

| Catholic Identity Standards | |
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| 3.1 | Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.* |
| Ways to Grow | 3.1A recognize that every human life is sacred because each person is created and loved by God* |
| | 3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* |
| | 3.1C recognize and oppose unjust social structures and work toward justice for all* |
| | 3.1D see God at work in all things and as expressed in the sacraments* |
| | 3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith* |

| Learning Process Standards | | |
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| 3.2 | Learning process standards. The student demonstrates how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.* | |
| Tools to Know | Ways to Show | |
| 3.2A use valid primary and secondary sources | 3.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions | |
| 3.2B select and describe beautiful artifacts from different times and cultures* | | 3.2D organize, create, and interpret information |
| | | 3.2E identify the historical context of an event |

| Communities and Chronology | |
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| 3.3 | History. The student understands common characteristics of communities, past and present. The student understands the concepts of time and chronology. The student will describe how history begins and ends in God and how history has a religious dimension.* |
| Applied Standards | Supporting Standards |
| 3.3A identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation | 3.3A.1 identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being |
| | 3.3A.2 compare ways in which various communities meet their needs |
| 3.3B create and interpret timelines (personal, family, and community) | 3.3B.1 use vocabulary related to chronology, including past, present, and future |
| | 3.3B.2 apply the terms year, decade, and century to describe historical times |
| | 3.3B.3 describe how Jesus, as God incarnate, existed in history just like we do* |

| Geography | |
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| 3.4 | Geography and culture. The student understands the concepts of location, distance, and direction on maps and globes and how humans adapt to variations in the physical environment. |
| 3.4A create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system | 3.4A.1 identify and use the compass rose, grid system, and symbols to locate places on maps and globes |
| | 3.4A.2 use a scale to determine the distance between places on maps and globes |
| | 3.4A.3 use cardinal and intermediate directions to locate places on maps and globes in relation to the local community |
| 3.4B 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 | 3.4B.1 describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape |
| | 3.4B.2 explain the human condition and the role and dignity of man in God's plan* |

| Our Government | | |
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| 3.5 | Government and citizenship. The student understands the basic structure and functions of various levels of government and identifies the motivating values that have informed particular societies and how they correlate with Catholic teaching.* | |
| 3.5A | describe the basic structure of government in the local community, state, and nation | 3.5A.1 identify local, state, and national government officials and explain how they are chosen 3.5A.2 identify services commonly provided by local, state, and national governments 3.5A.3 describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government |
| Citizenship | | |
| 3.5 | Government and citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student examines how history can assist in the acquisition of values and virtues.* The student demonstrates an understanding of great figures of history by examining their lives for examples of virtue or vice.* | |
| 3.5B | 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 | 3.5B.1 identify historical figures who exemplify good citizenship 3.5B.2 identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting |
| Using Money | | |
| 3.6 | Economics. The student understands the purposes of earning, spending, saving, and donating money and explains how beliefs about God, humanity, and material things affect behavior.* | |
| 3.6A | identify ways of earning, spending, saving, and donating money | 3.6A.1 create a simple budget that allocates money for spending, saving, and donating |
| 3.6B | explain how a simple business operates | 3.6B.1 define and identify examples of scarcity 3.6B.2 explain the impact of scarcity on the production, distribution, and consumption of goods and services 3.6B.3 explain how supply and demand affect the price of a good or service 3.6B.4 explain how the cost of production and selling price affect profits |