

**HISTORY**

Students will study history through self-awareness and individual experience. They will examine how making choices based on Catholic moral teachings meet their daily needs and effect their lives at home, school and church. Student will recognize and evaluate how they are part of a larger social groups, cultural groups and faith community by analyzing their personal history, and where they live and how this changes over time. They will recognize significant Kansas events, symbols, family customs and faith traditions.

**IDEAS**

1. Technology
2. Customs (e.g. family customs, Catholic faith customs, etc...)
3. Symbols
  - a. Catholic Church symbols (e.g. cross, crucifix, stain glass windows, etc...)
  - b. State symbols(e.g. state bird - Western Meadowlark, State Animal -American Buffalo, State Insect - Honeybee, State Amphibian - Barred Tiger Salamander, State Reptile - Ornate Box Turtle, State tree - Cottonwood, State Dirt - Harney Silt Loam, State Grass -Little Bluestem, etc...)
4. Happiness

**PEOPLE/ROLES**

1. Self
2. Priest
3. God
4. Angels
5. Mary
6. Saints

**PLACES/INSTITUTIONS**

1. My home
2. My school
3. My church/parish
4. My city
5. My state
6. My country

**EVENTS**

1. Kansas Day
2. Baptism Day

**SKILLS**

1. Graphic Organizers
2. Observation
3. Compare and contrast different experiences and traditions
4. Cause and effect
5. Story telling
6. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, including Bible stories and the lives of the Saints, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)
7. Describe familiar people, (Priest, Deacon, Religious) places, (School, Church, Adoration Chapel, Prayer Corner) things, (Rosary, Bible, Sacramental) and events (Baptism, Wedding, Funeral, Mass, Holy Day or Feast Day Activities) and, with prompting and support, provide additional detail. (K.SL.4)
8. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)
9. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* (using Bible

stories, stories about angels, the lives of the Saints, personal experiences being Catholic) with peers and adults in small and larger groups (K.SL.1)

**SAMPLE COMPELLING QUESTIONS**

1. What are some of the important choices we make in class, at home and in your parish and what are the consequences? (Standard 1)
2. What are your responsibilities at home, at school and in your parish? (Standard 2)
3. Why do Kansans celebrate Kansas Day every year? Why do Catholics celebrate special events every year? (Standard 3)
4. How have you changed since starting Kindergarten? (Standard 4)
5. How do different symbols come to represent Kansas? How do different symbols come to represent our faith? (Standard 5)

**CIVICS/GOVERNMENT**

Students will recognize the existence and importance of rules at home, school and in our faith community. they will understand the role of authority figures at school, home and church and why they are needed. Students will recognize appropriate virtuous Catholic behavior and identity characteristics of a friend, a helpful classmate, and a leader. they will recognize and demonstrate traits of being a moral Catholic citizen.

**IDEAS**

1. Rules
2. Leadership
3. Authority
4. Promoting Catholic ideals
5. Prevention and management of conflict
6. Behavior in Church and at Mass

**PEOPLE/ROLES**

1. Parent
2. Guardian
3. Teacher
4. Principal
5. Citizen
6. Student
7. Friend
8. Classmate
9. Priest
10. Pope
11. Siblings

**PLACES/INSTITUTIONS**

1. My home
2. My classroom
3. My school
4. My parish

**EVENTS**

1. Recess
2. Assemblies
3. Classroom celebrations
4. Mass
5. Prayer service

**SKILLS**

1. Make choices
2. Share
3. Self-moderate behavior
4. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* (using Bible stories, stories about angels, the lives of the Saints, personal experiences being Catholic) with peers and adults in small and larger groups. (K.SL.1)
5. Follow the Virtuous Behavior Formation expectations for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (K.SL.1a)
6. Being respectful and remembering that everyone is a child of God, continue a conversation through multiple exchanges. (K.SL.1b)
7. Confirm understanding of a text read aloud (EX: Bible stories, Prayers) or information presented orally at Mass or through other media by asking and answering questions about key details and requesting

clarification if something is not understood. (K.SL.2)

**SAMPLE COMPELLING QUESTIONS**

1. In our Catholic lives, what are the consequences to others when you take on the role of a friend, helpful classmate, or leader? (Standard1)
2. Why do we need people of authority and rules at home, at school and our Church community? (Standard 2)
3. How does my behavior affect my family; how does my behavior affect my class? How does my behavior affect my relationship with God? (Standard3)
4. Do rules ever change and why would they change? (Standard4)
5. If people are good Catholic citizens, how does that benefit their relationship with God, their family, their school and our community? (Standard 5)

**GEOGRAPHY**

Students will be introduced to important geography words and locate several major geographic features. Students will begin to identify human and physical features of their local surroundings including home, school, parish and neighborhood. They will establish mental maps to help them navigate their school setting or the route from home to school or church. Students will be able to describe seasons and how seasonal changes affect their daily lives and recognize the beauty of God's creation.

**IDEAS**

1. God's creation
2. location
3. directionality
4. distances
5. seasons
6. weather
7. natural (God made) environment
8. man-made environment

**PEOPLE/ROLES**

1. God
2. Mary
3. Adam and Eve

**PLACES/INSTITUTIONS**

1. equator
2. north pole
3. south pole
4. Kansas
5. United States
6. my home
7. my school
8. my neighborhood
9. my hometown
10. my parish

**EVENTS**

1. seasons

**SKILLS**

1. demonstrate mental mapping skills
2. observe
3. describe
4. locate
5. directionality: above/below, left/right, near/far, here/there
6. Add drawings or other visual displays to descriptions as desired to provide additional detail about Bible stories or the life of Jesus and the lives of the saints. (K.SL.5)

**SAMPLE COMPELLING QUESTIONS**

1. How does the season influence my choice of what to wear to school? (Standard 1)
2. How does having a mental map of my school make me a more responsible person? (Standard 2)
3. How are experiences different for people who live in the city and people who live in the country? (Standard 3)
4. How does the weather change by season in Kansas? (Standard 4)
5. What do I see when I look out the window that is man-made and what is from the natural environment

created by God? (Standard 5) Illustrate God's creation.

### ECONOMIC

Students will understand that people make choices because they cannot have everything they want . All people, as stewards of their faith, work at jobs to earn money to pay for what they want, need and what they share with others. Students will recognize needs are defined as those things that are a necessity to life. they will understand that money can be used to purchase goods and services and to help others in need. Services are something one persons does for someone else. goods are something one can touch or hold. Students will recognize and evaluate the benefits of saving money.

#### IDEAS

1. goods
2. services
3. wants
4. needs
5. work
6. money
7. charity
8. justice

#### PEOPLE/ROLES

1. worker
2. saver
3. spender
4. decision maker
5. volunteer

#### PLACES/INSTITUTIONS

1. job
2. vocation

#### EVENTS

1. lunch
2. charity event (can food drive)
3. offertory

#### SKILLS

1. classify
2. make choices
3. tell or draw a picture of personal wants, needs and acts of charity
4. distinguish actions of spending from actions of saving
5. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic, including the life of Jesus and the lives of the Saints. (K.W.2)

#### SAMPLE COMPELLING QUESTIONS

1. What happens when you have to choose between two things you want? (Standard 1)
2. How might saving improve someone's life in the future? (Standard 2)
3. Why do people want to have a job? (Standard 3)
4. What is a job you would like to have someday? (Standard 4)
5. What good and services are provided at school? How is God calling me to share my God given talents? (Standard 5)