

HISTORY STANDARDS	GRADES 3-5 LEARNING TARGETS	GRADES 3-5 I CAN STATEMENTS	SUGGESTED VOCABULARY	CATHOLIC SOCIAL TEACHING APPLICATION For more information: <a href="#">USCCB Website</a>	INQUIRY STANDARD APPLICATION	INSTRUCTIONAL NOTES & TIMING WHEN TAUGHT
<b>SS.Hist1.a.i</b> Use historical evidence for determining cause and effect.	<ul style="list-style-type: none"><li>● Use evidence to draw conclusions about probable causes of historical events, issues, and problems.</li></ul>	<ul style="list-style-type: none"><li>● Identify and draw conclusions about probable causes of historical events, issues, and problems.</li></ul>	Probable causes	<p><b>Care for God's Creation-</b> "We show our respect for the Creator by our stewardship of creation."</p> <p><b>The Dignity of Work and the Rights of Workers-</b> "The economy must serve people, not the other way around."</p> <p><b>Option for the Poor and Vulnerable-</b> "A basic moral test is how our most vulnerable members are faring."</p> <p><b>Life and Dignity of the Human Person-</b> "The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society."</p> <p><b>Call to Family, Community, and Participation-</b> "The person is not only sacred but also social."</p> <p><b>Rights and Responsibilities-</b> "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."</p> <p><b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p>	<ul style="list-style-type: none"><li>● Develop list of open- and closed-ended questions on a topic or issue.</li><li>● Develop list of questions that support the research through discussion and investigation to guide inquiry.</li></ul>	
<b>SS.Hist1.b.i</b> Use historical evidence for determining cause and effect.  <i>Supports Standard SS.Hist1.a.i</i>	<ul style="list-style-type: none"><li>● Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</li></ul>	<ul style="list-style-type: none"><li>● Use evidence to draw conclusions about probable effects of historical events, issues, and problems.</li></ul>	Probable effect	<p><b>Rights and Responsibilities-</b> "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society."</p>	<ul style="list-style-type: none"><li>● Gather a variety of resources into categories to guide the inquiry.</li><li>● Evaluate resources to determine which best support the inquiry and supporting questions.</li></ul>	
<b>SS.Hist2.a.i</b> Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	<ul style="list-style-type: none"><li>● Describe patterns of continuity over time in the community, state, and the United States.</li></ul>	<ul style="list-style-type: none"><li>● Identify patterns of continuity over time in the community, the state, the United States, and the world.</li><li>● Describe patterns of continuity over time in the community, state and the United States.</li></ul>	Continuity	<p><b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p> <p><b>Life and Dignity of the Human Person-</b> "The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society."</p>	<ul style="list-style-type: none"><li>● Develop list of open- and closed-ended questions on a topic or issue.</li><li>● Develop list of questions that support the research through discussion and investigation to guide inquiry.</li></ul>	

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<p><b>SS.Hist2.b.i</b> Analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p><i>Supports Standard SS.Hist2.a.i</i></p>	<ul style="list-style-type: none"> <li>Describe patterns of change over time in the community, state, and the United States.</li> <li>Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</li> </ul>	<ul style="list-style-type: none"> <li>Identify patterns of change over time in the community, state, and the United States.</li> <li>Describe patterns of change over time in the community, state, and the United States."</li> <li>Identify the contributions of individuals, groups, and events to historical change and/or continuity.</li> <li>Analyze why their contributions are important to historical change and/or continuity.</li> </ul>	Historical change Continuity	<p><b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p> <p><b>Life and Dignity of the Human Person-</b> "The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society."</p> <p><b>Call to Family, Community, and Participation-</b> "We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable."</p>	<ul style="list-style-type: none"> <li>Develop list of open- and closed-ended questions on a topic or issue.</li> <li>Develop list of questions that support the research through discussion and investigation to guide inquiry.</li> <li>Create a thesis statement based on evidence found in sources to make a claim.</li> <li>Select appropriate evidence from sources to support a claim.</li> <li>Assess how evidence supports a claim.</li> </ul>	
<p><b>SS.Hist3.a.i</b> Connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	<ul style="list-style-type: none"> <li>Compare events in Wisconsin history to a current issue or event.</li> </ul>	<ul style="list-style-type: none"> <li>Identify events in Wisconsin history that relate to a current issue or event.</li> <li>Compare events in Wisconsin history to a current issue or event.</li> </ul>		<p><b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p> <p><b>Life and Dignity of the Human Person-</b> "The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society."</p> <p><b>Call to Family, Community, and Participation-</b> "We believe people have a right and a duty to participate in society, seeking together the common good and</p>	<ul style="list-style-type: none"> <li>Develop list of questions that support the research through discussion and investigation to guide inquiry.</li> <li>Evaluate resources to determine which best support the inquiry and supporting questions.</li> </ul>	



