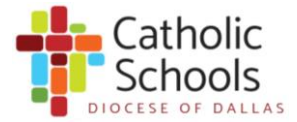


Unit Maps: Grade K Social Studies



Then and Now	Unit	CHECKPOINT		
		1	2	3
K.3 History. The student understands the concept of chronology. The student describes how history begins and ends in God and how history has a religious dimension. *				

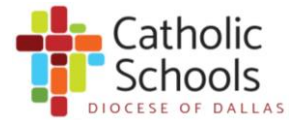
Catholic Identity: Integration of Our Faith			
K.1A	exhibit an affinity for the common good and shared humanity *		
K.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. *		
K.1C	describe how history is a way to learn about what God does for humanity. *		
K.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A use valid primary and secondary sources				
K.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Then and Now				
K.3 place events in chronological order				
K.3A.1 use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.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				
K.2D organize, create, and interpret information				
K.2E identify the historical context of an event				

Unit Maps: Grade K Social Studies



Exploring Places	Unit	CHECKPOINT		
		1	2	3
K.4 Geography and Culture. The student understands physical and human characteristics of place and demonstrates respect for individual differences among students in the classroom and school community. *				

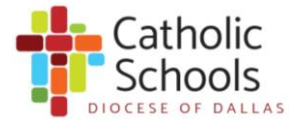
Catholic Identity: Integration of Our Faith			
K.1A	exhibit an affinity for the common good and shared humanity *		
K.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. *		
K.1C	describe how history is a way to learn about what God does for humanity. *		
K.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A use valid primary and secondary sources				
K.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Exploring Places				
K.4 locate places on the school campus and describe their relative locations				
K.4A.1 use terms - including over, under, near, far, left, and right, to describe relative location				
K.4A.2 identify tools that aid in determining location, including maps and globes				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.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				
K.2D organize, create, and interpret information				
K.2 E identify the historical context of an event				

Unit Maps: Grade K Social Studies



Rules and Leaders	Unit	CHECKPOINT		
		1	2	3
K.5 Government and Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student examines how history can assist in the acquisition of values and virtues. *				

Catholic Identity: Integration of Our Faith			
K.1A	exhibit an affinity for the common good and shared humanity *		
K.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. *		
K.1C	describe how history is a way to learn about what God does for humanity. *		
K.1D	explain how Catholic figures and saints impacted history *		

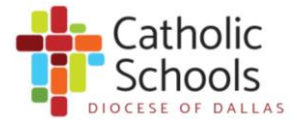
Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A use valid primary and secondary sources				
K.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Need for Rules				
K.5A identify purposes for having rules				
K.5A.1 identify rules that provide order, security, and safety in the home and school				
K.5A.2 use voting as a method for group decision making				

Leaders				
K.5B identify authority figures in the home, school, and community				
K.5B.1 explain how authority figures make and enforce rules				
Flags and Symbols				
K.5C identify the flags of the United States and Texas				
K.5C.1 recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.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				
K.2D organize, create, and interpret information				
K.2E identify the historical context of an event				

Unit Maps: Grade K Social Studies



Needs and Wants	Unit	CHECKPOINT		
		1	2	3
K.6 Economics. The student understands that basic human needs and wants are met in many ways. The student explains how beliefs about God, humanity, and material things affect behavior. *				

Catholic Identity: Integration of Our Faith			
K.1A	exhibit an affinity for the common good and shared humanity *		
K.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome. *		
K.1C	describe how history is a way to learn about what God does for humanity. *		
K.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
K.2A use valid primary and secondary sources				
K.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Needs and Wants				
K.6A identify basic human needs of food, clothing, and shelter				
K.6A.1 explain the difference between needs and wants				

Jobs				
K.6B identify jobs in the home, school, and community				
K.6B.1 explain why people have jobs				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
K.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				
K.2D organize, create, and interpret information				
K.2E identify the historical context of an event				