

Resources for Integrating Catholic Thought in Social Studies Grade 1

CIVICS AND GOVERNMENT

Mastery Level (ML) Codes: 1=Standard should be taught in depth; 2=Students need a basic foundation; 3=If time permits		
ML	Expectation	Explanation
1.5.1 Principles and Documents of Government		
1	1. Explain the purposes of rules in the classroom and school.	
1	2. Explain the importance of rules in the classroom and school.	
2	3. Give examples of living the ideal of equality.	
1	4. Understand the importance of written rules and laws.	
1	5. Know the responsibilities of roles in school and community.	
1	6. Identify national symbols.	
1	7. Know that happiness comes from following God's laws.	<p>God's law and happiness: http://www.catholiceducation.org/en/culture/catholic-contributions/god-s-law-and-our-happiness.html</p> <p>http://www.catholic.com/blog/karlo-broussard/is-god-necessary-for-human-happiness</p> <p>Catechism (esp. paragraph 27) http://www.vatican.va/archive/ccc_css/archive/catechism/p1s1c1.htm</p>
1.5.2 Rights and Responsibilities of Citizenship		
1	1. Identify a child's responsibilities at school and home.	
2	2. Identify a problem and attempt to solve with help from an adult or peers.	
2	3. Identify school opportunities for leadership and service.	
1	4. Explain responsible school behavior.	

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1	5. Identify a child's responsibilities as a member of God's family.	<p>What a child's responsibility is in the family (mirrors what their responsibility is in the family of God). Take special note of the first two paragraphs and the paragraph summarizing 2227-2228 in the Catechism. http://www.catholicity.com/catechism/duties_of_family_members.html</p> <p>Consider sharing some saint lives and pulling out how they lived their responsibilities as part of God's family. Little Nellie, St. Bernadette, and Dominic Savio are especially apt for young children since their virtue was strong young in life. https://catholicismpure.wordpress.com/2011/03/20/child-saints-as-role-models-for-children/</p>
1.5.3 How Government Works		
2	1. Identify the roles of local government.	
1	2. Identify the services of local government.	
1	3. Identify the value of emergency personnel.	
1	4. Identify positions of authority In school.	
2	5. Identify situations when it is a benefit to have someone represent the people.	
1	6. Identify & explain responsible classroom citizenship and consequences.	
2	7. Know how news is relayed to the public.	
1.5.4 How International Relationships Function		
1	1. Identify ways to avoid conflict.	
1	2. Describe ways classrooms can work together.	
2	3. Identify different means of receiving information and news.	
2	4. Explain how a classroom reaches a compromise.	
1	5. Know that all people are made in the image and likeness of God.	<p>Catechism: paras 1701-1706 http://www.vatican.va/archive/ccc_css/archive/catechism/p3s1c1a1.htm</p>

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		Explain what "in the image of God" really means http://owensborocatholicradio.com/844/catholic-qa-32-what-does-it-mean-to-be-made-in-the-image-and-likeness-of-god/
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ECONOMICS

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ML	Expectation	Explanation
1.6.1: Scarcity and Choice		
1	1. Identify scarcity of resources within the school community.	not enough books for all students; not enough art supplies, etc.
1	2. Identify classroom wants and needs.	
1	3. Identify a choice based on needs vs. wants.	
1	4. Identify a choice based on classroom interest.	
1	5. Describe why it is important to not waste things, but to use everything carefully.	Laudato Si Paragraphs 82-83; 84-85 Reverence for creation shows respect for God. He made the resources we use, so we need to be respectful of them. (Like being respectful of a gift you are given. If Aunt Sally gives you an expensive gift and you don't feel like putting it away and leave it out in the rain and it gets ruined, it doesn't just hurt your gift, it hurts Aunt Sally.) http://w2.vatican.va/content/francesco/en/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si.html
1.6.2 Markets and Economic Systems		
2	1. Identify goods, consumers, and producers.	
2	2. Identify advertisements that encourage us to buy things based on want rather than need.	
1	3. Explain how the higher the value of the product is then the higher the price.	This product is more valuable, so it costs more: a car vs. a game.
3	4. Identify the impact on a community when a business opens.	more jobs; store is closer to home; housing turned into parking lots, etc.
1	5. Know that all life has God given value.	USCCB: http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/life-and-dignity-of-the-human-person.cfm

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		This whole document is very good. If you need to look at just one area, focus on paragraph 2 http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_25031995_evangelium-vitae.html
1.6.3 Functions of Government		
2	1. Identify products produced in the United States.	
1.6.4 Economic Interdependence		
1	1. Give examples of how work is divided among people working at the school.	
1.6.5 Income, Profit, and Wealth		
1	1. Identify individuals who work for wages in the community.	
1	2. Identify different jobs in the community and the purpose of each.	
2	3. Explain the need to save money.	

