



3 rd GRADE SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.H.K6.GS1: Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man. <i>(ILSS.3-5.IS.3; IS.4; IS.8; ILSS.3.CV.1; CV.2; G.1; G.2; G.3; H.1; H.2; H.3)</i> • CS.H.K6.IS1: Describe how history begins and ends in God and how history has a religious dimension. <i>(ILSS.3.CV.2; EC.1; G.2; H.1; H.2; H.3)</i> • CS.H.K6.IS6: Explain how the central themes within the stories of important Catholic figures and saints repeat over time. <i>(ILSS.3-5.IS.1; IS.2; IS.3; IS.4; IS.5; IS.6; IS.7; IS.8; IS.9; IS.10; ILSS.3.CV.2; G.2; G.3; H.1; H.2; H.3)</i> • CS.H.K6.IS8: Explain the human condition and the role and dignity of man in God’s plan. <i>(ILSS.3-5.IS.7; IS.8; IS.9; IS.10; ILSS.3.CV.1; CV.2; EC.1; EC.FL.1; EC.FL.2; G.2; H.1; H.2; H.3)</i> • CS.H.K6.DS6: Develop a habitual vision of greatness. <i>(ILSS.3.CV.1; CV.2; G.2; H.1; H.2)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Develop essential questions and explain the importance of the questions to self and others. • Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data • Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways. • Describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies. • Compare the goods and services that people in the local community produce and those that are produced in other communities. • Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments. 	<ul style="list-style-type: none"> • Generate examples of the goods and services that governments provide. • Describe the role of banks and other financial institutions in an economy. • Explain the concept of loans • Use print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations. • Identify and analyze how different kinds of historical sources are used to explain events in the past.



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods. Create and use a chronological sequence of related events to compare developments that happened at the same time. Explain how the diverse perspectives of people and events develop and shape communities and/or regions. 	<p><i>see previous page</i></p>
Essential Questions	
<ul style="list-style-type: none"> How do people work together to solve problems in a community? How can maps and globes help us learn about places near and far? What can we do to help make our local community a better place for ourselves and others that share it with us? What is the role of money in our society, and how does it impact humanity from a moral standpoint? Where can we find examples of greatness in history, and how can we seek to emulate such greatness? 	
Vital Vocabulary	
<ul style="list-style-type: none"> Bank, Budget, Citizenry, Community Helper, Conflict, Cooperation, Culture Region, Decision-Making, Environment, Fairness, Financial, Institution, Globe, Good(s), Job, Leader, Local, Responsibility, Rule, Sequential, Service(s), Symbol, Timeline 	

Additional Resources: [Cardinal Newman History Resources, Appendix D](#)