connect that our families exist in history, like the family of Abraham and his descendants.</p>	<p>Mesopotamia</p> <ol style="list-style-type: none"> 8. Identify the Mesopotamian civilization on a timeline. 9. Identify the Mesopotamian civilization on a map in relation to the two great rivers. 10. Describe the Sumerian civilization at Mesopotamia including major cities. 11. Identify and describe the highlights of Mesopotamian culture, including religion, trades, cuneiform, inventions (time, sailing, irrigation, domesticated animals) 12. Retell the story of Gilgamesh. 13. Name some invasions of Mesopotamia, including Babylon. 14. Retell the myth of the Tower of Babel. 15. Describe Hammurabi's code. 16. Retell the story of Abraham, who lived in Ur, at the same time as Hammurabi. <p>Canaanites</p> <ol style="list-style-type: none"> 17. Identify the Canaanites on a timeline. 18. Identify the region of the Canaanites on a map. 	<p>story of people who lived on earth.</p> <p>Students will begin to develop the ability to listen and recall.</p> <p>Students will begin to develop memory of stories.</p> <p>Students will begin to narrate historical stories.</p>	<p><i>The City of Rainbows: A Tale from Ancient Sumer</i>, Karen Foster (B)</p> <p><i>Mesopotamia</i>, DK Eyewitness (B)</p> <p>Geraldine McCaughrean, <i>Gilgamesh the Hero</i> (Eerdmans Young Readers, 2003) (B)</p> <p><i>Gilgamesh the King</i>, Ludmila Zeman (B)</p> <p>Genesis 11</p> <p>Genesis 12-25</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	Kindergarten History Standards: The Cradle of Civilization Year	Connections	Literature, Catechesis, and Art Related to History (B) = Book; (A) = Art
<p>Students will understand that the Bible contains many true historical stories about real people who lived.</p>	<p>19. Connect that Abraham from Ur established the land of Canaan.</p> <p>20. Describe how God’s covenant with Abraham differed from the culture and religion of the Canaanites (especially monotheism).</p> <p>Egypt</p> <p>21. Identify the Egyptian civilization on a timeline.</p> <p>22. Identify the region of the Egyptians on a map.</p> <p>23. Describe early Egyptian civilization: the Old Kingdom, divisions between upper and lower Egypt, pharaohs, mastabas, the pyramid of Djoser, and the Great Pyramid.</p> <p>24. Discuss the Egyptians wondering about death: their practices were to try to answer their respect for the dead, and a knowledge of some afterlife.</p> <p>25. Describe the middle kingdom of Egypt: trade with Mesopotamia, and the invasion of the Hyksos.</p> <p>26. Retell the story of Abraham’s descendants (the Israelites), including Joseph and his coat of</p>	<p>Students will listen to and retell stories of ancient Egypt.</p> <p>Students will identify the leaders and important monuments of their own country, state, and parish.</p> <p>Students will create projects and/or a museum on life in ancient Egypt.</p> <p>Students will consider a family tree to organize “descendants” and illustrate that we are all part of a family story.</p>	<p><i>Ancient Egypt</i> (DK Eyewitness) (B)</p> <p><i>Ancient Egyptians and Their Neighbors: An Activity Guide</i>, Marian Broida (B)</p> <p><i>Mummies Made in Egypt</i>, Aliko (B)</p> <p><i>Pyramid</i>, David MacAulay(B)</p> <p>Roger Lancelyn Green, <i>Tales of Ancient Egypt</i> (Puffin Classics 2011) (B)</p> <p><i>The Well of Truth: A Folktale from Ancient Egypt</i>, Martha Hamilton (B)</p> <p>Genesis 26-50</p> <p>Show images of tabernacle and ark of the covenant.</p> <p>Evidence for Israel in relation to the Egyptians: Merneptah</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	<u>Kindergarten History Standards:</u> <u>The Cradle of Civilization Year</u>	Connections	Literature, Catechesis, and Art Related to History (B) = Book; (A) = Art
	<p>dreams, his move to Egypt because of a famine, and his rule of power in Egypt.</p> <p>27. Mark the New Kingdom of Egypt in the story of ancient Egypt, including retelling about Hatshepsut, Rameses, and chariot battles.</p> <p>28. Retell the story of Moses.</p>		<p>Stele, paintings of the Aamu, Israelite style houses (A)</p> <p>Exodus 1-20</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	1st Grade History Standards: The Greek Year	Connections	Literature and Art Related to History
<p>Describe how reading history is a way to learn about what God does for humanity.</p> <p>Students will begin to accept the beauty and awe of the journey and myth.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review kindergarten timeline and civilizations studied. 2. Review kindergarten maps - kindergarten focus on Egypt and Asia. 3. Locate Greece on a map and notice shift from Egypt/Asia to Europe. <p>Stories of Ancient Greece</p> <ol style="list-style-type: none"> 4. Describe the songs and poems of ancient Greece as the way to keep history and communicate key truths of human life. 5. Retell the works of Homer, and retell much of the story of <i>The Iliad</i> and <i>The Odyssey</i>. 6. Narrate and tell some of the stories of Greek mythology. 7. Describe the Greek’s mythology as trying to answer the relationship with gods - a sense of something greater, bigger than themselves as humans, in pursuit of the questions the human heart asks about why we are here. 8. Define myth: a story of how something came to be. 	<p>Students will create and maintain a timeline of their Greek year study.</p> <p>Students will continue to use globes and maps, learning how land, regions, cities, and water are represented, the cardinal directions, and symbols found on maps.</p> <p>Students will listen to and retell stories of ancient Greece.</p> <p>Discuss that our faith points us to something bigger than ourselves—God.</p>	<p><i>D'Aulaires' Book of Greek Myths</i> (Delacourte 1992) (B)</p> <p><i>Greek Myths: Meet the heroes, gods, and monsters of ancient Greece</i> (DK 2020) (B)</p> <p>Roger Lancelyn Green, <i>Tales of Greek Heros</i> (Puffin 2012) (B)</p> <p>Teacher resource: JRR Tolkien “On Fairy Stories” (B)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	1st Grade History Standards: The Greek Year	Connections	Literature and Art Related to History
<p>Develop a habitual vision of greatness.</p> <p>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</p>	<ol style="list-style-type: none"> 9. Compare the gods and goddesses of Greek mythology to God. 10. Narrate and tell some of Aesop's fables. 11. Define fable: a short story which teaches us a lesson. 12. Discuss the virtues of Greek life and the origin of virtue in Greek life. <p>Pursuit of Knowledge in Ancient Greece</p> <ol style="list-style-type: none"> 13. Describe that education in ancient Greece was to help people see the truth of things. 14. Tell about Euclid's contributions. 15. Retell the journeys and stories of Herodotus about history and other cultures. 16. Retell the story of Archimedes. 17. Learn about Socrates, his desire to figure out what made a good life, and his use of questions. 18. Learn about Plato as Socrates' student and how he told stories about Socrates (called his Dialogues). 19. Learn about Aristotle and how he wanted to figure out how the soul is 	<p>Discuss what it means to be great. Students will create projects and/or a museum on life in ancient Greece and/or contributions of ancient Greece.</p> <p>Students will draw a connection between the democracy, practices, and laws of the USA with ancient Greece.</p>	<p>There are many versions of Aesop's fables. (B)</p> <p>Jeanne Bendick's <i>Archimedes and the Door of Science and Herodotus and the Road to History</i> (Bethlehem Books) (B)</p> <p>Julie Ellis's two books on Pythagoras (B)</p> <p>MD Usher, <i>Wise Guy: The Life of Philosophy of Socrates and Diogenes</i> (Farrar, Straus and Giroux) (B)</p> <p>The Parthenon, theatres of Athens and Ephesus, library of Ephesus, reconstruction of Colossus of Rhodes, reconstruction of lighthouse</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	1st Grade History Standards: The Greek Year	Connections	Literature and Art Related to History
<p>Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.</p> <p>Demonstrate an understanding of the cultural inheritance provided by the Church.</p>	<p>in relationship to the body (align with Christian anthropology standard) as well as the nature of virtue and friendship.</p> <p>Democracy in Ancient Greece</p> <p>20. Identify Greece as a collection of city-states, and the role of citizens in those city-states.</p> <p>21. Describe the rule of Persian empire, including its conflict with the Greek city-states.</p> <p>22. Describe democracy and its start in ancient Greece. Use the Persian empire, the main rival of the Greek city-states, as an important contrast.</p> <p>23. Tell of the difference between Draco’s laws and Solon’s laws.</p> <p>24. Describe how Alexander the Great conquers the Persian empire into the Greek empire.</p> <p>25. Describe how Alexander’s empire conflicts with the Jewish kingdom, and how the Maccabees arose to oppose the Hellenization of Israel.</p>	<p>Discuss the set up of our cities, states, and countries.</p> <p>Discuss the purpose of laws, what makes a law good or bad, and how good citizens should respect the law when it’s a good law.</p>	<p>and library of Alexandria, mosaic of Alexander the Great (A)</p> <p>Shields, helmets, and pottery (A)</p> <p>1 and 2 Maccabees</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	2nd Grade History Standards: The Roman Year	Connections	Literature and Art Related to History
<p>Describe how history begins and ends in God and how history has a religious dimension.</p> <p>Describe how reading history is a way to learn about what God does for humanity.</p> <p>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Review 1st grade timeline and civilizations studied. 2. Review 1st grade maps of ancient Greece. 3. Locate Rome on a map and notice shift from Greece. <p>Roman Republic and Empire</p> <ol style="list-style-type: none"> 4. Describe the Etruscans' rule in northern Italy. 5. Locate Rome along the Tiber River in the south. 6. Retell the legend of Romulus. 7. Describe a republic, consuls, and laws. 8. Identify differences between Patricians and Plebeians. 9. Describe the conflict with Carthage and how that defined Rome's growth. 10. Describe how citizens fought Rome's wars and took over Spain, Macedonia, and Greece. 11. Identify that the Romans valued power, wealth, and honor. 12. Describe some of the major achievements of the Roman empire 	<p>Students will create and maintain a timeline of their Roman year study.</p> <p>Students will learn basic map skills to locate cities/countries/etc. on a map.</p> <p>Students will draw a connection between the republic and laws of the USA with ancient Rome.</p> <p>Students will listen to and retell stories of ancient Rome.</p> <p>Students will create projects and/or a museum on life in ancient Rome.</p>	<p>Heather Amery, Rome & Romans (Usborne Time Traveler 1997) (B)</p> <p>Ancient Rome (DK Eyewitness Books) (B)</p> <p>Romulus and Remus: The Twins Who Made Rome (Baby Professor) or other versions of the story (B)</p> <p>What Happened to Pompeii (Baby Professor) (B)</p> <p>Models of ancient Rome, Coliseum, Pantheon, Roman Forum, Pompeii,</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	2nd Grade History Standards: The Roman Year	Connections	Literature and Art Related to History
<p>Students will understand that the Incarnation was an intentional moment in this particular moment in history.</p> <p>Students will understand that the Incarnation helps us understand the meaning of history itself.</p>	<p>in the area of transportation, law, warfare, engineering, etc.</p> <p>13. Describe the domination of the Roman empire- gradually taking over more and more territories in the eastern Mediterranean.</p> <p>14. Describe the importance and consequences of the shift from a Roman republic to empire, including the stories of Sulla, Julius Caesar, Brutus, Cicero, Marc Antony, Cleopatra, and Caesar Augustus.</p> <p>Roman Empire in relation to Judaism and Christianity</p> <p>15. Discuss why humanity needed a savior.</p> <p>16. Identify Judea on a map, and identify that Augustus Caesar is the ruler of the Roman empire.</p> <p>17. Learn and retell the story of Jesus' birth response to Caesar Augustus' census and his childhood during his reign.</p> <p>18. Define incarnation as "to become flesh" and name the Incarnation as the most important event of human history because God became man.</p>	<p>Use specific language to describe beautiful artifacts.</p> <p>Students will write simple biographies.</p> <p>Students will begin an ability to formulate and discuss philosophical questions.</p>	<p>Roman theatre in Mérida, Aqueduct of Segovia, Apian Way (A)</p> <p>Statues of emperors, Trajan's Column, Frescos from Pompeii, The Orator statue, Augustus of Prima Porta, equestrian statue of Marcus Aurelius, colossus of Constantine, Constantine's arch (A)</p> <p><i>Julius Caesar</i>, Rachel Firth (B)</p> <p><i>Julius Caesar</i>, William Shakespeare, (Saddleback's Illustrated Classics) (B)</p> <p><i>City: A Story of Roman Planning and Construction</i>, David MacAulay (B)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	2nd Grade History Standards: The Roman Year	Connections	Literature and Art Related to History
<p>Students will begin to deeply consider why historical events happened in relation to salvation history.</p> <p>Students will describe how reading history is a way to learn about what God does for humanity.</p> <p>Students will begin to see how Christianity transformed the Roman Empire.</p> <p>Students will begin to describe the significance and impact of the Catholic Church throughout history.</p>	<p>Mark the Incarnation as the center of the timeline.</p> <p>19. Describe Jewish expectations for a Messiah to liberate the Jews from Roman Rule and how this played into Jesus’ death under Pontius Pilate.</p> <p>20. Describe the various Jewish factions in relation to Roman rule, including Sadducees, Pharisees, Essenes (including their production of the Dead Sea Scrolls), and Zealots.</p> <p>21. Describe Jesus’ resurrection, great commissioning, and Pentecost in relation to the Church’s mission within the Roman empire.</p> <p>22. Retell the places the apostles went to spread Christianity.</p> <p>23. Identify the conquest of Jerusalem by Pompey on the map and timeline.</p> <p>Fall of Rome, Rise of the Church</p> <p>24. Describe the rise of Nero and his persecution of the early Church, including the death of St. Peter and St. Paul.</p> <p>25. Discuss how ancient philosophical and religious thinking expressed the human search for meaning and</p>	<p>Use a map to identify the spread of the apostles in carrying the message of Jesus.</p> <p>Discuss what early Christians valued (love of</p>	<p>Basilica of the Annunciation (A)</p> <p>Cave of Bethlehem (A)</p> <p>John 1 (B)</p> <p>Images of Jesus’s birth (A)</p> <p>Model of Herod’s Temple (A)</p> <p>Qumran caves and Dead Sea Scrolls (A)</p> <p>Gospel narratives (B)</p> <p>Church of the Holy Sepulcher and recent excavations of tomb (A)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	2nd Grade History Standards: The Roman Year	Connections	Literature and Art Related to History
<p>Students will recognize how Christians have an ultimate allegiance to God.</p>	<p>happiness and the restlessness during the time of Jesus in relation to the lack of truth in ancient mythology. Describe Christianity’s appeal in the Roman Empire due to its ability to speak into what happens after death.</p> <p>26. Describe the nature and functions of the Christian catacombs, including their early art.</p> <p>27. Describe the life of Christians in the early empire including the general history of Christian persecution and Christians’ work of charity.</p> <p>28. Retell the martyrdoms of St. Stephen, St. Ignatius of Antioch, Polycarp, Sts. Felicity & Perpetua, St. Sebastian, St. Agnes, St. Cecilia, and Tarcisius.</p> <p>29. Describe the use of Greek philosophy in Christian theology by St. Justin Martyr.</p> <p>30. Rise and spread of Germanic tribes, including locating the spread on a map, military of Germanic people, and how that led to the instability of the Roman empire.</p>	<p>others and God) versus what ancient Romans valued (honor/power) and how that impacted how the Romans viewed the early Christians.</p>	<p>Relief from Roman forum depicting sack of Jerusalem (A)</p> <p>Peter’s tomb under St. Peter’s Basilica (A)</p> <p>Didache (B) Letter to Diognetus (B) First and Second Apology of Justin (B)</p> <p>List of early Popes in continuous line from Peter</p> <p>Images from the catacombs of Domitilla, Callixtus, Marcellinus and Peter, Priscilla, St. Cecilia (A)</p> <p>Statue of Good Shepherd (A)</p>

