

Catholic Identity Standards

1.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 1.0A recognize that every human life is sacred because each person is created and loved by God
- 1.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 1.0C recognize and oppose unjust social structures and work toward justice for all
- 1.0D see God at work in all things and as expressed in the sacraments
- 1.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Social Studies Skills

1.16 The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.

- 1.16A identify and state facts based on relevant evidence
- 1.16B identify different kinds of historical sources and artifacts and explain how they can be used to study the past
- 1.16C gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance
- 1.16D sequence and categorize information
- 1.DS1* select and describe beautiful artifacts from different times and cultures

Social Studies Skills

1.17 The student communicates in oral, visual, and written forms.

- 1.17A use a simple timeline to distinguish among past, present, and future
- 1.17B use a calendar to describe and measure time in days, weeks, months, and years
- 1.17C communicate information visually, orally, or in writing based on knowledge and experiences in social studies
- 1.17D create and interpret visual and written material
- 1.17E use social studies terminology correctly
- 1.17F apply and practice classroom rules and procedures for listening and responding respectfully

Social Studies Skills

1.18 The student uses problem-solving and decision-making skills, working independently and with others.

- 1.18A use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community
- 1.18B use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- 1.IS7* explain how beliefs about God, humanity, and material things affect behavior
- 1.DS3* Demonstrate respect and solicitude to individual differences among students in the classroom and school community

History

1.1 The student understands the origins of customs, holidays, and celebrations.

- 1.1A describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
- 1.1B compare the observance of holidays and celebrations

History

1.2 The student understands how historical figures helped shape the state and nation.

- 1.2A identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation
- 1.2B compare the lives of historical figures who have influenced the state and nation

Geography

1.3 The student understands the relative location of places.

- 1.3A describe the location of self and objects relative to other locations in the classroom and school using spatial terms
- 1.3B locate places using the four cardinal directions

Geography

1.4 The student understands the purpose of geographic tools, including maps and globes.

- 1.4A create and use simple maps such as maps of the home, classroom, school, and community
- 1.4B locate and explore the community, Texas, and the United States on maps and globes

Geography

1.5 The student understands physical and human characteristics of place to better understand their community and the world around them.

- 1.5A identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather

1.5B identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities

Economics

1.6 The student understands how families meet basic human needs.

1.6A describe ways that families meet basic human needs

1.6B describe similarities and differences in ways families meet basic human needs

Economics

1.7 The student understands the concepts of goods and services.

1.7A identify examples of goods and services in the home, school, and community

1.7B identify ways people exchange goods and services

1.7C identify the role of markets in the exchange of goods and services

Economics

1.8 The student understands the condition of not being able to have all the goods and services one wants.

1.8A identify examples of people wanting more than they can have

1.8B explain why wanting more than they can have requires that people make choices

1.8C identify examples of choices families make when buying goods and services

Economics

1.9 The student understands the value of work.

1.9A describe the tools of various jobs and the characteristics of a job well performed

1.9B describe how various jobs contribute to the production of goods and services

Government

1.10 The student understands the purpose of rules and laws.

1.10A explain the purpose for rules and laws in the home, school, and community

1.10B identify rules and laws that establish order, provide security, and manage conflict

Government

1.11 The student understands the role of authority figures and public officials.

1.11A identify the responsibilities of authority figures in the home, school, and community

1.11B identify and describe the roles of public officials in the community, state, and nation

Citizenship

1.12 The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.

1.DS6* Develop a habitual vision of greatness

1.12A 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

1.12B identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt

Citizenship

1.13 The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.

1.13A explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo

1.13B recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag

1.13C identify anthems and mottoes of Texas and the United States

1.13D explain and practice voting as a way of making choices and decisions

1.13E explain how patriotic customs and celebrations reflect American individualism and freedom

Culture

1.14 The student understands the importance of family and community beliefs, language, and traditions.

1.GS1* Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man

1.GS3* Demonstrate an understanding of the cultural inheritance provided by the Church

1.14A describe and explain the importance of beliefs, language, and traditions of families and communities

1.14B explain the way folktales and legends reflect beliefs, language, and traditions of communities

Science, Technology, and Society

1.15	The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present.
1.15A	describe how technology has affected the ways families live
1.15B	describe how technology has affected communication, transportation, and recreation
1.15C	identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan