


Resources for Integrating Catholic Thought in Social Studies Grade 3

CIVICS AND GOVERNMENT

Mastery Level (ML) Codes: 1=Standard should be taught in depth; 2=Students need a basic foundation; 3=If time permits		
ML	Expectation	Explanation
3.5.1 Principles and Documents of Government		
1	1. Explain that different countries have different laws.	
1	2. Explain the importance of rules and laws for the school, community and country.	
2	3. Explain the ideal of democracy.	
2	4. Explain that constitutions define the form of governments.	
1	5. Know that citizens from different countries can have different rights.	
1	6. Identify U.S. symbols and holidays.	
1	7. Know various symbols and holidays from other countries.	<p>List of Catholic symbols that can be seen around the world: https://owlcation.com/humanities/catholic-symbols</p> <p>Also, Rosary, Holy Water, crossed keys for the pope, and the trinity knot </p>
1	8. Recite the Golden Rule and give examples of how it teaches us to treat others with respect.	Treat others as you would want to be treated.
3.5.2 Rights and Responsibilities of Citizenship		
1	1. Identify personal rights and responsibilities.	
2	2. Identify the sources of conflict between different regions of the world and ways they can be resolved.	
1	3. Identify service opportunities that would improve the world.	
1	4. Describe how citizens participate in their school, community, and parish.	

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1	5. Explain that faithful citizens resolve conflicts by using the virtue of prudence.	<p>Prudence definitions: http://catholicstraightanswers.com/what-is-virtue-and-what-are-the-four-cardinal-virtues/ http://www.catholiceducation.org/en/culture/catholic-contributions/prudence-mother-of-all-virtues.html</p> <p>http://catholicism.about.com/od/beliefsteachings/tp/Cardinal_Virtues.htm</p> <p>http://www.legionofmarytidewater.com/news/news07/may/divinemysteries.htm</p>
3.5.3 How Government Works		
2	1. Identify how laws are made in different regions of the world.	
1	2. Identify services and their value performed by local governments.	
1	3. Identify positions of authority and how those positions are filled.	
1	4. Explain the purpose of elections and how elections are not part of every government.	
2	5. Explain how an action may be just or unjust.	<p>Catholic Definition of justice: http://catholicism.about.com/od/beliefsteachings/tp/Cardinal_Virtues.htm http://catholicism.about.com/od/beliefsteachings/p/Justice.htm http://www.legionofmarytidewater.com/news/news07/may/divinemysteries.htm</p>
2	6. Identify individual interests and explain ways to influence others.	
2	7. Discuss how the news and movies can influence how we think about others.	
2	8. Identify different forms of government in other countries.	
3.5.4 How International Relationships Function		

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1	1. Explain examples of conflict around the world.	
1	2. Identify ways that people around the world can work together.	
1	3. Explain why people should work together to provide everyone their basic needs.	
2	4. Explain why it is important to know about events in different countries.	
2	5. Explain how a country can reach a compromise.	
1	6. Answer the question "Who is our neighbor?"	Who is my neighbor reflection http://www.catholic365.com/article/899/who-is-my-neighbor.html

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ECONOMIC

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ML	Expectation	Explanation
3.6.1: Scarcity and Choice		
1	Identify how scarcity influences choice.	
1	Recognize the difference between basic needs and wants.	
2	Explain what is given up when making a choice.	
1	Explain the role of producers in making goods and providing services.	
1	Identify reasons why people make a choice.	
1	Explain why we can't have everything we want if it means others don't have their needs met.	
3.6.2 Markets and Economic Systems		
1	Compare the goods, services, consumers and producers in different communities.	
1	Identify competing sellers in the local market.	
2	Identify types of advertising designed to influence personal choice.	
1	Define price and how prices vary for products.	
2	Describe the effect of local businesses opening and closing on the community and consumers.	
1	Identify businesses that provide goods and services.	

