

Catholic Identity Standards

3.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 3.0A recognize that every human life is sacred because each person is created and loved by God
- 3.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 3.0C recognize and oppose unjust social structures and work toward justice for all
- 3.0D see God at work in all things and as expressed in the sacraments
- 3.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Social Studies Skills

3.14 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

- 3.14A gather information, including historical and current events and geographic data, about the community using a variety of resources
- 3.14B differentiate and compare the information about a specific issue or event provided in primary and secondary sources
- 3.14C interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting
- 3.14D interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.14E identify the central claim in a primary or secondary source
- 3.14F develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic
- 3.IS3* describe how reading history is a way to learn about what God does for humanity

Social Studies Skills

3.15 The student communicates in written, oral, and visual forms.

- 3.15A use social studies terminology correctly
- 3.15B create and interpret timelines
- 3.15C apply the terms year, decade, and century to describe historical times
- 3.15D express ideas orally based on knowledge and experiences
- 3.15E create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas
- 3.15F apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives

Social Studies Skills

3.16 The student uses problem-solving and decision-making skills, working independently and with others.

- 3.16A use democratic procedures to simulate making decisions on school, local, or state issues
- 3.16B use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- 3.DS3* demonstrate respect and solicitude to individual differences among students in the classroom and school community

History

3.1 The student understands how individuals, events, and ideas have influenced the history of various communities.

- 3.1A describe how individuals, events, and ideas have changed communities, past and present
- 3.1B identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
- 3.1C describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities

History

3.2 The student understands common characteristics of communities, past and present.

- 3.2A identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being
- 3.2B compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation

Geography

3.3 The student understands how humans adapt to and/or modify the physical environment. The student understands how humans adapt to and/or modify the physical environment.

- 3.3A describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards
- 3.3B identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- 3.3C describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape

Geography

3.4 The student understands the concepts of location, distance, and direction on maps and globes.

- 3.4A use cardinal and intermediate directions to locate places on maps and globes in relation to the local community
- 3.4B use a scale to determine the distance between places on maps and globes

3.4C identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

Economics

3.5 The student understands the purposes of earning, spending, saving, and donating money.

3.5A identify ways of earning, spending, saving, and donating money

3.5B create a simple budget that allocates money for spending and saving

Economics

3.6 The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system.

3.6A explain how supply and demand affect the price of a good or service

3.6B define and identify examples of scarcity

3.6C explain how the cost of production and selling price affect profits

3.6D identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses

Government

3.7 The student understands the basic structure and functions of various levels of government.

3.7A describe the basic structure of government in the local community, state, and nation

3.7B identify local, state, and national government officials and explain how they are chosen

3.7C identify services commonly provided by local, state, and national governments

Government

3.8 The student understands important ideas in historical documents at various levels of government.

3.8A identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights

3.8B describe the concept of "consent of the governed"

Citizenship

3.9 The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations.

3.DS2* 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

3.DS6* Develop a habitual vision of greatness

3.9A identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting

3.9B identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship

3.9C identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting

3.9D identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good

3.9E use voting as a method for group decision making

Culture

3.10 The student understands ethnic and/or cultural celebrations of the local community and other communities.

3.GS1* Demonstrate a general understanding of the "story" of humanity from creation to present through a Catholic concept of the world and man

3.GS3* Demonstrate an understanding of the cultural inheritance provided by the Church

3.10A explain the significance of various ethnic and/or cultural celebrations in the local community and other communities

3.10B compare ethnic and/or cultural celebrations in the local community with other communities

Culture

3.11 The student understands the role of heroes in shaping the culture of communities, the state, and the nation.

3.11A identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains

3.11B identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes

3.IS6* Explain how the central themes within the stories of important Catholic figures and saints repeat over time

Culture

3.12 The student understands the importance of writers and artists to the cultural heritage of communities.

3.12A identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities

Science, Technology, and Society

3.13 The student understands how individuals have created or invented new technology and affected life in various communities, past and present.

3.13A identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill

3.13B	Gates, Louis Pasteur, and others describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities
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