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<i>Supports Standard SS.Hist3.a.i</i>				<b>Rights and Responsibilities-</b> "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Corresponding to these rights are duties and responsibilities--to one another, to our families, and to the larger society."	resources into categories to guide the inquiry. <ul style="list-style-type: none"><li>Evaluate resources to determine which best support the inquiry and supporting questions.</li></ul>	
<b>SS.Hist4.a.i</b> Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).	<ul style="list-style-type: none"><li>Describe the historical context (situation) of a primary or secondary source.</li></ul>	<ul style="list-style-type: none"><li>Define historical context.</li><li>Describe the historical context (situation) of a primary or secondary source.</li></ul>	Historical context Primary source Secondary source	<b>Solidarity-</b> “We are one human family whatever our national, racial, ethnic, economic, and ideological differences.”	<ul style="list-style-type: none"><li>Gather a variety of resources into categories to guide the inquiry.</li></ul>	
<b>SS.Hist4.b.i</b> Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).  <i>Supports Standard SS.Hist4.a.i</i>	<ul style="list-style-type: none"><li>Describe the significance of the intended audience of a primary or secondary source.</li></ul>	<ul style="list-style-type: none"><li>Identify different audiences for a primary and secondary source.</li><li>Describe the significance of the intended audience of a primary or secondary source.</li></ul>	Primary source Secondary source	<b>Solidarity-</b> “We are one human family whatever our national, racial, ethnic, economic, and ideological differences.”	<ul style="list-style-type: none"><li>Gather a variety of resources into categories to guide the inquiry.</li><li>Evaluate resources to determine which best support the inquiry and supporting questions.</li></ul>	
<b>SS.Hist4.c.i</b> Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).  <i>Supports Standard SS.Hist4.a.i</i>	<ul style="list-style-type: none"><li>Describe the intended purpose of a specific primary or secondary source.</li></ul>	<ul style="list-style-type: none"><li>Identify different purposes for a primary and secondary source.</li><li>Describe the intended purpose of a specific primary or secondary source.</li></ul>		<b>Solidarity-</b> “We are one human family whatever our national, racial, ethnic, economic, and ideological differences.”	<ul style="list-style-type: none"><li>Gather a variety of resources into categories to guide the inquiry.</li><li>Evaluate resources to determine which best support the inquiry and supporting questions.</li></ul>	

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<p><b>SS.Hist4.d.i</b> Evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).</p> <p><i>Supports Standard SS.Hist4.a.i</i></p>	<ul style="list-style-type: none"><li>Describe the impact of the POV of the author has on a primary or secondary source.</li></ul>	<ul style="list-style-type: none"><li>Identify the impact point of view of the author has on a primary or secondary source.</li><li>Describe the impact of the point of view of the author has on a primary or secondary source.</li></ul>	Point of view Primary source Secondary source	<b>Solidarity-</b> “We are one human family whatever our national, racial, ethnic, economic, and ideological differences.”	<ul style="list-style-type: none"><li>Gather a variety of resources into categories to guide the inquiry.</li><li>Evaluate resources to determine which best support the inquiry and supporting questions.</li></ul>	