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			Sarcophagi carvings - such as Jonah, Santa Maria Antiqua, Via Salaria, Junius Bassus, Dogmatic, Passion (A)

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	3rd Grade History Standards: The Medieval Year	Connections	Literature and Art Related to History
<p>Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man.</p> <p>Describe how history begins and ends in God and how history has a religious dimension.</p> <p>Describe how reading history is a way to learn about what God does for humanity.</p> <p>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</p>	<p>The students will:</p> <ol style="list-style-type: none"> 1. Review 2nd grade timeline and maps to connect to 3rd grade timeline and maps. <p>Byzantine Empire</p> <ol style="list-style-type: none"> 2. Retell the life, conversion, and Christian rule of Constantine and his founding of a new capital at Constantinople. 3. Describe how the Byzantine Empire continued the Roman Empire in the East centered in Constantinople. 4. Describe the accomplishments of the emperors Theodosius, Justinian, and Heraclius. 5. Explore the achievements of Byzantine art such as the Sinai Pantokrator, Hagia Sophia, and the Chora Church. 6. Explain distinctive elements of the Orthodox tradition, including its reach into Egypt, Syria, Armenia, and India <p>The Rise of Christendom</p>	<p>Students will create and maintain a timeline of their medieval year study.</p> <p>Students will continue to learn map skills to trace their study of the Medieval years.</p> <p>Discuss how beauty moves us and transcends our thought, and why the visual was and is so important.</p>	<p>Room of Constantine paintings (A)</p> <p>Images of original St. Peter’s and other early Christian basilicas (A)</p> <p>Story of St. Helen and the finding of the true Cross</p> <p>Model of Constantinople Justinian’s churches, including Hagia Sophia and St. Vitale</p> <p>Red Monastery, Monastery of St. Anthony, and St. Catherine’s Monastery in Egypt</p> <p>Rabbula Gospels</p> <p>Map of expansion of Syriac Christianity</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	3rd Grade History Standards: The Medieval Year	Connections	Literature and Art Related to History
<p>Students will develop a deep appreciation of Christian culture and life as ordered toward sanctity and living as Christians.</p> <p>Justify the significance and impact of the Catholic Church throughout history.</p> <p>Students will develop an understanding that a Christian way of living is important and intentional.</p>	<ol style="list-style-type: none"> 7. Define <i>Christendom</i> as a time when societies were based on the Christian religion. 8. Describe how Christian Europe came out of the Roman empire. 9. Describe the spread of Christianity to Ireland, England, and France. 10. Describe Arianism and its false claims. 11. Retell about the life and writings of St. Augustine. <p>Monasteries and Christian Culture</p> <ol style="list-style-type: none"> 12. Retell the life of St. Benedict. 13. Describe the <i>Rule of St. Benedict</i> and life in a monastery. 14. Explain St. Benedict’s role in rebuilding the West after the fall of Rome, including building schools, libraries, hospitals, and centers of economic life. 15. Identify St. Benedict’s motivation as offering a Christian alternative of living as a means of sanctification. 16. Describe feudalism. 17. Examine the life of Charlemagne and reestablishment of civilization in the West. 	<p>Students will create projects and/or a museum on life in medieval times.</p> <p>Students will listen to and retell stories of medieval times.</p> <p>Students should make models or drawings of</p>	<p>Examples of churches in Syrian, Armenia, Iraq, and India</p> <p>Mary Fabyan Windeatt, <i>The Story of the Father of Western Monks</i> (TAN 1942)</p> <p>Layout of Benedictine monasteries Examples of early monasteries Subiaco, Monte Cassino, Lerins, Bobbio, Glendalough, Cluny, Mont St. Michel, Fontenay, Westminster, Silos, Santa Maria de Ripoli, Vezelay</p> <p>Layout of medieval manor and examples of intact Europeans towns and castles such as Carcassonne, Rothenburg, San Gimignano, Rhodes, Avila, Marienburg, Windsor, Gravensteen,</p>

