



1st GRADE SOCIAL SCIENCES	
Cardinal Newman Standards: Catholic Identity Integration	
<ul style="list-style-type: none"> • CS.H.K6.GS1: Demonstrate a general understanding of the “story” of humanity from creation to present through a Catholic concept of the world and man. <i>(ILSS.K-2.IS.1; IS.2; IS.6; ILSS.1.CV.1; CV.2; EC.1; G.2; G.3; H.1; H.2, H.3)</i> • CS.H.K6.IS7: Explain how beliefs about God, humanity, and material things affect behavior. <i>(ILSS.1.CV.1; CV.2; EC.1; EC.2; EC.FL.1; G.2; G.3; H.1; H.2; H.3)</i> • CS.H.K6.IS11: Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching. <i>(ILSS.K-2.IS.1; IS.2; IS.3; IS.4; IS.5; IS.6; IS.7; ILSS.1.CV.1; CV.2; EC.1; EC.FL.1; G.1; G.2; G.3; H.1; H.2; H.3)</i> • CS.H.K6.DS2: Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after. <i>(ILSS.1.CV.1; CV.2; EC.2; EC.FL.1; G.2; G.3; H.1; H.2; H.3)</i> 	
Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • Create questions that are relevant to self as they relate to the content of the Social Science Standards. • With guidance and support, reflect on one’s inquiry process and findings. • Explain how individuals who live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities. • Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one’s own and other groups and communities. • Explain and give examples of when choices are made that something else is given up. • Construct and interpret print and digital maps and other cultural representations of familiar places. • With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions. • Generate questions and investigate diverse individuals and groups who have shaped a significant historical change. 	<ul style="list-style-type: none"> • Describe the skills and knowledge required to produce certain goods and services. • Explain how people earn pay or income in exchange for work. • Compare how people in different types of communities use local and worldwide environments to meet their daily needs. • Create a chronological sequence of multiple events based on current learning.



Priority Skills	Supporting Skills
<ul style="list-style-type: none"> • With guidance and support, investigate how our perspectives of historical events have changed over time. 	<p><i>see previous page</i></p>
<p>Essential Questions</p>	
<ul style="list-style-type: none"> • How do people in different places live, work, and meet their needs? • How can we learn about people from the past and why they are important? • What can maps and pictures tell us about where we live? • How has the Catholic faith impacted our local and global history? • What do people do to help others in our community? 	
<p>Vital Vocabulary</p>	
<ul style="list-style-type: none"> • Change, Choice, Community, Cost, Future, Global, Income, Investigate, Job, Law, Leader, Location, Map, Money, Moral, Order, Past, Place, Present, Purchase, Represent, Responsibility, Skill, Variety, Work 	

Additional Resources: [Cardinal Newman History Resources, Appendix D](#)