

Social Studies	
History	THIRD GRADE
SCRIPTURE	
<p><i>He causes the changes of the times and seasons, establishes kings and deposes them. He gives wisdom to the wise and knowledge to those who understand.</i> Daniel 2:21</p>	
STANDARD	
<ol style="list-style-type: none"> 1. Students will identify significant people and the important events that shaped their hometown/Kansas/ the United States and in the world. 2. Students will look for Jesus in the people and events that shaped our world. <ol style="list-style-type: none"> a. Analyze how these people and events contributed to the way the citizens and areas function today. b. Understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, civic and religious leaders. c. Examine the impact of experiences of groups of people who have contributed to the development of towns/cities. d. Explore and compare the experiences of groups of people who have made historical, religious, and cultural contributions to their community with the teachings of the Church. e. Investigate the significance of events, holidays and ceremonies that are important to their community including what the church celebrate (Sacraments). 	
EXAMPLES	
ESSENTIAL QUESTIONS	
<ol style="list-style-type: none"> 1. Why do people choose to live in your community? 2. What are your rights and responsibilities as a citizen of your community? 3. How do different customs and cultural traditions shape your community? 4. How has your community changed over time? 5. What drives population shifts in your community? 6. How did the presence of the Catholic Church impact these changes? 	
VOCABULARY TERMS	
<p>Ideas</p> <ol style="list-style-type: none"> 1. The Commandments 2. The Sacraments 3. Natural resources 4. Customs 5. Culture <p>People/Roles</p> <ol style="list-style-type: none"> 1. Civic 2. Political 3. cultural leaders 4. Settlers 	

- 5. Entrepreneurs
- 6. Ethnic groups

Places/Institutions

- 1. Hometown
- 2. Community
- 3. Landmarks
- 4. Historic sites

Events

- 1. Settlement of your community
- 2. Historical events in your community
- 3. Holidays

ACTIVITIES

1. Explore religious artifacts from the past to acknowledge historical changes of the Church.
2. Write prayers to express Catholic values when learning about historical figures and events.
3. Create and use timelines.
4. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (KCCRS RI3.3)
5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. (KCCRS RI3.4)
6. Compare and contrast the most important points and key details presented in two texts on the same topic. (KCCRS RI3.9)
7. Conduct short research projects that build knowledge about a topic. (KCCRS W3.7)
8. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (KCCRS SL3.4)
9. Locate credible information from a variety of sources.
10. Use information to frame important historical questions.
11. Identify and compare information from primary and secondary sources.
12. Evaluate events from multiple perspectives.
13. Explain how the celebrations of national and religious holidays contribute to a sense of common history and patriotism. (Martin Luther King, Jr. Day, Kansas Day, Easter, Thanksgiving, Presidents Day, Memorial Day, Fourth of July, Labor Day, Columbus Day, Christmas).
14. Explore Catholic holidays and traditions (Solemnity of Mary, Mother of God, Ascension of Jesus, Assumption of the Blessed Virgin Mary, All Saints’ Day, Lent, Advent, Lent, Sign of the Cross, Prayers).

Social Studies

Civics/Government

THIRD GRADE

SCRIPTURE

But our citizenship is in heaven, and from it we also await a savior, the Lord Jesus Christ. Philippians 3:20

STANDARD

1. Students will recognize and evaluate the rights and responsibilities of citizens.
2. Students will compare the responsibilities of being a good citizen to the responsibilities of a good Catholic.
 - a. Demonstrate their understanding of citizenship and their role in the Church and in the community-responsibilities, rights, and freedoms.
 - b. Investigate the ways that responsible citizens can fulfill their civic duty- serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.
 - c. Recognize and evaluate the shared ideals in the United States such as the right to vote and the freedom of religion and speech.

EXAMPLES

ESSENTIAL QUESTIONS

What are the consequences of choosing to be an active member of your community?
 Why do communities need rules/laws?
 Do the rules/laws of your community correspond to the teachings of the Catholic church?
 Who in your community decides what rules/laws are made and followed?
 Can laws in your community be changed?
 What makes someone a good citizen in your community?

VOCABULARY TERMS

Ideas

1. Rules
2. Laws
3. Society
4. Civic values
5. Civic duties
6. Government
7. Beliefs
8. Needs
9. Rights
10. Responsibilities
11. common good
12. Constitution
13. Justice
14. Duty

People/Roles

1. Citizen
2. Leaders
3. Police
4. Mayor
5. Governor
6. President

Places/Institutions

1. Community

2. School
3. Municipal government
4. City hall
5. Public libraries

Events

1. Elections
2. Jury duty
3. Community service
4. Local holidays

ACTIVITIES

1. Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
2. Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
3. Identify common problems or needs within your school, Church or community and participate and persevere in problem solving.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.(3.SL.1)
5. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3.SL.1b)
6. Identify and practice good citizenship traits: Trust, Respect, Honesty, Responsibility, Fairness, Tolerance, and Compassion
7. Describe how people can improve their communities- town meetings, parish council meetings, public debates, etc.
8. Describe the characteristics of effective citizenship- voting, paying taxes, and obeying laws.
9. Explore Catholic Social beliefs on citizenship and taxes.

Social Studies

Geography

THIRD GRADE

SCRIPTURE

The Lord God then took the man and settled him in the garden of Eden, to cultivate and care for it. Genesis 2:15

But to you I have said: You shall take possession of their land. I am giving it to you to possess, a land flowing with milk and honey. I, the Lord, am your God, who have set you apart from other people. Leviticus 20:24

STANDARD

1. Define and identify resources and apply Catholic social teaching to practices of conservation.
2. Students will explore the development of various world communities.