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<p>Explain how the central themes within the stories of important Catholic figures and saints repeat over time.</p> <p>Students will be able to speak to bravery, treachery, romance, and danger, and their role in the formation of virtue and adventure.</p> <p>Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.</p>	<p>18. Study and describe cathedrals and basilicas.</p> <p>19. Describe the development and life of castles, towns and villages.</p> <p>20. Describe the life of St. Francis and St. Clare and St. Dominic and St. Thomas Aquinas and the new mendicant form of religious life.</p> <p>21. Describe the Church’s role in the rise of universities, building upon the cathedral and monastery schools.</p> <p>Knights and Pilgrimage</p> <p>22. Identify and describe the rise of Islam, Islamic conquests of the 7th and 8th centuries, and the key differences between Islam and Christianity.</p> <p>23. Retell the adventure of the Moors attack on Spain and the response of the Reconquista, including the role of St. Fernando and El Cid.</p> <p>24. Describe the ideals of chivalry as a Christian ideal of protecting those in need.</p> <p>25. Describe the Knights Templar.</p> <p>26. Tell the legend of St. George and the dragon as an ideal for knights.</p>	<p>cathedrals with architectural accuracy.</p> <p>Students can make models of medieval castles, towns, and villages.</p> <p>Students can replicate the Knights Templar.</p>	<p>Edinburgh, Bruges, San Martino</p> <p>Cathedrals of Paris, Chartres, Siena, Lincoln, Wells, Orvieto, Amiens, Reims, Palermo, Cologne (A)</p> <p>Image of St. Francis from Subiaco (A)</p> <p>Basilica of St. Francis (A)</p> <p>Images of the Universities of Bologna, Paris, and Oxford (A)</p> <p><i>The Princess and the Goblin</i>, by George MacDonald (B)</p> <p>Raissa Maritain, <i>Saint Thomas Aquinas For Children and the Childlike</i> (B)</p> <p>Catherine Beebe, <i>St. Dominic and the Rosary</i> (Vision Books 1996) (B)</p> <p><i>King of the Golden City</i>, Mother Mary Loyola -</p>

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	<p>33. Describe the social impact of the Black Death across the world.</p> <p>34. Show the voyages of Philip the Navigator and Vasco da Gama around Africa</p> <p>35. Explore the rise of the Christian kingdom of the Kongo.</p> <p>Other Empires of the Time</p> <p>36. Describe the location and civilization of the Mali Empire (1235-1670) and Songhai Empire (15-16th centuries).</p> <p>37. Provide a basic overview of the Yuan and Ming dynasties in China.</p>		<p>Margaret Ann Hubbard, <i>St. Louis and the Last Crusade</i> (Ignatius 2013) (B)</p> <p>Margaret Ann Hubbard, <i>The Blue Gonfalon: At the First Crusade</i> (St Jerome Library 2020) (B)</p> <p>Maurice Boutet de Monvel, <i>The Story of Joan of Arc</i> (Dover Children's Classics 2010) (B)</p> <p><i>Beorn the Proud</i> (B)</p> <p>Clint Twist, Marco Polo: <i>History's Great Adventurer</i> (Historical Notebooks 2011) (B)</p> <p>Teacher resource: Cecile Fromont, <i>The Art of Conversion: Christian Visual Culture in the Kingdom of Kongo</i> (Published by the Omohundro Institute of Early American History 2017)</p>

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<p>The 4th grade year focuses on Colorado history. At this grade, the story of history being told in kindergarten through 3rd grade shifts from a chronological build to a geographical focus. Typically Colorado students in all schools (public and private) learn Colorado history in their 4th grade year and these standards reflect that. We have a rich Catholic legacy and rich history in the state of Colorado and spending 1 full year studying that deeply is a benefit to our 4th grade students.</p>			
<p>Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man.</p> <p>Describe how history begins and ends in God and how history has a religious dimension.</p> <p>Describe how reading history is a way to learn about what God does for humanity.</p> <p>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</p>	<p>The students will:</p> <ol style="list-style-type: none"> 1. Review 3rd grade timeline and maps to connect to 4th grade timeline and maps. <p>Ancient Peoples</p> <ol style="list-style-type: none"> 2. Describe the Clovis people, their life as hunter-gatherers, and their arrival from Asia. 3. Describe the Folsom people and their life as hunter-gatherers. 4. Identify the impact of hunter-gatherers beginning to farm. 5. Describe the Cochise people, their lifestyle, and their farming. <p>Pueblo People</p> <ol style="list-style-type: none"> 6. Describe the ancestral Pueblo people, cliff dwellings, and conflict with the Apache and Comanche people. <p>Conquistadors</p>	<p>Create a map of present day North, South, and Central America. Place ancient peoples on the map.</p> <p>Create a timeline and place ancient peoples on the timeline. Continue the timeline throughout the school year.</p> <p>Define artifacts.</p>	<p>Teacher resource: Willa Cather, <i>Death Comes to the Archbishop</i> (B)-- describes the meeting of cultures in the American southwest and includes Bishop Machebeuf</p> <p>Images of Mesa Verde (and its artifacts) and the Taos Pueblo (A)</p>

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<p>Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.</p> <p>Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.</p>	<ol style="list-style-type: none"> 7. Define the "New World". 8. Describe the Aztec empire, their rituals, and practices, the journey of Hernando Cortez, and his defeat of Montezuma. 9. Tell the story of St. Juan Diego and Our Lady of Guadalupe, including the conversion of millions of people after Our Lady of Guadalupe's appearance. 10. Tell the story of Alvar Nunez Cabeza de Vaca, his shipwreck, his encounter with native people, his Catholic faith, and his petition to the King of Spain to treat the native people kindly. 11. Describe the rumor of the Seven Cities of Cibola and trace the travels of Fray Marcos de Niza to find the Seven Cities. 12. Describe the quest of Francisco Vasquez de Coronado. 13. Describe the life of Juan de Oñate, San Juan, and his conflict with the Ácoma people. 	<p>Students should learn about the intricacies of Our Lady's mantle.</p> <p>It is important for students to understand the reality</p>	<p>Images of Tenochtitlan (A)</p> <p>Tilma of St. Juan Diego (A)</p> <p><i>The Lady of Guadalupe</i>, Tomie de Paola (B)</p> <p>Images of colonial churches in Mexico City, Lima, Cusco, and Quito, and UNESCO site (A)</p> <p>"Earliest 16th-century monasteries on the slopes of Popocatepetl" Mexico (A)</p> <p>Feather mosaics of Aztec artists (A)</p>

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<p>Explain the history of the Catholic Church and its impact in human events.</p> <p>Justify the significance and impact of the Catholic Church throughout history.</p>	<p>Spanish Missions and Franciscans</p> <ol style="list-style-type: none"> 14. Describe the mission system, including the Franciscans’ request of King Felipe III to evangelize in New Spain, funding from Spain, the Franciscan oversight of the missions, and daily life in the missions. 15. Describe the life of St. Junípero Serra. 16. List the mistreatment of the Native American people by some Spanish in power. Describe the Church’s response to this, with examples like Las Casas and St. Peter Claver. 17. Tell the story of the Pueblo revolt. 18. Describe the apparition of Sister María de Jesús. 19. Describe the life and work of Padre Kino. <p>French Explorers & Evangelization</p> <ol style="list-style-type: none"> 20. Trace the exploration of Jacques Cartier in New France. 21. Describe the mission and martyrdom of the French Jesuits, including La 	<p>of social injustice in the colonies in North and South America and how some Christians both perpetuated these problems and while others actively worked against them. The Church consistently condemned slavery throughout colonial times.</p>	<p><i>Saints of the California Missions</i>, Bellerophon (B)</p> <p><i>A Sketch of Eusebio Francisco Kino, S.J., Apostle to the Pimas</i>, Herbert Bolton (B)</p> <p><i>Story of Junipero Serra</i>, Florence White (B)</p> <p>Images of San Xavier del Bec in Tucson, Alamo, and California missions (A)</p> <p><i>Louis Joliet and Father Jacques Marquette</i>, Daniel Harmon (B)</p>