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2	Identify characteristics of the local economy.	number of customers in the store; number of businesses competing; jobless rate, homelessness; ability to save money
1	Give an example of how work can cause someone to feel worthwhile.	<p>Please be sure to point out that our value does not come from the work we do, but that our work has value and that there is a dignity in our work.</p> <p>Very important: Catholic understanding of the value of work and why we work http://commongoodonline.org/happy-labor-day-a-catholic-christian-vision-of-the-dignity-of-human-work/</p> <p>http://www.catholicstand.com/indifference-dignity-work/</p>
3.6.3 Functions of Government		
1	1. Identify goods and services provided by the government.	
2	2. Identify examples of government involvement in local economic activities.	government sponsored school meals, rent, food subsidies
3	3. Define tax and explain the relationship between taxation & government services.	
3.6.4 Economic Interdependence		
1	1. Identify local examples of division of labor.	
3.6.5 Income, Profit, and Wealth		
1	1. Explain why people work.	
1	2. Identify different occupations found in different regions of the world.	
1	3. List different jobs within a business.	
1	4. Know the basic role of a business owner.	
3	5. Define profit and loss from a business perspective.	

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1	6. List factors that would cause one job to pay more than another job.	
1	7. Define saving and explain why people save.	
2	8. Identify the role of banks in our local community.	keep money safe; make loans for homes, cars, education, businesses etc.

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GEOGRAPHY

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3.7.1 Basic Geographic Literacy		
1	1. Identify how maps and globes are used to interpret information about people, places and environment.	
1	2. Design a map with a key to represent symbols on physical and political maps.	
1	3. Identify and locate places as defined by physical and human features.	
2	4. Know the meaning of latitude and longitude.	
1	5. Name and locate the continents and major oceans.	
1	6. Write directions for a given route.	
3.7.2 Physical Characteristics of Places and Regions		
1	1. Identify the physical characteristics of major regions of the world.	
2	2. Identify the variety of ways that rain, wind and earthquakes can change the physical landscape.	
3.7.3 Human Characteristics of Places and Regions		
2	1. Identify the human characteristics of the world's regions using the following criteria: population, culture, economic activities, and forms of government.	
3.7.4 Interactions between People and the Environment		
1	1. Identify how the weather, natural disasters, and natural resources can impact people in the regions of the world.	
2	2. Identify ways that people have changed the geography of the world .	

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1	<p>3. Define the term environment and our role in its care.</p>	<p>Catechism: Paragraphs 2415-2418 http://www.vatican.va/archive/ccc_css/archive/catechism/p3s2c2a7.htm Paragraphs 337-349 http://www.vatican.va/archive/ccc_css/archive/catechism/p1s2c1p5.htm</p> <p>Quotes which may prompt ideas: http://www.usccb.org/issues-and-action/human-life-and-dignity/environment/environmental-justice-program/upload/Environmental-Primer.pdf</p> <p>Laudato Si Paragraph 211: There is a nobility in the duty to care for creation through little daily actions, and it is wonderful how education can bring about real changes in lifestyle. Education in environmental responsibility can encourage ways of acting which directly and significantly affect the world around us, such as avoiding the use of plastic and paper, reducing water consumption, separating refuse, cooking only what can reasonably be consumed, showing care for other living beings, using public transport or car-pooling, planting trees, turning off unnecessary lights, or any number of other practices. (211)</p> <p>USCCB on environment: http://www.usccb.org/issues-and-action/human-life-and-dignity/environment/index.cfm</p> <p>Reflection on the difference between environmentalism and a Godly care for the environment: http://www.catholic.com/magazine/articles/should-catholics-be-environmentalists</p>
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HISTORY

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ML	Expectation	Explanation
3.8.1 Historical Analysis and Skills Development		
1	1. Identify the difference between past, present and future using timelines and graphic organizers.	
1	2. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.	
1	3. Conduct teacher guided inquiry on assigned topics using specified historical sources.	
3.8.2 Pennsylvania History		
1	1. Create a timeline of important events in the history of the community or school.	
1	2. Create a timeline of important events in the history of the parish.	
3.8.3 United States History		
2	1. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.	
2	2. Identify and describe historical documents, artifacts, and places critical to United States history.	
2	3. Describe a conflict and a time of cooperation among groups during the history of the U.S.	
3.8.4 World History		
1	1. Identify and describe the contributions of individuals and groups in world history.	

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1	2. Identify and describe historical documents, artifacts, and places critical to world history.	
1	3. Identify and describe objects that are the same and different throughout history: jobs, clothing, houses, transportation, technology, etc.	
1	4. Describe a conflict and a time of cooperation among groups during the history of the world.	