

## Catholic Identity Standards

<b>K.1 Catholic identity standards.</b> The student understands and integrates the content of what is learned into their faith and daily life.*	
<b>Ways to Grow</b>	K.1A recognize that every human life is sacred because each person is created and loved by God*
	K.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
	K.1C recognize and oppose unjust social structures and work toward justice for all*
	K.1D see God at work in all things and as expressed in the sacraments*
	K.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

## Learning Process Standards

<b>K.2 Learning process standards.</b> The student demonstrates how history helps us predict and plan for future events using prudence and wisdom gleaned from recognizing previous patterns of change, knowledge of past events, and a richer, more significant, view of personal experiences.*	
Tools to Know	Ways to Show
K.2A use valid primary and secondary sources	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
K.2B select and describe beautiful artifacts from different times and cultures*	

## Then and Now

<b>K.3 History.</b> The student understands the concept of chronology. The student describes how history begins and ends in God and how history has a religious dimension.*	
Applied Standards	Supporting Standards
K.3A 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

## Exploring Places

<b>K.4 Geography and culture.</b> The student understands physical and human characteristics of place and demonstrates respect for individual differences among students in the classroom and school community.*	
K.4A locate places on the school campus and describe their relative locations	K.4A.1 use terms to describe relative location, including over, under, near, far, left, and right K.4A.2 identify tools that aid in determining location, including maps and globes
K.4B identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location	

## Rules and Leaders

<b>K.5 Government and citizenship.</b> The student understands the purpose of rules and authority figures.	
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
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.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.\*

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
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## Needs and Wants

**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.\*

K.6A	identify basic human needs of food, clothing, and shelter	K.6A.1	explain the difference between needs and wants
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K.6B	identify jobs in the home, school, and community	K.6B.1	explain why people have jobs
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