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<p>Examine how history can assist in the acquisition of values and virtues.</p>	<p>Salle, Marquette, and Jolliet and the North American Martyrs. 22. Describe the late 1700s fur trappers and their exploration of the American west.</p> <p>Colorado through the 1800s and 1900s 23. Review the life of Bishop Joseph Machebeuf, his travels, care for the sick, establishment of parishes and dioceses, and his evangelization of the rugged wilderness of the west. 24. Track the events of the gold rush, the Colorado Territory, the Denver Pacific Railway, and Colorado’s statehood in 1876. 25. Describe mining in Colorado and the life of a miner. 26. Describe life as a pioneer in Colorado. 27. Identify the establishment of the city of Denver in 1858. 28. Retell the life of Servant of God Julia Greeley.</p>	<p>Locate major mining towns on a map of Colorado.</p> <p>Use maps to show how placed in Colorado changed and developed over time due to human activity.</p> <p>Visit Servant of God Julia Greeley’s tomb in the Cathedral Basilica.</p> <p>Visit the St. Frances Cabrini Shrine.</p>	<p><i>La Salle and the Exploration of the Mississippi</i>, Daniel Harmon (B)</p> <p>Teacher resources: Thomas Noel, <i>Colorado Catholicism; Life of Bishop Machebeuf</i> (B)</p> <p>Fr. Blaine Burkey, <i>In Secret Service of the Sacred Heart: The Life & Virtues of Julia Greeley</i></p> <p>Michael Heinlein, <i>Black Catholics on the Road to Sainthood</i> (B)</p> <p>New Mexico Churches: St. Michael in Santa Fe, Santa Fe Cathedral, Shrine at Chimayo, St. Francis at Taos (A)</p>

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	<p>29. Retell the work of St. Frances Xavier Cabrini in Colorado.</p> <p>30. Learn about 1993 World Youth Day and JPPII's visit to Colorado.</p> <p>Geography of Colorado</p> <p>31. Describe the geography of Colorado.</p> <p>32. Locate major cities and regions on a map of Colorado.</p> <p>33. Describe similarities and differences between the physical geography of Colorado and its neighboring states.</p> <p>Colorado Symbols and Landmarks and Government</p> <p>34. Name the state bird, flower, and identify the state flag.</p> <p>35. Name some of the major state and national parks in Colorado.</p> <p>36. Identify some major Colorado landmarks.</p> <p>37. Identify the dioceses and archdioceses in Colorado.</p>	<p>Use maps to answer questions about locations of areas of major significance in Colorado.</p>	<p>Colorado Churches: San Acacio Mission: https://coloradoencyclopedia.org/article/capilla-de-viejo-san-acacio</p> <p>Churches in San Luis, CO, Our Lady of Guadalupe in Conejos, Sacred Heart Denver, Cathedral Basilica of the Immaculate Conception (A)</p> <p>Julia Greeley: <i>Denver's Angel of Charity</i> (Annunciation Catholic School Students, available to purchase at the Cathedral Basilica of the Immaculate Conception) (B)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	4th Grade History Standards: <u>American Exploration and Colorado Year</u>	Connections	Literature and Art Related to History
<p>The 4th grade year focuses on Colorado history. At this grade, the story of history being told in kindergarten through 3rd grade shifts from a chronological build to a geographical focus. Typically Colorado students in all schools (public and private) learn Colorado history in their 4th grade year and these standards reflect that. We have a rich Catholic legacy and rich history in the state of Colorado and spending 1 full year studying that deeply is a benefit to our 4th grade students.</p>			
	<ol style="list-style-type: none"> 38. Identify the following important Catholic landmarks of Colorado: the Cathedral Basilica of the Immaculate Conception, Cabrini Shrine, Chapel on the Rock. 39. Explain the historical foundation and events that led to the Colorado Constitution and the formation of the three branches of Colorado government. 40. Identify and explain a variety of roles leaders, citizens, and others play in state government. 41. Identify and explain the services state government provides and how those services are funded. 42. Describe how the decisions of the state government affect local government and interact with federal law. 43. Describe how a citizen might engage in state government to demonstrate their rights or initiate change. 		

<p>General, Intellectual, and Dispositional Standards</p> <p>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</p>	<p>5th Grade History Standards: The Modern American Year</p>	<p>Connections and Essential Questions</p>	<p>Literature and Art Related to History</p>
<p>American history and culture should be viewed through the same lens as other historical cultures: as a lived answer to fundamental human questions.</p> <p>Know that Christianity has shaped the world and that the expansion of Christianity has brought increasing liberty, reason, and culture</p> <p>Distinguish how the Modern period differs from the past in its understanding of God and man, and truth, goodness, and beauty</p> <p>Understand how America understands God and man</p>	<p>The students will:</p> <ol style="list-style-type: none"> Review 4th grade timeline and maps especially relating to the native people of American continents, early explorers, and timeline up to 1600, in order to connect to 5th grade timeline and maps. <p>Early American Explorers</p> <ol style="list-style-type: none"> Identify the goals, journeys, and accomplishment of each of the following explorers: St. Brendan, Leif Ericsson, and Christopher Columbus. Describe the voyages/journeys of Ponce de León, Coronado, Champlain, Hennepin, and LaSalle. <p>Early American Foundations</p> <ol style="list-style-type: none"> Review the founding of Jamestown. Describe the Pilgrim’s arrival in Plymouth. Describe the establishment of the English colonies, including life for the colonists. Describe the foundation of Maryland and Pennsylvania, as havens for Catholics, Quakers, and others. 	<p>Construct a yearlong timeline.</p> <p>Construct a map to continually refer to and trace the history of the school year.</p> <p>Why does the human heart search for more? Why do humans explore?</p> <p>Memorize the 13 colonies.</p>	<p><i>An American Book of Golden Deeds</i>, James Baldwin (B)</p> <p><i>The Children’s Book of America</i>, William Bennett (B)</p> <p><i>The Double Life of Pocahontas</i>, Jean Fritz (B)</p> <p><i>Sarah Morton’s Day</i>, by Kate Waters (B)</p> <p><i>Samuel Eaton’s Day</i>, by Kate Waters (B)</p> <p><i>The Sign of the Beaver</i>, by Elizabeth George Speare (B)</p> <p><i>The Courage of Sarah Noble</i> (B)</p> <p><i>Building a New Land: African Americans in Colonial America</i> by James Haskins (B)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	5th Grade History Standards: The Modern American Year	Connections and Essential Questions	Literature and Art Related to History
<p>Recognize how American culture exhibits an understanding of truth, goodness, and beauty</p> <p>Understand history of America in the context of Catholic and world history.</p> <p>Appreciate the novelty of America in relation to its European origins.</p> <p>Understand difference between Medieval and Modern political forms.</p> <p>American history should form in students a love of their country and its ideals, but it should also encourage them to subject that love and those ideals to the still higher love for the truth of God and the</p>	<p>8. Identify early America regions, colonies, and landmarks on a map.</p> <p>9. Describe the founding of St. Augustine, Florida, including the story of the Florida martyrs.</p> <p>French and Indian War</p> <p>10. Describe the early life of George Washington.</p> <p>11. Explain why the French and Indian War was fought and its outcome, including William Pitt and Pontiac.</p> <p>12. Describe the implication of the War for French Catholics including the settling of Acadians in Louisiana as part of the Great Expulsion.</p> <p>American Revolution</p> <p>13. Explore why colonists thought that taxation without representation was unjust.</p> <p>14. Explore why colonists were angry because they believed their rights to self-government were theirs as Englishmen and human beings.</p> <p>15. Describe that those who wanted independence were a minority, and</p>	<p>Discuss the question: What is freedom?</p>	<p><i>George Washington, Gilbert Stuart (A)</i></p> <p><i>Catholics in America, James T. Fisher (B)</i></p> <p>Henry Wadsworth Longfellow's "Evangeline" (poem)</p>

