

First Grade Social Studies Scope & Sequence 2023-2024

On going TEKS/Tools to Know/Ways to Show:

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

1.16(A) 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

1.16(B) sequence and categorize information

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

1.17(A) use a simple timeline to distinguish among past, present, and future

1.17(B) use a calendar to describe and measure time in days, weeks, months, and years

1.17(C) express ideas orally based on knowledge and experiences

1.17(D) create and interpret visual and written material

1.17(E) use social studies terminology correctly

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

1.18(A) 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

Holidays, Historical Figures, and Culture (Integrating Social Studies with Reading and Writing)

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

1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day

1.1(B) compare the observance of holidays and celebrations

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

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

1.2(B) compare the lives of historical figures who have influenced the state and nation

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

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

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

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

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

Technology (Integrating Social Studies with Technology Applications)

1.15 Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present.

1.15(A) describe how technology has affected the ways families live

1.15(B) describe how technology has affected communication, transportation, and recreation

1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan

First Nine Weeks

Understand the Purpose of Rules:

1.10 Government. The student understands the purpose of rules and laws.

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

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

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

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

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

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

1.13B Recite the Pledge of Allegiance to the United States Flag, and the Pledge to the Texas Flag.

Exemplifying Good Citizenship:

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

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

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

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

Second Nine Weeks

Exemplifying Good Citizenship Continued:

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

1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day

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

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

1.13(C) identify anthems and mottos of Texas and the United States

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

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

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

Understand That People Have Various Beliefs and Customs:

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

1.1(B) compare the observance of holidays and celebrations

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

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

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

Understand That Geography Impacts How We Live:

1.3 Geography. The student understands the relative location of places

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

1.3(B) locate places using the four cardinal directions

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

1.4(A) create and use simple maps such as maps of the home, classroom, school, and community

1.4(B) locate and explore the community, Texas, and the United States on maps and globes

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

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

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

Studying the Past:

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

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

1.2(B) compare the lives of historical figures who have influenced the state and nation

Texas Symbols and Mottos:

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

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

1.13(C) identify anthems and mottos of Texas and the United States

Make Choices to Prioritize Needs Versus Wants:

1.6 Economics. The student understands how families meet basic human needs.

1.6(A) describe ways that families meet basic human needs

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

1.7 Economics. The student understands the concepts of goods and services.

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

1.7(B) identify ways people exchange goods and services

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

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

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

Third Nine Weeks

Fourth Nine Weeks

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

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

1.9 Economics. The student understands the value of work.

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

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

MATH TEKS 1.9 Earning, Spending, and Saving. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

1.9(A) define money earned as income

1.9(B) identify income as a means of obtaining goods and services, oftentimes making choice between wants and needs

1.9(C) distinguish between spending and saving

1.9(D) consider charitable giving