- a. Compare and contrast the citizens in their community with those of another community.
 - b. Examine the causes and consequences of settlement location.
 - c. Investigate the human characteristics of the citizens in their community and communities around the world such as languages, customs, and food.
 - d. Recognize the consequences of people living in a community over time and its impact on the physical environment and natural resources.
 - e. Compare characteristics of rural, suburban, and urban communities such as types of housing, recreation, population, and jobs.
 - f. Compare the location, climate, and ecosystems of your town/city to others in the world
3. Students will learn how to use geographic tools such as maps, graphic representations, tools, and technologies.
 - a. Identify major landforms (including continents and oceans), bodies of water and natural resources in Kansas and in the world.
 - b. Distinguish physical features and political features on a map.

EXAMPLES

ESSENTIAL QUESTIONS

1. What significant choices have been made by your community that impacted your life and future?
2. As a Catholic citizen, why should we be good stewards of their environment?
3. What does your community need to remain vital?
4. How has your community stayed the same and how has it changed over time?
5. What important physical and human characteristics create the identity of your community?
6. How does the physical environment impact where and how people work?

VOCABULARY TERMS

Ideas

1. Concept of mapping,
2. Political characteristics
3. Physical characteristics
4. Natural resources
5. Human characteristics
6. Ecosystem
7. Climate
8. Culture
9. Customs
10. Human/environmental interaction

People/Roles

1. Cartographers
2. Immigrants

Places/Institutions

1. Political places (e.g., city boundary, county, city offices, county seat)

2. Community
3. Physical features (e.g., oceans, continents),
4. Physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, and seasons)
5. Urban 38 (e.g., Los Angeles, New York City, Denver, Chicago)
6. Suburban
7. Rural areas
8. Nation
9. Neighboring cities

Events Human

1. Modification of the earth
2. Immigration

ACTIVITIES

Standard 1 and 2

1. Recognize the need for citizens to care for the environment.
2. Describe how citizens make community a better place in which to live by working to preserve the environment.
3. Describe ways we can protect the planet and God's people to preserve humankind.
4. Observe, explore and compare human and physical characteristics of your community, how has your community been affected by landforms, bodies of water, vegetation, animal life, climate, and weather.
5. Describe and compare human characteristics of your community with another community.
6. Identify major bodies of land and water.
7. Distinguish between a globe and a map.
8. Demonstrate mental mapping skills.
9. Explain the difference between relative and exact location.
10. Use cardinal and intermediate directions to describe the relative location of places.
11. Identify natural resources and how people use them.
12. Explain how and why humans adapt and modify their environments.
13. Explain colonization, immigration, and settlement patterns.
14. Identify the physical characteristics affecting trade and human activities.

Standard 3

1. Design a map of your school and church, labeling important religious landmarks or relics.
2. Design a map depicting Jesus' journey during Holy Week.
3. Utilize a map of Egypt and trace the route of Moses and the Israelites, and identify important landmarks such as the Red Sea, Mount Sinai, Mount Nebo, and Canaan.
4. Read maps to analyze city locations for hemisphere (e.g., equator and prime meridian) and climate (e.g. tropical temperate or arctic).
5. Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale.

Social Studies	
Economics	THIRD GRADE
SCRIPTURE	
<p><i>People and priests shall fare alike: servant and master, Maid and mistress, buyer and seller, Lender and borrower, creditor and debtor. Isaiah 24:2</i></p> <p><i>The kingdom of heaven is like a treasure buried in a field, which a person finds and hides again, and out of joy goes and sells all that he has and buys that field. Matthew 13:44</i></p>	
STANDARD	
<ol style="list-style-type: none"> 1. Students will analyze what it means to be a good steward when making choices concerning wants and needs. <ol style="list-style-type: none"> a. Recognize that limited resources require people to make choices to satisfy their wants and needs. a. Examine how a market economy works in their community. b. Explore the consequence of borrowing and lending. c. Consider how people’s wants and needs are met through spending and saving decisions. 	
EXAMPLES	
ESSENTIAL QUESTIONS	
<p>What are the costs and benefits of spending and saving?</p> <p>What shared responsibilities in your community are met through taxes?</p> <p>How is resource use in your community impacted by political and religious beliefs and ideas of the people who live there?</p> <p>How have goods and services in your community changed over time?</p> <p>What resources are abundant in your community, are limited in your community, and how does this influence the decisions the community makes?</p>	
VOCABULARY TERMS	
<p>Ideas</p> <ol style="list-style-type: none"> 1. Limited resources 2. Abundant resources 3. Natural and human resources 4. Goods 5. Services 6. Market economy 7. Economic specialization 8. Borrowing 9. Lending 10. Credit 11. Spending 12. Saving 13. Wants 14. Needs 	

15. Costs
16. Taxes
17. Opportunity
18. Cost

People/Roles

1. Consumer
2. Producer
3. Spender
4. Saver
5. Lender
6. Investor 39

Places/Institutions

1. Community
2. Town/city
3. Local businesses
4. Tax and non-tax supported institutions

Events

1. Production and consumption of goods and services

ACTIVITIES

1. Recognize and explain Catholic beliefs in fair trade, human dignity, and providing for basic needs. <http://www.usccb.org/issues-and-action/human-life-and-dignity/racism/upload/grade-3-resource.pdf>
2. Explain how location impacts supply and demand.
3. Analyze costs and benefits of decisions in your community.
4. Evaluate the personal benefits of saving and spending, borrowing and lending.
5. Solve problems and justify the decision.
6. Explain what an assembly line is.
7. Identify different forms of money used over time.
8. Describe how money is used for saving and purchasing goods and services.
9. Create a simple budget for a purchase.
10. Keep a simple bank account.
11. Save for something they need or want.