<p>General, Intellectual, and Dispositional Standards</p> <p>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</p>	<p>5th Grade History Standards: The Modern American Year</p>	<p>Connections and Essential Questions</p>	<p>Literature and Art Related to History</p>
<p>human person revealed in Jesus Christ and through his Church.</p> <p>Exhibit mastery of essential dates, persons, places, and facts relevant to the Western tradition and the Catholic Church.</p>	<p>others wanted their rights but to remain under the king.</p> <p>16. Describe the major events of the early Revolution: the Stamp Tax, Patrick Henry, the Sons of Liberty, the Stamp Act Congress, Samuel Adams, Boston Massacre, the Boston Tea Party, and the Continental Congress.</p> <p>17. Retell the story of Paul Revere.</p> <p>18. Retell the accomplishments of Phyllis Wheatley.</p> <p>19. Explore the key questions at the battle of Lexington and Concord: should they maintain their fidelity to the king, or rise in rebellion against his ministers?</p> <p>20. Explain the Second Continental Congress.</p> <p>21. Explore George Washington’s greatness as a general.</p> <p>22. Retell the life of Crispus Attucks, John Adams, Abigail Adams, Benjamin Franklin, & Alexander Hamilton.</p> <p>23. Identify important battles of the American Revolution: Bunker Hill, Rhode Island, Trenton, Princeton, Freeman’s Farm, Yorktown.</p>	<p>Discuss the questions: What is the value of government? What type of government is best? What does the Church tell us about types of government? What does monarchy offer that modern forms of government don’t? What do modern forms of government offer that monarchy does not?</p>	<p><i>The Story of Phillis Wheatley</i> by Shirley Graham (B)</p> <p><i>King George, What Was His Problem?</i>, Steve Sheinkin (B)</p> <p><i>Samuel’s Choice</i>, Richard Berleth (B)</p> <p><i>The Black Regiment of the American Revolution</i>, Linda Crotta Brennan (B)</p> <p><i>Meet George Washington</i> (Landmark Books) (B)</p> <p><i>A Spy Called James: The True Story of James</i></p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	5th Grade History Standards: The Modern American Year	Connections and Essential Questions	Literature and Art Related to History
<p>Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.</p> <p>Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.</p> <p>Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.</p> <p>Demonstrate how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous</p>	<p>From Declaration to Constitution</p> <ol style="list-style-type: none"> 24. Explore the writing of the Declaration of Independence. 25. Identify those who drafted and wrote the Declaration of Independence. 26. Describe the Articles of Confederation and their weaknesses. 27. Retell the story of the Constitutional Convention. Explore what was so new about what they were trying to do at the Constitutional Convention. 28. Read excerpts from Washington’s Farewell Address. 29. Explore the establishment of Washington, DC. 30. Explore the role of Bishop John Carroll in establishing the Catholic Church in the United States. 31. Retell the lives of St. Elizabeth Ann Seton and Katharine Drexel in establishing Catholic schools and serving the underprivileged. 32. Describe how the Louisiana Purchase and Mexican American War led to the inclusion of Catholic colonial lands into the United States. 33. Explain the impact of territorial growth on the expansion of the 	<p>Read the Declaration of Independence. Memorize the entirety of it, or key parts of it.</p> <p>Memorize the opening lines of the Constitution.</p>	<p><i>Lafayette</i>, Anne Rockwell (B)</p> <p><i>Johnny Tremain</i>, Esther Forbes (B)</p> <p><i>Meet Thomas Jefferson</i> (Landmark Books) (B)</p> <p><i>Ben Franklin of Old Philadelphia</i> (Landmark Books) (B)</p> <p><i>A Free Woman on God’s Earth: The True Story of Elizabeth “Mumbet” Freeman</i> by Jana Laiz (B)</p> <p><i>Kate from Philadelphia: The Life of Saint Katherine Drexel for Children</i> by Patricia Jablonski (B)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	<u>5th Grade History Standards: The Modern American Year</u>	Connections and Essential Questions	Literature and Art Related to History
	41. Explore the Reconstruction, and the mistreatment of freed enslaved people after the Civil War, and injustices written into law and practice, including Plessy v. Ferguson.	Read and memorize all of, or at least parts of, the Gettysburg Address. Read the Emancipation Proclamation.	

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	6th Grade History Standards: The Ancient Year	Connections and Essential Questions	Literature and Art Related to History
<p>Orientation of a Study of History:</p> <p>Learn key elements of ancient civilization within the context of salvation history.</p> <p>Understand that the Bible gives us a direct connection to the story of ancient civilization.</p> <p>Describe how history begins and ends in God and how religion has played a central role in human history.</p> <p>Describe how God, Himself, through the incarnation, has “sacramentalized” time and humanity.</p> <p>Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.</p>	<p>The students will:</p> <ol style="list-style-type: none"> 1. Review 5th grade timeline and maps to connect to 6th grade timeline and maps. <p>General</p> <ol style="list-style-type: none"> 2. Recognize the Old Testament as history beginning with Abraham through the Maccabees, shown in connection to other world civilizations (such as on a timeline). 3. Discuss the meaning of the labels of B.C. and A.D. on a timeline, pointing to Christ as the center of the human story. 4. Use the rise of ancient civilizations to discuss the meaning and purpose of civilization and human society for the formation of the human person. 5. Explain how, why, and where civilizations developed and fell. <p>Israel and the Ancient Near East</p> <ol style="list-style-type: none"> 6. View biblical history as a coherent chronology. 	<p>Construct an accurate timeline of early civilization including the major events of the Old Testament.</p> <p>Students will gain a sense of the rise of fall of civilizations based on material and moral factors.</p> <p>Students will conclude that the Bible is historical and continues in the life of the Church to today.</p> <p>Students will know the major historical figures of the Bible and learn lessons from them.</p>	<p>Highly recommended: Great Adventure Bible Timeline (Ascension Press)</p> <p>Overviews of salvation history: Scott Hahn, <i>A Father Who Keeps His Promises</i>; Tim Gray and Jeff Cavins, <i>Walking with God</i> (B)</p> <p>Images of oldest cities from the Ancient Near East, Egypt, Indus, China (A)</p> <p>Christopher Dawson, <i>The Christian View of History</i> (essay)</p> <p>Connection to catechesis: God created the world good but the Fall has introduced sin into human life and history.</p> <p>Read passages from Genesis.</p> <p>Best example of covenant in Ancient Near East: Akkadian-Hittite Treaty Between Mursilis II</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	6th Grade History Standards: The Ancient Year	Connections and Essential Questions	Literature and Art Related to History
<p>Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.</p> <p>-gain a sense that the ultimate destiny of human civilization is tied to the moral and spiritual life</p> <p>Dispositional for thinking about history:</p> <p>Develop a comprehensive understanding of the ordered growth of the world.</p> <p>Analyze the thoughts and deeds of great men and women of the past.</p> <p>-Describe how our culture continues the story and achievements of past civilization and how the Christian faith has purified some of their abuses against the human person.</p>	<ol style="list-style-type: none"> 7. Understand the call of Abraham in light of the beginnings of civilization in the fertile crescent, where he is lived in Ur. 8. Learn the importance of covenant in the Ancient Near East and how God formed a covenant with Abraham. 9. Learn the story of Exodus in conjunction with the reign of Ramses II, including Moses giving the Law to Israel and establishing it as a nation in the Holy Land. 10. Explore the reigns of David and Solomon and the construction of the Temple. 11. Understand the division of Israel into Northern and Southern Kingdoms, the mission of the prophets, and the fall of the kingdoms into sin and destruction. 12. Learn about Assyrian kingdom and the destruction of the Northern kingdom. 13. Learn about Babylon in relation to the Exile of the Southern kingdom. 14. Learn about Persia and the end of the Exile. 	<p>Students can connect the Bible timeline to particular books of the Bible.</p>	<p>And Duppi-Tessub of Amurru (A)</p> <p>Code of Hammurabi; Epic of Gilgamesh (A)</p> <p>Read passages of Exodus</p> <p>Movie - Prince of Egypt</p> <p>Evidence for Israel in relation to the Egyptians: Merneptah Stele, paintings of the Aamu, Israelite style houses (A)</p> <p>Read passages from the books of Samuel, Kings, Chronicles relating to David and Solomon (B)</p> <p>Read passages from Kings on Elijah and Elisha, as well as selections from the major and minor prophets (B)</p> <p>Assyrian sculpture, remnants of the Walls of Babylon, ziggurats, hanging gardens (A)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	6th Grade History Standards: The Ancient Year	Connections and Essential Questions	Literature and Art Related to History
	<p>Greece</p> <ol style="list-style-type: none"> 15. Learn about the conquests of Alexander the Great across the ancient near east and into India. 16. Discuss the story of the Maccabees in relation to the Hellenization. 17. Explore the major elements of Greek culture and philosophy. 18. Locate Greece as the origin of our sense of personhood and freedom and inspiration for education, culture, philosophy, and the arts. This can be shown through the struggle of the Greek cities with the Persians. 19. Describe the democracy of Athens. 20. Discuss concepts of the city state, person, virtue, friendship, and contemplation in Greek thought. 21. Discuss some of the major Greek myths and epics. Discuss them in relation to the understanding of God in the Old Testament. 22. Describe that education in ancient Greece was to help people see the truth of things. What is man? What is 		<p>Plutarch's <i>Life of Alexander the Great</i> (B)</p> <p>Maccabees 1 and 2</p> <p>Greek myths The Parthenon, theatres of Athens and Ephesus, library of Ephesus, reconstruction of Colossus of Rhodes, reconstruction of lighthouse and library of Alexandria, mosaic of Alexander the Great (A)</p> <p>Shields, helmets, and pottery (A)</p> <p>Plato's Allegory of the Cave</p> <p>Aristotle's teaching on virtue, happiness, and friendship (Nicomachean Ethics)</p> <p>Major events of the Greco-Persian War and how it set up the Peloponnesian War, as described by Herodotus and Thucydides</p> <p>Solon's Laws</p> <p>Discoveries of Archimedes</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	6th Grade History Standards: The Ancient Year	Connections and Essential Questions	Literature and Art Related to History
<p>Students will understand that the Incarnation was an intentional moment in this particular moment in history.</p> <p>Students will understand that the Incarnation helps us understand the meaning of history itself.</p>	<p>his purpose? What is the truth of things?</p> <p>23. Be able to articulate the major contributions of Greek culture to world civilization. Know the major figures who contributed to this.</p> <p>Rome</p> <p>24. Examine the rise of the Roman Empire bringing stability and prosperity to the ancient world.</p> <p>25. Describe the nature of the Roman republic.</p> <p>26. Describe the conflict with Carthage and how that defined Rome’s growth.</p> <p>27. Describe how Rome appropriated Greek culture and philosophy, including the rise of Stoic philosophy.</p> <p>28. Identify some of the major achievements of the Roman empire in the area of transportation, law, warfare, engineering, etc., as well as its failures to respect human dignity (as in slavery, gladiatorial fights, etc.)</p>		<p>Models of ancient Rome, Coliseum, Pantheon, Roman Forum, Pompeii, Roman theatre in Mérida, Aqueduct of Segovia, Apian Way (A)</p> <p>Livy’s account of the Punic Wars</p> <p>Sample letters from Seneca embodying Stoic philosophy</p> <p>Statues of emperors, Trajan’s Column, Frescos from Pompeii, The Orator statue, Augustus of Prima Porta, equestrian statue of Marcus Aurelius, colossus of Constantine, Constantine’s arch (A)</p> <p>Relief from Roman forum depicting sack of Jerusalem (A)</p> <p>Livy’s account of the fall of the Republic and beginning of Empire</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	6th Grade History Standards: The Ancient Year	Connections and Essential Questions	Literature and Art Related to History
	<p>29. Describe the importance and consequences of the shift from a Roman republic to empire, including the stories of Sulla, Julius Caesar, Brutus, Cicero, Marc Antony, Cleopatra, and Caesar Augustus.</p> <p>30. Explore the difference between the Roman Republic and Empire and give an overview of the Empire’s growth and domination of the Mediterranean world.</p> <p>31. Understand the significance of the Incarnation as occurring within the Roman Empire (during the Pax Romana). It is at this moment that the Son of God became man, fulfilling the story of Judaism and giving the key to human happiness through a new covenant with God.</p> <p>32. Explore the life of Jews in the Roman Empire, both within the Holy Land and throughout the diaspora.</p> <p>33. Explain the nature of the conflict of the Roman Empire and the Church, including through the persecution that began under Nero.</p>		<p><i>The Bronze Bow</i>, Elizabeth Geroge Speare (B)</p> <p>Beginning of Luke’s Gospel and Acts</p> <p>Passages from Josephus’s Histories.</p> <p>Tacitus’ account of Nero’s persecution.</p> <p>Correspondence of Pliny and the Emperor Trajan on Christians.</p>

