

HISTORY

Students will recognize and evaluate the significant people and events that shaped their home town and/a major city in Kansas, their church/parish community and other cities of the world. They will analyze how these people and events contributed to the way the citizens of their town/city and citizens of other metropolitan areas are perceived and function today. Students will understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic, cultural leaders, and religious orders specific to their home town. They will analyze the impact of experiences of groups of people who have contributed to the development of towns/cities. They will analyze the experiences of groups of people who have made historical, cultural and religious contributions to their community and compare it with other communities. Students will investigate the significance of events, holidays, ceremonies and faith traditions that are important to their community.

IDEAS

1. faith traditions
2. natural resources
3. customs (local, state, religious, etc...)
4. culture

PEOPLE/ROLES

1. leaders
 - a. civic
 - b. political
 - c. cultural
 - d. religious
2. settlers and entrepreneurs in your community
3. ethnic groups
4. religious orders
5. saints

PLACES/INSTITUTIONS

1. home town
2. community
3. landmarks
4. historic sites
5. church/parish

EVENTS

1. establishment of Parish settlement of your community
2. historical events in your community
3. holidays/feast days/holy days
4. rosary

SKILLS

1. Create and use timeline
2. Locates credible information from a variety of sources
3. Uses information to frame important historical questions
4. Identifies and compares information from primary and secondary sources
5. Evaluates events from multiple perspectives
6. Saint report
7. Describe characters in a story (e.g., their traits, virtues portrayed, Catholic morality, motivations, feelings, or understanding of the Works of Mercy), and explain how their actions contribute to the sequence of events. 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. (3.R.3)

8. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (i.e., using the parables of the Mustard Seed, The Prodigal Son, The Lost Sheep, or other parables with literal language). Determine the meaning of general academic and domain-specific words and phrases in a text, including scriptural words and faith-based terms that are relevant to a grade 3 topic or subject area. (3.R.4)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). REL.3.3—Use the six Gospel stories written by St. Luke.) also compare and contrast the most important points and key details presented in two texts on the same topic. (i.e., Compare/contrast the descriptions and events in the life of Christ by the four Gospel writers; REL.3.1—Compare/contrast biographies about the lives of the Saints.) (3.R.9)
10. Conduct short research projects that build knowledge about a topic.(3.W.7)
11. 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. (3.SL.4)

SAMPLE COMPELLING QUESTION

1. Why do people choose to live in your community? (Standard 1)
2. What are your rights and responsibilities as a citizen of your community (Standard 2)
3. How do different customs and cultural traditions shape your community? (Standard 3)
4. How has your community changed over time? (Standard 4)
5. What drives population shifts in your community? (Standard 5)

CIVICS/GOVERNMENT

Students will recognize and evaluate the rights and responsibilities of Catholic citizens. Students will examine their role as Catholic citizens of the community. They will determine how people can participate in Church and government and analyze why choosing to participate is important. Students will investigate ways that responsible Catholic citizens can fulfill their civic and parish duty such as engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering--food and clothing drives, activities in parish, serving the public and their parish in an elected or appointed office, and/or joining the military.

Public services, rule of law, and shared ideals are the foundations that guide the structure and function of government. In this unit students will examine the services provided by local governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of local governments. They will recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

IDEAS

1. volunteering
2. rules
3. laws
4. society
5. civic values
6. civic duties
7. government
8. beliefs
9. needs
10. rights
11. responsibilities
12. common good
13. constitution
14. justice
15. duty
16. spiritual and corporal works of mercy

PEOPLE/ROLES

1. citizen
2. leaders
3. police
4. mayor
5. governor
6. president
7. Church leaders

PLACES/INSTITUTIONS

1. community
2. school
3. municipal government
4. city hall
5. public libraries

6. parish
7. Archdiocese

EVENTS

1. elections
2. jury duty
3. community service
4. local holidays

SKILL

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)

SAMPLE COMPELLING QUESTIONS

1. What are the consequences of choosing to be an active member of your local/church/parish community? (Standard 1)
2. Why do communities need rules/laws? (Standard 2)
3. Who in your local/church/parish community decides what rules/laws are made and followed? (Standard 3)
4. Can laws in your community be changed? (Standard 4)
5. What makes someone a good citizen in your community? (Standard 5)

GEOGRAPHY

Students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities. Students will compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, religious, political and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group and religious order in their community. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to their town/city, and compare that Kansas settlement with immigrant settlements in other cities. Students will investigate the human characteristics of the citizens of their own and other communities around the world, such as languages, customs, and food. Students will recognize the consequences of people living in a community and how it impacts that environment over time and conversely how the physical environment impacts human activity in their community. They will analyze how communities interact, using their community as the model.

Students will learn how to use geographic tools and location to analyze the influence of physical features on decision making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. They will identify major landforms, bodies of water, and natural resources in Kansas and the world (including oceans and continents). They will distinguish physical features and political features of a map. Students will identify and compare the location, climate and ecosystems of their town/city to others in the world. They will compare characteristics among rural, suburban, and urban communities, such as, types of housing, agricultural activities, fuel consumption, recreation population density, and jobs.

IDEAS

1. concept of mapping
2. political characteristics
3. physical characteristics
4. natural resources
5. human characteristics
6. religious/Catholic characteristics
7. faith
8. ecosystem
9. climate
10. culture
11. customs
12. human/environmental interaction

PEOPLE/ROLES

1. cartographers
2. immigrants
3. religious orders

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(e.g., Los Angeles, New York City, Denver, Chicago)
6. suburban
7. rural areas
8. nation

9. neighboring cities
10. Archdiocese of Kansas City in Kansas
11. Religious Community

EVENTS

1. Human modification of the earth
2. immigration

SKILLS

1. Read maps to analyze city locations for hemisphere (e.g., equator and Prime Meridian) and climate (e.g. tropic temperate or arctic)
2. Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
3. Read maps of your community to problem-solve
4. Observe, explore and compare human and physical characteristics of your community
5. Describe 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

SAMPLE COMPELLING QUESTIONS

1. What significant choices have been made by your community that impacted your life and future? (Standard 1)
2. Why should people be good stewards of their environment? (Standard 2)
3. What does your community need to remain vital? (Standard 3)
4. How has your community stayed the same and how has it changed over time? (Standard 4)
5. What important physical and human characteristics create the identity of your community? (Standard 5)

ECONOMIC

Students will recognize that limited resources require people to make choices to satisfy their wants for goods and services. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They will examine the reason for economic specialization and how that leads to trade between communities. Students will describe how a market economy works and consider the role the economy has on travel between communities. They will understand that when borrowing money the consumer is receiving credit that must be repaid. Students will explore what goods and services in their community are paid for by taxes. They will consider how people's wants and needs are met through spending and saving decisions. Students will explore the consequences of borrowing and lending.

IDEAS

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 cost

PEOPLE/ROLES

1. consumer
2. produce
3. spender
4. saver
5. lender
6. investor

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 service

SKILLS

1. Explain how location impacts supply and demand.
2. Analyze costs and benefits of decisions in your community
3. Evaluate the personal benefits of saving and spending, borrowing and lending
4. Determine opportunity cost
5. Solve problems and justify the decision

SAMPLE COMPELLING QUESTIONS

1. What are the costs and benefits of spending and saving? (Standard 1)
2. What shared responsibilities in your community are met through taxes? (Standard 2)
3. How is resource use in your community impacted by beliefs and ideas of the people who live there? (Standard 3)
4. How have goods and services in your community changed over time? (Standard 4)
5. What resources are abundant in your community, are limited in your community, and how does this influence the decisions the community makes? (Standard 5)