

HISTORY

Students will study history through understanding the role of family and the role of Church. They will recognize important people in their lives, specifically their family members, and in the Catholic church. They will investigate their family history and the history of the Catholic church creating a timeline. Students will recognize and analyze symbols that represent the United States, Kansas, the Church specifically as represented on flags. Students will be able to identify who is the first and current president of the United States, the first and current Pope of the Catholic church. Students will gain an understand of the meaning and purpose of national and Catholic holidays.

IDEAS

1. state and national symbols (e.g. U.S. flag, Pledge of Allegiance, bald eagle; Kansas flag, Kansas motto, etc...)
2. Catholic church symbols (e.g. flag, sign of the cross, crucifix, statues, etc...)

PEOPLE/ROLES

1. important people in student life/family
2. president as leader of the United States
3. name of current president
4. Pope as leader of the Catholic church
5. St. Peter as the first pope
6. Pope Francis (current pope)

PLACES/INSTITUTIONS

1. shelter today
2. shelter used by American Indians (e.g. grass lodge, tipi, earth lodge, frame house)
3. shelter used by early Kansas families (e.g. dugouts, sod houses, log cabins, frame houses)
4. shelter used by the Holy Family (e.g. stable, stone house, etc...)

EVENTS

1. food production (e.g., wheat, corn, soybeans, sunflowers, livestock)
2. national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day)
3. Catholic feast days (e.g., Easter, Christmas, saint feast days, etc...)

SKILLS

1. create a timeline
2. use information to problem-solve
3. compare and contrast historical and/or religious events or experiences
4. analyze a problem
5. demonstrate cause and effect
6. Ask and answer questions about key details in a text, discovering the Truth, by using Bible stories in the Old and New Testament (1.R.1)
7. Describe character, settings, and major events in a story, using key details. EX: The Easter story Describe the connection between two individuals, events, ideas, or pieces of information. (1.R.2)
8. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. EX: Prayers such as the Hail Mary, Our Father Family: Holy Family, Church Family, immediate family Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.R.3)
9. Use illustrations and details in a story or text to describe its key ideas, characters, setting, or events and . EX: New Testament stories, The Visit of the Shepherds; Luke 2:15-20, Books with pictures about the Life of Jesus or the life of the saints. (1.R.7)
10. Compare and contrast the adventures and experiences of characters in stories. EX: Noah's Ark; compare the experience of Noah's families with the experience of the animals. Moses meeting the

Pharaoh or parting the Red Sea. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1.R.9)

11. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. EX: using Bible stories, saint stories, family way of life, Catholic traditions. (1.W.5)

SAMPLE COMPELLING QUESTIONS

1. How do people choose what to use to build a house? (Standard 1)
2. What are the rights and responsibilities family member have to each other? (Standard 2)
3. Why do people celebrate holidays and feast days? (Standard 3)
4. Why have forms of housing changed over time? (Standard 4)
5. Why are farming and ranching symbols of Kansas? (Standard 5)

CIVICS/GOVERNMENT

Students focus on the basic concepts of rules and laws as they apply to family, school, church and being a Catholic citizen of Kansas and United states. Students will recognize that rules have positive consequences, growing closer to God or keeping them safe and negative consequences of sin and being unsafe. They will investigate the shared ideals within American society, such as truth, fairness, justice, loyalty, freedom and faith based on the Catholic tradition. Students will examine personal character traits including trustworthiness, citizenship, respect, fairness, responsibility and caring. They will analyze the qualities of being a leader and leadership in their home, school and church. Students will analyze privileges they have at home, school and church and understand why and how benefits are granted or taken away. They recognize that people can make rules and leaders can enforce them at home, at school and in our church.

IDEAS

1. rules
2. leadership
3. privileges
4. benefits
5. shared Catholic ideals (e.g., truth, fairness, justice, loyalty, freedom)
6. character traits (e.g., trustworthiness, citizenship, respect, fairness, truthfulness, responsibility, caring, etc...)

PEOPLE/ROLES

1. leader (Church, local, family, etc...)
2. citizen
3. member

PLACES/INSTITUTIONS

1. student's home
2. class or school
3. church and parish
4. state of Kansas
5. United States of America

EVENTS

1. leadership (e.g., line leader, leader of a cooperative group, leader of the rosary, etc...)

