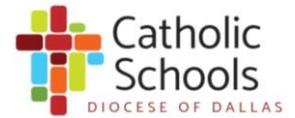


Unit Maps: Grade 1 Social Studies



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

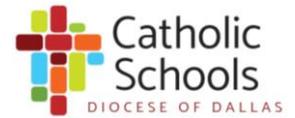
Catholic Identity: Integration of Our Faith			
1.1A	exhibit an affinity for the common good and shared humanity *		
1.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
1.1C	describe how history is a way to learn about what God does for humanity *		
1.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2A use valid primary and secondary sources				
1.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Then and Now				
1.3A create a calendar and simple timeline				
1.3A.1 distinguish among past, present, and future				
1.3A.2 describe and measure calendar time by days, weeks, months, and years				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2C 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				
1.2D organize, create, and interpret information				
1.2E identify the historical context of an event				

Unit Maps: Grade 1 Social Studies



Exploring Places	Unit	CHECKPOINT		
		1	2	3
1.4 Geography and Culture. The student understands the relative location of places and various physical and human characteristics. The student demonstrates respect for individual differences among students in the classroom and school community. *				

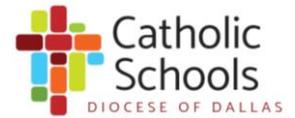
Catholic Identity: Integration of Our Faith			
1.1A	exhibit an affinity for the common good and shared humanity *		
1.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
1.1C	describe how history is a way to learn about what God does for humanity *		
1.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2A use valid primary and secondary sources				
1.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Using and Creating Maps				
1.4A create and use simple maps such as maps of the home, classroom, school, and community				
1.4A.1 locate places using the four cardinal directions				
1.4A.2 locate the community, Texas, and the United States on maps and globes				
1.4A.3 describe the location of self and objects relative to other locations in the classroom and school				
Where We Live				
1.4B identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location				
1.4B.1 identify examples of and uses for natural resources in the community, state, and nation				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2C 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				
1.2D organize, create, and interpret information				
1.2E identify the historical context of an event				

Unit Maps: Grade 1 Social Studies



Rules and Leaders	Unit	CHECKPOINT		
		1	2	3
1.5 Government and Citizenship. The student understands the purpose of rules and law and the role of authority figures, public officials, and citizens. The student understands the purpose of rules and law and the role of authority figures, public officials, and citizens. The student examines how history can assist in the acquisition of values and virtues. *				

Catholic Identity: Integration of Our Faith			
1.1A	exhibit an affinity for the common good and shared humanity *		
1.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
1.1C	describe how history is a way to learn about what God does for humanity *		
1.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2A use valid primary and secondary sources				
1.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Rules				
1.5A explain the purpose for rules and laws in the home, school, and community				
1.5A.1 identify rules and laws that establish order, provide security, and manage conflict				

Leaders				
1.5B identify and describe the roles of public officials in the community, state, and nation.				
1.5B.1 identify the responsibilities of authority figures in the home, school, and community				

Citizenship				
1.5C describe and model the role of a good citizen				
1.5C.1 identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting				
1.5C.2 identify historical and present-day individuals who exemplify good citizenship				
1.5C.3 explain and practice voting as a way of making choices and decisions				

Symbols				
1.5D explain state and national patriotic symbols, including the United States and Texas flags				
1.5D.1 recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				
1.5D.2 identify anthems and mottoes of Texas and the United States				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2C 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				

Unit Maps: Grade 1 Social Studies



Rules and Leaders	Unit	CHECKPOINT		
		1	2	3
1.5 Government and Citizenship. The student understands the purpose of rules and law and the role of authority figures, public officials, and citizens. The student understands the purpose of rules and law and the role of authority figures, public officials, and citizens. The student examines how history can assist in the acquisition of values and virtues. *				

Catholic Identity: Integration of Our Faith			
1.1A	exhibit an affinity for the common good and shared humanity *		
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Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2A use valid primary and secondary sources				
1.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Rules				
1.5A explain the purpose for rules and laws in the home, school, and community				
1.5A.1 identify rules and laws that establish order, provide security, and manage conflict				
Leaders				
1.5B identify and describe the roles of public officials in the community, state, and nation.				
1.5B.1 identify the responsibilities of authority figures in the home, school, and community				
1.2D organize, create, and interpret information				
1.2E identify the historical context of an event				

Unit Maps: Grade 1 Social Studies



Meeting Our Needs	Unit	CHECKPOINT		
		1	2	3
1.6 Economics. The student understands how families meet basic human needs. The student understands the concepts of goods and services and how beliefs about God, humanity, and material things affect behavior. *				

Catholic Identity: Integration of Our Faith			
1.1A	exhibit an affinity for the common good and shared humanity *		
1.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
1.1C	describe how history is a way to learn about what God does for humanity *		
1.1D	explain how Catholic figures and saints impacted history *		

Learning Process Standards (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2A use valid primary and secondary sources				
1.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
Meeting Our Needs				
1.6A describe ways that families meet basic human needs				
1.6A.1 describe similarities and differences in ways families meet basic human needs				
1.6A.2 explain why wanting more than they can have requires that people make choices				
1.6A.3 describe the components of various jobs and the characteristics of a job well performed				

Goods and Services				
1.6B identify examples of goods and services in the home, school, and community				
1.6B.1 identify ways people exchange goods and services				
1.6B.2 describe how specialized jobs contribute to the production of goods and services				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2C 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				
1.2D organize, create, and interpret information				
1.2E identify the historical context of an event				