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GEOGRAPHY

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ML	Expectation	Explanation
1.7.1 Basic Geographic Literacy		
1	1. Identify maps and globes as geographic tools.	
1	2. Construct a simple map.	
1	3. Describe places in geographic reference to physical features.	
1	4. Compare and contrast distance, location and direction of objects.	
1.7.2 Physical Characteristics of Places and Regions		
1	1. Identify physical characteristics in the community and region, such as oceans, lakes, rivers, and mountains.	
2	2. Identify how water can change the surface of the land.	
1.7.3 Human Characteristics of Places and Regions		
1	1. Identify the local climate and how it determines the way people live.	
1.7.4 Interactions between People and the Environment		
1	1. Describe how lakes, rivers and streams impact people.	
1	2. Know that God created the earth and all living things out of love.	CCC # 293 http://www.vatican.va/archive/ccc_css/archive/catechism/p1s2c1p4.htm Summary of Catechism: http://www.biblicalcatholic.com/apologetics/p40.htm

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HISTORY

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1.8.1 Historical Analysis and Skills Development		
1	1. Demonstrate an understanding of chronology.	Students should be able to put a series of events in time order.
1	2. Identify a problem or dilemma surrounding an event.	
1	3. Identify sources of historical information.	books, journals/diaries, newspapers, bones, etc.
1.8.2 Pennsylvania History		
1	1. Identify groups of people who contribute to a community.	
2	2. Identify symbols, slogans, or mottos that are representative of the state.	
1	3. Identify holiday and cultural celebrations in a community and why they are celebrated.	
1	4. Describe examples of conflict and cooperation in the classroom community.	
1	5. Give an example of when the school or community cooperated to solve a problem.	
1	6. State the name of bishop and diocese.	Bishop Lawrence Persico of the Diocese of Erie. See below for his seal (the symbol of his office) and an explanation of the seal.
1.8.3 United States History		
1	1. Identify American people related to national holidays.	
1	2. Name important documents and artifacts (flag, liberty bell, White House, etc.) in the United States.	
1	3. Identify conflict and describe ways to cooperate with others by making smart choices.	
1.8.4 World History		

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2	1. Explain why cultures celebrate.	
2	2. Explain the importance of world landmarks.	
2	3. Identify holidays and ceremonies of selected world cultures.	

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The Coat of Arms of The Most Reverend Lawrence T. Persico, JCL Tenth Bishop of the Diocese of Erie

The coat of arms of Bishop Lawrence T. Persico combines the coat of arms of the Diocese of Erie with his personal coat of arms using traditional elements. At one time in history, bishops wore a pilgrim's hat, called a "galero," in a bright green. A gold-colored episcopal cross behind the shield was carried immediately in front of any bishop whenever he was exercising his office.



The left side of the shield contains symbols of the Diocese of Erie. The main part of the field is silver, depicted here in white, and contains a large green Latin cross. The ends of the arms of the cross expand and terminate in the three points making it a patonce cross. The upper third of the shield is colored blue and separated by a line of division suggesting the waves of Lake Erie. The gold key is a symbol of St. Peter, the titular saint of the diocesan cathedral church.

The right side of the shield contains the personal coat of arms of Bishop Persico. The background is gold, depicted here in yellow. Across this field is a bar called a "fess" in green with an upper edge that suggests the wall of a castle and the name green-burg (city), the bishop's native diocese.

Above this bar we see a green tree suggesting a peach tree from which the family name Persico is derived. Below the bar is a black gridiron, a symbol of St. Lawrence, the bishop's patron saint, who is thought to have suffered martyrdom by being roasted alive by his persecutors. These three symbols also reflect the bishops under whom Bishop Persico has served by repeating a symbol from their coats of arms: from Bishop William Connare, the fess; from Bishop Anthony Bosco, the tree; from Bishop Lawrence Brandt, the gridiron.

Below the shield is the bishop's motto, "Veritas In Caritate," "Truth in Love," from Ephesians 4:15: "Rather, living the truth in love, we are to grow up, in every way, into him who is the head, Christ."

The coat of arms was designed by Father Guy Selvester, a priest of the Diocese of Metuchen, N.J., and an expert in heraldic design, specializing in ecclesiastical heraldry.