SKILLS

1. interact and communicate with others in a respectful manner
2. create and follow rules
3. recognized shared American Catholic ideals
4. exemplify personal character traits
5. Participate in collaborative conversations with diverse partners about *grade 1 topics and Texts* (using Bible stories and stories about the life of Jesus and the lives of the Saints, personal experiences being Catholic) with peers and adults in small and larger groups. (1.SL.1)

SAMPLE COMPELLING QUESTIONS

1. How do choices you make affect your family/others? (Standard 1)
2. Why do we need rules? (Standard 2)
3. How do good character traits make you a better member of your class, family and parish? (Standard 3)
4. Will the shared ideals we hold as Catholic Americans now be the same in 100 years? (Standard 4)
5. What makes someone a good leader? (Standard 5)

GEOGRAPHY

Students will recognize the purpose of maps and globes as a model of Earth and a representation of Earth's features. They will be able to locate Kansas, the United States, Canada, Mexico, Atlantic Ocean and Pacific Ocean on a map. Students will make a map to represent a location important to them. They will map physical (natural, God-made) and human (man-made) features of their school and church surroundings. Students will observe and identify local weather conditions and patterns. They will investigate ways people depend on the physical environment to meet their needs and wants (e.g. water, food, fuel). Students will evaluate how the physical environment impacts humans (e.g. choices of clothing, housing, crops, and recreation). They will use their understanding about the physical environment to identify ways people can be good stewards to maintain or improve the quality of their environment and God's creation.

IDEAS

1. mapping
2. place
3. human features
4. physical features (God-made)
5. wants and needs

PEOPLE/ROLES

1. mapmakers
2. stewards

PLACES/INSTITUTIONS

1. home
2. school
3. church/parish
4. Kansas
5. United States
6. Canada
7. Mexico
8. Atlantic Ocean
9. Pacific Ocean
10. physical environment

EVENTS

1. weather

SKILLS

1. identify your school and parish
2. describe the purposes of maps and globes
3. locate major features on a map
4. identify your home address
5. identify your school's name
6. map physical and human features
7. observe and record the weather
8. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.M.G.4)

SAMPLE COMPELLING QUESTIONS

1. What choices do you make in your daily routine based on the weather? (Standard 1)
2. Do people have a responsibility to the environment in which they live? (Standard 2)

3. What human features have been added to your local environment, such as fences and playgrounds and what needs do they meet? (Standard 3)
4. What is the same about your classroom or school and what has changed over time? (Standard 4)
5. How does the physical environment impact your recreational activities. (Standard 5)

ECONOMIC

Students will recognize that people and families cannot have everything they want so they have to make choices. They will investigate that choices made by a family are based on wants and needs. Students will understand that people have jobs to earn money in order to meet needs and wants. They will evaluate the concept of exchange and how families use money to purchase goods and services and help others. Students will analyze the benefits to themselves and a family of saving money in a bank for future needs and wants, including charitable works.

IDEAS

1. wants and needs
2. choices
3. exchange
4. money
5. goods and services
6. saving
7. spending
8. earning
9. charity

PEOPLE/ROLES

1. buyer
2. seller
3. worker

PLACES/INSTITUTIONS

1. home
2. bank
3. business
4. work
5. church
6. charities (Catholic Charities, food bank of parish, food kitchen, etc...)

EVENTS

1. going to work/getting paid
2. saving at a bank
3. shopping at a store
4. making a trade
5. charitable acts

SKILLS

1. profile a family's needs and wants
2. explore jobs and vocations
3. distinguish between items that meet needs and items that meet wants in a store
4. demonstrate responsible decision making
5. distinguish between barter/trade and money
6. profile a family's charitable acts

SAMPLE COMPELLING QUESTIONS

1. How do people decide what is a want and what is a need? (Standard 1)
2. what do people gain when they save or give away and what do they sacrifice? (Standard 2)
3. Why is money used more often in the United States today than trade/barter? (Standard 3)
4. How have people's wants and needs changed over time? (Standard 4)
5. What goods and services are most important to your family? (Standard 5)

6. What charitable acts have you seen in your school, church, and family? Matthew 6:1-4 (almsgiving)