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	34. Describe the decline and fall of the Roman Empire both politically and culturally.		

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	7th Grade History Standards: The Christendom Year	Connections and Essential Questions	Literature and Art Related to History
<p>Analyze stories of important Catholic figures and saints who through their actions and examples develop or reawaken that period’s moral sense.</p> <p>Describe the historical impact of the Catholic Church on human events.</p> <p>Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.</p> <p>Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.</p> <p>Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.</p> <p>Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.</p>	<p>The students will:</p> <ol style="list-style-type: none"> Review 6th grade timeline and maps to connect to 7th grade timeline and maps. <p>General</p> <ol style="list-style-type: none"> Know how Christianity has shaped the world and how the expansion of Christianity has brought increasing liberty, reason and culture. Describe that the Church took up education to help people see the truth of things, the meaning and purpose of things. What is man? What is his purpose? What is the truth of things? Articulate the nature of Christendom as a Christian culture and its success and failures in bringing the faith into every aspect of life. <p>Early Church</p> <ol style="list-style-type: none"> Know how the Apostles were sent by Jesus into the world and established the Church in Asia, Africa, and Europe. 	<p>Students will be able to define some of the major characteristics of Christian culture.</p> <p>Students will create a timeline of the major events and figures of the Middle Ages.</p> <p>Students will list at least ten major contributions of the Middle Ages toward modern culture.</p> <p>Students will see how they have received the legacy of the Church’s history.</p> <p>Students can draw inspiration for devotional</p>	<p>Images from the catacombs of Domitilla, Callixtus, Marcellinus and Peter, Priscilla (A)</p> <p>Statue of Good Shepherd, sarcophagi carvings – such as Jonah, Santa Maria Antiqua, Via Salaria, Junius Bassus, Dogmatic, Passion (A)</p> <p>Room of Constantine paintings (A)</p> <p>Images of original St. Peter’s and other early Christian basilicas (A)</p> <p>Story of St. Helen and the finding of the true Cross</p> <p>Model of Constantinople Justinian’s churches, including Hagia Sophia and St. Vitale Red Monastery, Monastery of St. Anthony, and St. Catherine’s Monastery in Egypt</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	7th Grade History Standards: The Christendom Year	Connections and Essential Questions	Literature and Art Related to History
<p>Select and describe beautiful artifacts from different times and cultures.</p>	<ol style="list-style-type: none"> 6. Discuss early martyrs and persecutions, explaining why the Roman Empire viewed them as a threat. 7. Look at the reasons why Christianity spread in the ancient world, even as a persecuted minority, for inspiring meaning, hope in eternal life, exercising charity, and defending the dignity of all people. 8. Understand the conversion of Constantine and his role in ending persecution and supporting the Church. 9. Identify the major Church Fathers and the role of Councils in declaring doctrine, especially the first ecumenical council at Nicaea. 10. Explore the general elements of the teachings the Church Fathers including Ignatius of Antioch, Justin Martyr, Irenaeus, Cyprian, Athanasius, Leo the Great, Basil, Augustine, Jerome. <p>The Building of Christendom</p>	<p>practices from the Middle Ages.</p> <p>Students should understand Christianity as a spiritual and cultural expression and as countercultural in the early Church. They should be able to make connections to the life of Christians today.</p>	<p>Rabbula Gospels</p> <p>Account of the martyrdom of Felicity and Perpetua</p> <p>Read From a letter to Diognetus St. Ignatius of Antioch, Letter to the Smyrnaeans, Justin’s First Apology Excerpts from Irenaeus Against Heretics, Cyprian’s On the Unity of the Church, Athanasius’ On the Incarnation, Leo the Great’s Tome, Basil’s On the Holy Spirit, Augustine’s Confessions, St. Jerome’s Lives of the Saints Robert Louis Wilken, The First Thousand Years: A Global History of Christianity (Yale 2013) The Rule of St. Benedict Louis de Wohl, <i>Citadel of God: A Novel of St. Benedict</i> (Ignatius) Layout of Benedictine monasteries Examples of early monasteries Subiaco, Monte Cassino, Lerins, Bobbio, Glendalough, Cluny, Mont St. Michel, Fontenay, Westminster, Silos, Santa Maria de Ripoli, Vezelay</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	7th Grade History Standards: The Christendom Year	Connections and Essential Questions	Literature and Art Related to History
	<ol style="list-style-type: none"> 11. Demonstrate how the Church preserved the legacy of classical culture in preserving Roman law, Greek philosophy, classical literature, and a liberal arts education. Relate how the Church passed these goods on to the newly converted Germanic tribes. 12. Explore the role St. Benedict in the rebuilding of the West after the Fall of Rome and the work of his monks in starting schools, hospitals, libraries, etc. 13. Understand the rise of Islam including the life of Mohammed and the basic teachings of Islam in relation to Christianity. 14. Explain how Charlemagne reestablished the Roman Empire in the West and how this solidified a new European culture. Look also at how he became an ideal of chivalry, such as in the Song of Roland. 15. Discuss the reason for the Crusades in the defense of Christians in the Holy Land and the opening of Jerusalem to pilgrims, the events of 		<p>Layout of medieval manor and examples of intact European towns and castles such as Carcassonne, Rothenburg, San Gimignano, Rhodes, Avila, Marienburg, Windsor, Gravensteen, Edinburgh, Bruges, San Martino</p> <p>Cathedrals of Paris, Chartres, Siena, Lincoln, Wells, Orvieto, Amiens, Reims, Palermo, Cologne (including statuary and stained glass)</p> <p>Image of St. Francis from Subiaco (contemporary)</p> <p>Basilica of St. Francis</p> <p>Universities of Bologna, Paris, and Oxford</p> <p>Thomas Maddon, The Concise History of the Crusades (Rowan and Littlefield 2013); Rodney Stark, God's Battalions (HaperOne 2010)</p> <p>Aquinas' proofs for the existence of God.</p> <p>Louis de Wohl, Saint Joan: The Girl Soldier (Vision Books 2001); Mark Twain, Joan of Arc (B)</p> <p>Thomas Woods, How the Catholic Church Built Western Civilization (Regnery 2012)</p> <p>Gabriele and Perry, The Bright Ages, A New History of Medieval Europe (Harper 2021)</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	7th Grade History Standards: The Christendom Year	Connections and Essential Questions	Literature and Art Related to History
	<p>the major crusades, and ways that they succeeded and failed.</p> <p>16. Understand the major dynamics of church reform in investiture controversy, stemming from Pope Gregory VII. Relate to the Church’s understanding of the two distinct powers of Church and State.</p> <p>17. Know the main saints of Middle Ages: Augustine of Hippo, Patrick, Columban, Gregory the Great, Bernard, Thomas Beckett, Francis, Dominic, Bonaventure, Aquinas, Joan of Arc</p> <p>The Social Life of the Middle Ages</p> <p>18. Know the main characteristics of medieval society, such as feudalism, guilds, pilgrimage, veneration of saints, prayer for the dead, festivity, and the beginning of representative democracy.</p> <p>19. Articulate the main characteristics and building techniques of Romanesque and Gothic Architecture.</p>		<p>Excerpts from Dante’s Divine Comedy and Chaucer’s Canterbury Tales</p> <p>Norman Cantor, <i>The Civilization of the Middle Ages</i> (Harper Perennial 1994)</p> <p>Louis de Wohl, <i>The Joyful Beggar: St. Francis of Assisi</i> (Ignatius 2001)</p> <p>Christopher Baglow, <i>Faith, Science, and Reason</i> (Midwest Theological Forum), giving many examples of the Church’s contributions to science in the Middle Ages</p> <p>Paintings: Cimabue, Giotto, Duccio, Lorenzetti brothers, Wilton Diptych, Rich Hours of the Duke of Berry</p>

