

**SOCIAL STUDIES
FIRST GRADE**

ONGOING TEKS:

1.5 **Geography.** The student understands the **purpose of maps and globes.** The student is expected to:

B. *locate places of significance* on maps and globes such as the local community, Texas, and the United States.

1.17 **Social studies skills.** The student applies **critical-thinking skills** to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

A. *obtain information* about a topic ***using a variety of oral sources*** such as conversations, interviews, and music.

B. *obtain information* about a topic ***using a variety of visual sources*** such as pictures, graphics, television, maps, computer images, literature, and artifacts.

C. *sequence and categorize information.*

D. *identify main ideas* from oral, visual, and print sources.

1.18 **Social studies skills.** The student **communicates** in written, oral, and visual forms. The student is expected to:

A. *express ideas orally* based on knowledge and experiences.

B. *create visual and written material* including pictures, maps, timelines, and graphs.

1.19 **Social studies skills.** The student uses **problem-solving and decision-making skills**, working independently and with others, in a variety of settings. The student is expected to:

A. *use a problem-solving process* 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.

B. *use a decision-making process* to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

1ST SIX WEEKS:

1.4 **Geography.** The student understands the **relative location of places.** The student is expected to:

A. *locate places* using the four cardinal directions.

1.10 **Government.** The student understands the **purpose of rules and laws.** The student is expected to:

A. *explain* the need for rules and laws in the home, school, and community.

B. *give examples* of rules or laws that establish order, provide security, and manage conflict.

1.11 **Government.** The student understands the **role of authority figures and public officials.** The student is expected to:

C. *identify the responsibilities* of authority figures in the home, school, and community.

1.12 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

A. *identify characteristics* of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good.

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

B. *recite and explain* the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag.

2ND SIX WEEKS:

1.1 **History.** The student understands how historical figures helped to shape our **community, state, and nation.** The student is expected to:

A. *identify contributions* of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation.

1.4 **Geography.** The student understands the **relative location of places.** The student is expected to:

B. *describe the location* of self and objects *relative to other locations* in the classroom and school.

1.11 **Government.** The student understands the **role of authority figures and public officials.** The student is expected to:

A. *identify* leaders in the community, state, and nation.

B. *describe the roles* of public officials including mayor, governor, and president.

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

A. *explain* selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo.

1.14 **Culture.** The student understands how **families meet basic human needs.** The student is expected to:

A. *describe ways* that families meet basic human needs.

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

1.15 **Culture.** The student understands the importance of **family beliefs, customs, language, and traditions.** The student is expected to:

A. *describe* various beliefs, customs, and traditions of families *and explain* their importance.

B. *retell stories* from selected folktales and legends such as Aesop's fables.

3RD SIX WEEKS:

1.1 **History.** The student understands how historical figures helped to shape our **community, state, and nation.** The student is expected to:

A. *identify contributions* of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation.

B. *identify historic figures* such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness.

1.3 **History.** The student understands the concepts of **time and chronology.** The student is expected to:

A. *distinguish* among past, present, and future.

1.5 **Geography.** The student understands the **purpose of maps and globes.** The student is expected to:

A. *create and use simple maps* to identify the location of places in the classroom, school, community, and beyond.

1.12 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

B. *identify historic figures* such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship.

C. *identify ordinary people* who exemplify good citizenship and exhibit a love of individualism and inventiveness.

1.15 **Culture.** The student understands the importance of **family beliefs, customs, language, and traditions.** The student is expected to:

B. *retell stories* from selected folktales and legends such as Aesop's fables.

4TH SIX WEEKS:

1.1 **History.** The student understands how historical figures helped to shape our **community, state, and nation.** The student is expected to:

C. *compare the similarities and differences* among the lives and activities of historical figures who have influenced the community, state, and nation.

1.2 **History.** The student understands the origins of **customs, holidays, and celebrations.** The student is expected to:

A. *describe the origins* of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day.

C. *identify* anthems and mottoes of the United States and Texas.

1.12 **Citizenship.** The student understands **characteristics of good citizenship** as exemplified by historic figures and ordinary people. The student is expected to:

C. *identify ordinary people* who exemplify good citizenship and exhibit a love of individualism and inventiveness.

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

C. *use voting* as a way of making choices and decisions.

D. *explain* how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.

1.16 **Science, technology, and society.** The student understands how **technology has affected daily life, past and present.** The student is expected to:

B. *describe* how technology has changed communication, transportation, and recreation.

C. *describe* how technology has changed the way people work.

5TH SIX WEEKS:

1.2 **History.** The student understands the origins of **customs, holidays, and celebrations.** The student is expected to:

B. *compare* the observance of holidays and celebrations, *past and present.*

1.3 **History.** The student understands the concepts of **time and chronology.** The student is expected to:

B. *create* a calendar or timeline.

C. *use vocabulary* related to chronology, including yesterday, today, and tomorrow.

1.6 **Geography.** The student understands various physical and human **characteristics of the environment.** The student is expected to:

A. *identify and describe* the physical characteristics of places such as landforms, bodies of water, natural resources, and weather.

B. *identify examples* of and uses for natural resources in the community, state, and nation.

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

A. *identify examples* of people wanting more than they can have.

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

1.9 **Economics.** The student understands the **value of work.** The student is expected to:

A. *describe* the requirements of various jobs and the characteristics of a job wellperformed.

B. *describe* how specialized jobs contribute to the production of goods and services.

1.16 **Science, technology, and society.** The student understands how **technology has affected daily life, past and present.** The student is expected to:

A. *describe* how household tools and appliances have changed the ways families live.

6TH SIX WEEKS:

1.6 Geography. The student understands various physical and human **characteristics of the environment**. The student is expected to:

C. *identify and describe* the human characteristics of places such as types of houses and ways of earning a living.

1.7 Economics. The student understands the concepts of **goods and services**. The student is expected to:

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

B. *identify ways* people exchange goods and services.

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**. The student is expected to:

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