



**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
2006-2007 SOCIAL STUDIES SCOPE & SEQUENCE:
GRADE 1 (ENGLISH & SPANISH)
GRADE LEVEL THEME: CHANGE/CAMBIO**

(+= Explicitly Stated in TEKS ✓ = Connection Student Expectation)

*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	GRADE 1 TEKS INTRODUCTION
1	2	3	4	5		
					(1.1) History. The student understands how historical figures helped to shape our community, state, and nation.	<p>In Grade 1, the focus is on students' relationship to the classroom, school, and community, with some introduction to the state and nation.</p> <ul style="list-style-type: none"> The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information. <p>Use a variety of rich material such as biographies; folktales, myths, and legends; poetry, songs, and artworks is encouraged.</p> <p>The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes.</p> <p>Skills listed in geography and social studies skills strands in The Knowledge and Skills (section b) should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p>
✓		✓			(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;	
✓					(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.	
✓					(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;	
✓					(B) compare the observance of holidays and celebrations, past and present; and	
✓					(C) identify anthems and mottoes of the United States and Texas.	
					(1.3) History. The student understands the concepts of time and chronology.	
✓					(A) distinguish among past, present, and future;	
				✓	(B) create a calendar or timeline; and	
✓					(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.	
					(1.4) Geography. The student understands the relative location of places.	
	✓				(A) locate places using the four cardinal directions; and	
	✓				(B) describe the location of self and objects relative to other locations in the classroom and school.	
					(1.5) Geography. The student understands the purpose of maps and globes.	
	✓		✓	✓	(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and	
	✓				(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.	
					(1.6) Geography. The student understands various physical and human characteristics of the environment.	

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1	2	3	4	5	
	✓				(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; and
		✓			(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.
		✓			(A) identify examples of goods and services in the home, school, and community;
					(B) identify ways people exchange goods and services; and
		✓			(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.
					(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; and
					(C) identify examples of choices families make when buying goods and services.
					(1.9) Economics. The student understands the value of work.
					(A) describe the requirements of various jobs and the characteristics of a job well –performed; and
					(B) describe how specialized jobs contribute to the production of goods and services.
					(1.10) Government. The student understands the purpose of rules and laws.
			✓		(A) explain the need for rules and laws in the home, school, and community; and
			✓		(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.
			✓		(A) identify leaders in the community, state, and nation;
			✓		(B) describe the roles of public officials including mayor, governor, and president; and
			✓		(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.
			✓		(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
			✓		(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and
✓			✓		(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.

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*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
1	2	3	4	5	
					(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.
✓					(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;
✓					(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;
✓					(C) use voting as a way of making choices and decisions; and
					(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.
					(1.14) Culture. The student understands how families meet basic human needs.
					(A) describe ways that families meet basic human needs; and
					(B) describe similarities and differences in ways families meet basic human needs.
					(1.15) Culture. The student understands the importance of family, belief, customs, language, and traditions.
		✓			(A) describe various beliefs, customs, and traditions of families and explain their importance; and
		✓			(B) retell stories from selected folktales and legends such as Aesop's fables.
		✓			(A) describe how household tools and appliances have changed the ways families live:
		✓			(B) describe how technology has changed communication, transportation, and recreation; and
		✓			(C) describe how technology has changed the way people work.
					(1.17) Social studies skills. The student applies critical-thinking skills to organize & use information acquired from a variety of sources including electronic technology.
				✓	(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, televisions, maps, computer images, literature & artifacts;
				✓	(C) sequence and categorize information; and
				✓	(D) identify main ideas from oral, visual, and print sources.
					(1.18) Social studies skills. The student communicates in written, oral, and visual forms.
					(A) express ideas orally based on knowledge and experiences; and
				✓	(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.
				✓	(A) uses a problem-solving process to identify a problem, gather information, list and consider options, consider advantages & disadvantages, choose & implement a solution, & evaluate the effectiveness of the solution; and
				✓	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, & take action to implement a decision.