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	7th Grade History Standards: The Christendom Year	Connections and Essential Questions	Literature and Art Related to History
	<ul style="list-style-type: none"> 20. Explore the life and work of great medieval writers and artists, such as Dante and Chaucer. 21. Describe the significance of the formation of the first universities and influence of saints such as Bonaventure and Aquinas on them. 22. Articulate the nature of scholasticism and the Church’s influence on the rise of science (such as the contributions of Pope Sylvester II, Fr. Roger Bacon, Bishop Robert Grosseteste, and the canon Copernicus). 23. Understand the rise and important of the reform movements of the friars, particularly through St. Francis and St. Dominic. 24. Explain the waning of the Middle Ages through the crisis of 14th century Europe: Hundred Years War, Great Western Schism, and Black Death. 		

General, Intellectual, and Dispositional Standards <small>*Some standards taken from the Cardinal Newman Society Standards or sourced from The Educational Plan of St. Jerome Academy</small>	8th Grade History Standards: The Modern Year	Connections and Essential Questions	Literature and Art Related to History
<p>Begin to equip students with the tools of discernment necessary to live deeply Catholic and deeply human lives amidst increasingly challenging times.</p> <p>Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).</p> <p>Display personal self-worth and dignity as a human being and as part of God’s ultimate plan of creation.</p> <p>Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.</p> <p>Evaluate the concepts of subsidiarity and solidarity and describe their effect on a local, regional, and global level.</p>	<p>This year focuses on the emergence of the modern world with an emphasis on the individual. The drama of ups and downs for the Church are shown. Despite many challenges, the Church remains a strong moral voice in the world.</p> <p>The students will:</p> <ol style="list-style-type: none"> 1. Review 7th grade timeline and maps to connect to 8th grade timeline and maps. 2. Overall: Describe the rise of the modern world through the Reformation, Enlightenment, political revolutions, the World Wars and rise of Communism. Acquire familiarity with primary sources characteristic from the modern world. <p>Emergence of the Modern World</p> <ol style="list-style-type: none"> 3. Articulate the factors that led to the decline of the medieval world: disunity in the Church through the Great Schism, the economic limits of the guilds, the Black Death, the rise of national conflicts (such as in the 100 Years War), the fall of the 	<p>Students should be able to see how there is a coherent story of history from 6th to 8th grade. Use a timeline to show this.</p> <p>Describe how the modern world has built upon and broken away from Christian culture.</p> <p>Discuss what makes a culture Christian or not.</p> <p>Discuss what a Catholic should have time in the</p>	<p>Christopher Dawson, <i>The Dividing of Christendom</i> (Ignatius)</p> <p>Renaissance Art: Duomo of Florence</p> <p>Van Eyck’s Altarpiece of Ghent</p> <p>Veit Stoss Altarpiece at St. Mary’s Krakow</p> <p>Altarpieces at Seville and Toledo Sculpture of Donatello, including the statuary of the Basilica of St. Anthony in Padua</p> <p>Selections of Florentine renaissance, such as Masaccio's Holy Trinity, Bl. Fra Angelico’s San Marco frescoes, Piero della Francesca’s Baptism, Resurrection, and Legend of the True Cross, Ghirlandai’s Tornabuoni Chapel, Botticelli’s Madonna of the Magnificat and other works, Signorelli’s Deeds of the Anti-Christ</p>

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<p>Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.</p> <p>Examine the Church’s position on freedom and man’s right to participate in the building up of society and contributing to the common good.</p> <p>Articulate the tension and distinction between religious freedom and social cohesion.</p> <p>Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.</p> <p>Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.</p>	<p>Byzantine Empire, and the invention of the printing press.</p> <ol style="list-style-type: none"> 4. Examine the Renaissance as recovery of classical ideals and a movement of Christian humanism. Describe its literary and artistic achievements. 5. Recognize why Church reform was needed at the beginning of the 16th century and the differing Protestant and Catholic responses. In particular note the problematic response of the Reformation in changing doctrine versus the reforms of the Council of Trent. 6. Understand the role of the Jesuits in teaching the faith and creating schools throughout the world, examining the dramatic conversion and leadership of St. Ignatius of Loyola 7. Describe the nature of religious wars in Europe and how they were driven by the rise of the modern state. 8. Trace the rise and character of major European powers such as the Spanish Empire, France, England, and the Holy Roman Empire 	<p>modern world’s historical situations.</p> <p>Reflect on how knowing the origin of the modern world helps us to understand our mission as Catholics.</p>	<p>Niccolò dell'Arca, “Lamentation over Dead Christ” Tillman Riemenschneider, Altar of the Holy Blood</p> <p>Bernt Notke, Statue of St. Geroge</p> <p>Albrecht Durer, Festival of the Rose Garlands, Woodcuts of the Apocalypse and Passion</p> <p>Raphael Rooms, Raphael’s Madonnas</p> <p>Sistine Chapel, walls and ceiling Michelangelo’s David, Pieta, Moses, other statues</p> <p>Leonardo da Vinci’s paintings St. Peter’s Basilica, architecture, decoration, and statuary</p> <p>Selections of Luther’s 95 Theses and Babylonian Captivity of the Church</p> <p>Excerpts of St. Ignatius’ Spiritual Exercises</p>

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<p>Demonstrate respect and appreciation for the qualities and characteristics of different cultures in order to pursue peace and understanding, knowledge and truth.</p>	<p>New Global Interaction</p> <ol style="list-style-type: none"> 9. Trace European exploration and the emergence of global transport. 10. Recognize the basic geography of European exploration. 11. Explain the global transport enable missionary expansion throughout the world, especially through the Jesuits, such as St. Francis Xavier in India and Japan, and the Franciscans in Latin America. 12. Explore the new Christian cultures that emerged in the Kongo, Philippines, New France, and Latin America. 13. Place the history of the United States in relation to the colonies of the Spanish, English, and French and how all met within the boundaries of the country. 14. Understand the rise of modern slavery and the Church’s response to it, including the rise of international law and human rights through the work of Fr. Francisco de Vitoria. 15. Understand the gradual rise of a truly global culture. 		<p>Council of Trent, Decree on Justification Map of St. Francis Xavier’s travels</p> <p>Paul III, Sublimis Deus, 1537</p> <p>Baroque art: The Carracci, selection of religious paintings</p> <p>Caravaggio’s Calling of St. Matthew and other paintings</p> <p>Bernini’s Ecstasy of St. Teresa and other statues inside of St. Peter’s and its colonnade</p> <p>Spanish Golden Age: Paintings of El Greco, Velazquez, Zurbaran, and Murillo</p> <p>Dutch Golden Age: Paintings of Rubens, Vermeer, Rembrandt Baroque Churches in Central Europe: Balthasar Neumann’s Church of the 14 Holy Helpers, Bartolomé de las Casas</p>

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	<p>Rise of Secular Culture</p> <ol style="list-style-type: none"> 16. Understand key technological developments that occurred through the scientific and industrial revolutions. 17. Trace the major figures and events of the Enlightenment and French Revolution, including opposition to the Church. 18. Discuss the key differences between the American and French Revolutions, particularly in relation to limited government and different understanding of rights. 19. Describe the social changes and problems that arose through the industrial revolution and urbanization. 20. Describe how Catholic Social Teaching arose in the industrial revolution and how it sought to oppose Communism. 21. The World Wars and the rise of Communism, including American involvement. 	<p>Discuss scientism and its influence on our modern culture.</p> <p>Modern American history is placed within the general movement of cultural change happening in the modern world, seen in relation to the Church.</p>	<p>Descartes' method</p> <p>Pascal's Pensées</p> <p>Teacher resource: Word on Fire podcast episode, 182, "What was the Enlightenment?"</p> <p>Kant, What is Enlightenment?</p> <p>Declaration of Independence</p> <p>Declaration on the Rights of Man</p> <p>St. John Henry Newman, Biglietto Speech</p> <p>Karl Marx and Friederich Engles, The Communist Manifesto</p> <p>Pope Leo XIII, Rerum Novarum</p> <p>Overview of Bl. Karl von Habsburg</p>

