

POLITICAL SCIENCE 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.PS1.a.i</b> Identify and analyze democratic principles and ideals.	<ul style="list-style-type: none"><li>● Differentiate between majority rule and minority rights (as a function of a democratic republic).</li><li>● Hypothesize why laws and constitutions exist.</li></ul>	<ul style="list-style-type: none"><li>● Differentiate between majority rule and minority rights (as a function of a democratic republic).</li><li>● Analyze why laws and constitutions exist.</li></ul>	Democratic republic Constitution	<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>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</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.PS1.b.4-5</b> Identify and analyze democratic principles and ideals.  <i>Supports Standard SS.PS1.a.i</i>	<ul style="list-style-type: none"><li>● Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</li><li>● Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</li><li>● Apply key elements of the Wisconsin Constitution to the local community.</li></ul>	<ul style="list-style-type: none"><li>● Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture.</li><li>● Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship.</li><li>● Apply key elements of the Wisconsin Constitution to the local community.</li></ul>	Freedom Justice Equality Political culture Constitution	<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>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p>	<ul style="list-style-type: none"><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><li>● Communicate conclusions from a variety of teacher-provided presentation options.</li></ul>	

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<p><b>SS.PS2.a.i</b> Examine and interpret rights, privileges, and responsibilities in society.</p> <p><i>Supports Standard SS.PS1.a.i</i></p>	<ul style="list-style-type: none"><li>● Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.</li><li>● Summarize the actions of people and groups that have advanced civil rights for individuals.</li><li>● Identify and describe basic human liberties (i.e., thought, expression, privacy).</li></ul>	<ul style="list-style-type: none"><li>● Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world.</li><li>● Summarize the actions of people and groups that have advanced civil rights for individuals.</li><li>● Identify and describe basic human liberties.</li></ul>	<p>Declaration of Independence Constitution Bill of Rights Universal Declaration of Human Rights Human Liberties</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>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>● Communicate conclusions from a variety of teacher-provided presentation options.</li></ul>	
<p><b>SS.PS2.b.5</b> Examine and interpret rights, privileges, and responsibilities in society.</p> <p><i>Supports Standard SS.PS1.a.i</i></p>	<ul style="list-style-type: none"><li>● Compare and contrast being a citizen of a country to the principles of good citizenship.</li><li>● Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).</li></ul>	<ul style="list-style-type: none"><li>● Compare and contrast being a citizen of a country to the principles of good citizenship.</li><li>● Describe the process by which people in the United States become legal citizens.</li></ul>	<p>Citizenship Natural born Naturalization</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>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</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><li>● Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</li></ul>	

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<p><b>SS.PS2.c.4-5</b> Examine and interpret rights, privileges, and responsibilities in society.</p> <p><i>Supports Standard SS.PS1.a.i</i></p>	<ul style="list-style-type: none"><li>● Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</li><li>● Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</li></ul>	<ul style="list-style-type: none"><li>● Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances.</li><li>● Summarize how people organize to gain a greater voice to impact and change their communities.</li></ul>		<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>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</p>	<ul style="list-style-type: none"><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><li>● Communicate conclusions from a variety of teacher-provided presentation options.</li><li>● Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.</li></ul>	
<p><b>SS.PS3.a.4-5</b> Analyze and evaluate the powers and processes of political and civic institutions.</p>	<ul style="list-style-type: none"><li>● Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.</li></ul>	<ul style="list-style-type: none"><li>● Investigate reasons why citizens participate in elections.</li><li>● Identify their role in government at the local, state, tribal, and federal levels.</li></ul>		<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>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."</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><li>● Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</li></ul>	

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<b>SS.PS3.b.3-4</b> Analyze and evaluate the powers and processes of political and civic institutions.  <i>Supports Standard SS.PS3.a.4-5</i>	<ul style="list-style-type: none"><li>● Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).</li></ul>	<ul style="list-style-type: none"><li>● Provide examples of how various types of media are used in elections and government.</li><li>● Compare and contrast the multiple roles people play in elections.</li><li>● Analyze the roles civic institutions play in their lives, their community and beyond.</li></ul>	civic institutions media religious institutions	<b>Rights and Responsibilities-</b> "Every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities--to one another, to or families, and to the larger society."	<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.PS3.c.4-5</b> Analyze and evaluate the powers and processes of political and civic institutions.  <i>Supports Standard SS.PS3.a.4-5</i>	<ul style="list-style-type: none"><li>● Classify the basic structures and functions of governments.</li><li>● Summarize basic powers of the government at the local, state, tribal, and federal levels.</li></ul>	<ul style="list-style-type: none"><li>● Classify the basic structures and functions of governments.</li><li>● Summarize basic powers of the government.</li></ul>		<b>Option for the Poor and Vulnerable-</b> "A basic moral test is how our most vulnerable members are faring."  <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."  <b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."	<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.PS3.d.5</b> Analyze and evaluate the powers and processes of political and civic institutions.  <i>Supports Standard SS.PS3.a.4-5</i>	<ul style="list-style-type: none"><li>● Provide examples of how different governments solve problems.</li></ul>	<ul style="list-style-type: none"><li>● Provide examples of how different governments solve problems.</li></ul>		<b>Option for the Poor and Vulnerable-</b> "A basic moral test is how our most vulnerable members are faring."  <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."  <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><li>● Communicate conclusions from a variety of teacher-provided presentation options.</li></ul>	

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<b>SS.PS4.a.i</b> Develop and employ skills for civic literacy.  <i>Supports Standard SS.PS3.a.4-5</i>	<ul style="list-style-type: none"><li>● Compile relevant information to form a political argument and taking other points of view into account.</li></ul>	<ul style="list-style-type: none"><li>● Compile relevant information to form a political argument taking other points of view into account.</li></ul>		<b>Option for the Poor and Vulnerable-</b> "A basic moral test is how our most vulnerable members are faring."  <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."  <b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."	<ul style="list-style-type: none"><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>	
<b>SS.PS4.b.5</b> Develop and employ skills for civic literacy.  <i>Supports Standard SS.PS3.a.4-5</i>	<ul style="list-style-type: none"><li>● Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</li></ul>	<ul style="list-style-type: none"><li>● Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</li></ul>	Diversity Consensus	<b>Option for the Poor and Vulnerable-</b> "A basic moral test is how our most vulnerable members are faring."  <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."  <b>Solidarity-</b> "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."	<ul style="list-style-type: none"><li>● Communicate conclusions from a variety of teacher-provided presentation options.</li></ul>	