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	<p>Modern America</p> <p>22. Discuss the growth of the Catholic population through immigration, the discrimination Catholics faced, and how Catholic schools arose to serve them.</p> <p>23. Discuss the immigration of different ethnic groups, including European and Mexican immigration to the USA in the 20th century.</p> <p>24. Discuss the Cristero War, its causes, and its impact on Mexicans living in America.</p> <p>25. Discuss the Great Depression and its impact on American society.</p> <p>26. Discuss the treatment of Indigenous people in boarding schools, including the problematic attempt to eradicate Native culture, the evil mistreatment of children, and the shift in Native American Catholic boarding schools in the 1960s to preserve culture and language.</p> <p>27. Explain how the US containment policy led to conflicts such as the Korean War and Vietnam War and how those conflicts shaped world relations today.</p>	<p>Discuss if our modern American culture is good.</p> <p>Students should make the connection between being Catholic and being an American, the disconnect between being an American and a Catholic, and the ways being a Catholic is a good way to be a good citizen.</p>	<p>Pius XI's condemnation of Nazism</p> <p>Pope Benedict XVI, Address at Auschwitz</p> <p>Render Under Caesar, Charles J. Chaput - this text is highly recommended as an 8th grade history text for "The Church in the Modern World" standards. (B)</p> <p>American Bishops, Baltimore Catechism</p> <p>Dorothy Day's response to the Great Depression</p> <p>Martin Luther King Jr., Letter from Birmingham Jail</p> <p>John F Kennedy, Address Southern Baptist Leaders (what is good and bad about it?)</p> <p>John XXIII, Pacem in Terris</p> <p>St. Paul VI, Humanae Vitae</p>

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	<p>34. Explore the dynamics of the Cold War and the risk of nuclear war.</p> <p>35. Discuss the ongoing struggle to overcome the legacy of racism and the Church’s role in standing up for human dignity for all.</p> <p>36. Explore the dominance of individualism, utilitarianism, media, and consumerism (all of which distort the nature of happiness) in modern American culture and how this has led to a moral/spiritual crisis and the decline of the family.</p> <p>The Church in the Modern World</p> <p>37. Understand the historical and philosophical roots of modern materialist atheism and the rise of secular culture.</p> <p>38. Identify how the Second Vatican Council marked a shift in the Church’s engagement with the modern world.</p> <p>39. Describe the rise of the modern human rights movement, as seen in the United Nations Declaration on Human Rights, what we have learned</p>		<p>John Paul II, <i>Evangelium Vitae</i>, <i>Christifidelis Laici</i>, other writings</p> <p><i>Brothers and Sisters To Us</i>, 1979 USCCB Pastoral Letter on Racism</p> <p><i>Open Wide Our Hearts</i>, 2018 USCCB Pastoral Letter on Racism</p>

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	<p>from the Holocaust, and the fight for social justice in the United States.</p> <p>40. Identify the Church’s role in the fall of Communism in Eastern Europe, particularly through Pope John Paul II, and how the Church continues to stand up for human rights.</p> <p>41. Explain John Paul II’s call for a New Evangelization to reenergize the Church now living in a secular society.</p>		

Curriculum Resources and Teacher Intellectual Formation Recommendations / Evaluation Questions for Choosing Materials

One of the pedagogical expectations for teaching history is that textbook reliance should be kept to a minimum. Since we hope that history is taught to students as a compelling, interesting, and real story, the teacher's own knowledge of history is most important. As far as materials for students, we'd hope the teacher's storytelling would be the foundation, with then reliance first on the many resources in the "Connections" column. Look there first, and as a teacher steep yourself in the Connections resources. The following recommendations are for both the teacher's own intellectual formation, and for textbook series that do provide a nice foundation from which to draw.

Teacher Intellectual Formation:

- *How the Church Built Western Civilization* by Thomas Woods
- *The Heart of Culture* by The Harbinger Institute
- <https://www.getprinciples.com/our-hidden-treasure-the-catholic-vision-of-history/>

Office of Catholic Schools Top Student Curriculum Recommendations:

Story of Civilization Series by TAN Books Grades 1st - 7th

This series makes 4 volumes available, but each piece of the materials can be purchased separately. The complete set for each volume includes the following: Text Book, Test Book (appropriate for 5th-8th grade), Activity Book and Teacher's Manual, Video Lecture Series, and the Audio Dramatization and a free copy of the Timeline Poster (though timelines are included, we do suggest each grade making their own timeline and placing events on the timeline as they study each historical event). The Text Book is written like a continuous story, in narrative form, and is intended as a read aloud for teachers to read to students. The Text Books for each grade are quite good! The teacher's manuals include questions for review, narration exercises (the expectations for students retelling stories of history), and map activities that are helpful and useful. The activity projects include coloring pages, word searches/crossword puzzles, craft projects, drawing projects, snack projects, science projects, writing assignments, and drama projects. The coloring pages and word searches/crossword puzzles are generally not rigorous enough for use in the classroom. The other activity types would need to be carefully evaluated by the teacher on a case-by-case basis for rigor and interest-building for students. This set could be used on its own, combined with the texts suggested in the connections column, in grades kindergarten, 1st, 2nd, and 3rd grade. We do not recommend this series for 4th grade. For 5th-7th grade, this would be a fine foundational text from which to begin historical study, but is not rigorous on its own. Volume 1 (The Ancient World) suits Kindergarten, 1st grade, and 2nd grade standards. Volume 2 (The Medieval World) suits grade 3 standards and could be used as a complement to grade 7 standards, but it is not rigorous on its own for grade 7. We

don't recommend this series for 8th grade. Volume 4 is a good starting point for grade 5 standards but would need additional teacher supplementing through primary sources and student reading.

To note: there is a similarly organized set of curriculum materials titled, *The Story of the World* by Well-Trained Mind Press, but we caution against its use as Volumes 2, 3, and 4 include at-times anti-Catholic articulation of the Reformation, and at times not enough mention of religion in the historical study at all. However, Volume 1 of *The Story of the World (Ancient Times)* would be suitable for grades kindergarten, 1st, and 2nd grade.

Catholic Textbook Project

Grades 4th-12th

catholictextbookproject.com

The Catholic Textbook Project offers faithfully Catholic and rigorously accurate textbooks that tell the full story of history in a unique narrative format. Notably, Catholic Textbook Project texts aren't burdened by the weight of political biases, but lifted up by the insight of a holistic and academic Catholic worldview. The textbook series aims to transfer the joy and hope of the Catholic culture by telling the story of the Church and history well. The 4th grade textbook is titled "A Journey Across America: The Southwest States". "From Sea to Shining Sea: The Story of America" is appropriate for 5th grade standards. 6th and 7th grade standards are fleshed out in "All Ye Lands: Origins of World Cultures", and the Part I and Part II of "Light of the World" textbooks are suitable for 8th grade standards. The series is fair and accurately honest about the mistakes and sins of the Church. The series offers student textbooks, teacher manuals, student workbooks, and eBook versions.

Other Curriculum Recommendations:

Core Knowledge

Grades K-6th

coreknowledge.org/curriculum/history-geography/

Core Knowledge is a set of free curricular materials published by E.D. Hirsch's foundation, which believes that knowledge-building is incredibly important for students' cultural literacy and academic success. It is not a Catholic organization, so texts are not written from and with a Catholic worldview. Their materials are free, and are told in a narrative form, so we recommend them as supplemental material in the teaching of history, hung onto a teacher's planning and communication of the history in story from and from a Catholic worldview. The grade levels assigned in Core Knowledge do not perfectly align with our archdiocesan standards, so a teacher would need to choose materials from all grade levels offered in Core Knowledge and discern their suitability.

Guiding Questions³ when choosing curricular materials in history:

1. Is it beautiful? Does it inspire wonder and awe through its presentation of material?
2. Are we choosing these materials because they are inherently good, or as a means to an end? If the latter, what end?
3. Does it encourage the student to think of education itself as a high and noble enterprise to become more human, or does it cheapen education to utilitarian ends?
4. Does it present history as a chronological story?
5. Does it center the Incarnation as the center of human history, or lead a child to be able to see the Incarnation as the center of human history? Or does it celebrate progressivism or secular humanism as highest goods?
6. Does it help to develop to the fullest extent what is uniquely human in the student: the powers of attending, deliberating, questioning, calculating, remembering, and loving?
7. Does it respect the developmental age of the child? That is, are younger students asked to observe and attend to observation and building of a knowledge base from which to know, and older students ask to probe the deep morality of historical circumstances?
8. Does it encourage reverence for the mystery of God in the movements of the human heart and the questions the human heart asks? Does it help the student to see what difference God makes to all the facets of the world, or does it make God's existence seem irrelevant, trivial, small or private?
9. Does it encourage reverence for the mystery of the human person and respect for the student's own human dignity?
10. Is it excellent? Does it demand the best students and teachers have to offer, and hold them to the highest standard they are capable of achieving? Or does it give in to the gravitational pull of mediocrity? Is excellence the highest standard, or is excellence subordinate to lower standards such as convenience, popularity, or marketing considerations (i.e., consumer appeal)?
11. Does it encourage a student to desire truth, to understand such virtues as courage, modesty, prudence, and moderation and to cultivate these within himself?
12. Does it assist in passing on the received wisdom of the Catholic tradition, or does it create obstacles to reception of the tradition?
13. Does it encourage real searching and thinking? Does it provoke the student to ask 'why?' Does it stir up a desire for understanding?
14. Does it encourage conversation between and across generations or does it hinder it?
15. Does it encourage the student to become patient, to take time, and if necessary, to start over in order to achieve excellence, or does it subordinate excellence to speed, ease, and efficiency?

³ Some questions taken from [The Educational Plan of St. Jerome](#).

16. Does it encourage the student to value rigor and discipline?
17. Does it deepen the role of the family in the life of the school and the role of education in the life of the family, or does it erect a barrier between family and school?