



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
2003-2004 & 2004-2005 SOCIAL STUDIES SCOPE & SEQUENCE:
KINDERGARTEN (ENGLISH & SPANISH)
GRADE LEVEL THEME: PATTERNS/PATRONES

* Reviewed by 2002-2003 PK-K Curriculum Design Committee (+ = Explicitly Stated in TEKS ✓ = Connection Student Expectation)

*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)	KINDERGARTEN TEKS INTRODUCTION
1	2	3	4	5		
					(K-1) History. The student understands that holidays are celebrations of special events	<p>In Kindergarten, the focus is on the self, home, family and classroom. In this grade level students are <u>introduced to social studies concept</u> that include:</p> <ul style="list-style-type: none"> • The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. • The concept of chronology is introduced. • Students discuss geographic concepts of location and physical and human characteristics of places. • Students are introduced to the basic needs of food, clothing, and shelter and to ways people meet these needs. • Students learn the purposes of rules and the role of authority figures in the home and school. • Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. • Students compare family customs and traditions and describe examples of technology in the home and school. • Students acquire information from a variety of oral and visual sources. <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 & skills for social studies are intended to be integrated for instructional purposes.</p> <p>Skills listed in geography & social studies skills strands in The Knowledge & 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 & critical-thinking skills are taught together.</p>
✓	✓	✓	✓	✓	(A) explain the reasons for national patriotic holidays such as President's Day and Independence day; and	
✓	✓	✓	✓	✓	(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day	
					(K.2) History. The student understands how historical figures and ordinary people helped to shapes the community, state, and nation.	
✓	✓	✓	✓	✓	(A) identify the contribution of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and	
✓	✓	✓	✓	✓	(B) identify ordinary people who have shaped the community	
					(K.3) History. The student understands the concept of chronology.	
✓					(A) place events in chronological order; and	
✓					(B) use vocabulary related to time and chronology, including before, after, next, first, and last	
					(K.4) Geography. The student understands the concept of location.	
					(A) use terms, including over, under, near, far, left, and right, to describe relative location; and	
	✓				(B) locate places on the school campus and describe their relative locations	
					(K.5) Geography. The student understands the physical and human characteristics of the environment.	
	✓				(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather, and	
	✓				(B) identify the human characteristics of places such as types of houses and ways of earning a living.	
					(K.6) Economics. The student understands that basic human needs are met in many ways.	
					(A) identify basic human needs; and	
					(B) explain how basic human needs of food, clothing, and shelter can be met.	
					(K.7) Economics. The student understands the importance of jobs.	
					(A) identify job in the home, school, and community, and	
					(B) explain why people have jobs.	
					(K.8) Government. The student understands the purpose of rules.	
					(A) identify purposes for having rules; and	

* Reviewed by 2002-2003 PK-K Curriculum Design Committee (+= Explicitly Stated in TEKS ✓= Connection Student Expectation)

*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
1	2	3	4	5	
					(B) identify rules that provide order, security, and safety in the home and school.
					(K.9) Government. The student understands the role of authority figures.
			✓		(A) identify authority figures in the home, school, and community, and
			✓		(B) explain how authority figures make and enforce rules
					(K.10) Citizenship. The student understands important customs, symbols, & celebration that represent American beliefs and principals and contribute to our national identity.
					(A) identify the flags of the United States and Texas;
					(B) recite the Pledge of Allegiance; and
			✓		(C) explain the use of voting as a method for group decision making
					(K.11) Culture. The student understands similarities and differences among people.
		✓			(A) identify personal attributes common to all people such as physical characteristics; and
		✓			(B) identify differences among people
					(K.12) Culture. The student understands how people learn about themselves through family customs and traditions.
		✓			(A) identify family customs and traditions and explain their importance;
		✓			(B) compare family customs and traditions; and
		✓			(C) describe customs of the local community.
					(K.13) Science, technology, and society. The student understands ways technology is used in the home and school.
					(A) identify examples of technology used in the home and school; and
					(B) describe how technology helps accomplish specific tasks.
					(K.14) Science, technology, and society. The student understands ways in which technology has changed how people live.
✓					(A) describe how his or her life might be different without modern technology; and
✓					(B) list ways in which technology meets people's needs.
					(K.15) 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, symbols, television, maps, computer images, print materials, & artifacts;
✓				✓	(C) sequence and categorize information; and

* Reviewed by 2002-2003 PK-K Curriculum Design Committee (+ = Explicitly Stated in TEKS ✓ = Connection Student Expectation)

*TEKS/TAKS Connections					TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
1	2	3	4	5	
✓				✓	(D) identify main ideas from oral, visual, and print sources.
					(K.16) Social studies skills. The student communicates in oral and visual forms.
✓					(A) express ideas orally on knowledge and experiences; and
✓				✓	(B) create and interpret visuals including pictures and maps.
					(K.17) Social studies skills. The students uses problem-solving and decision-making skills, working independent and with other, in a variety of settings.
✓				✓	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose & implement a solution, and evaluate the effectiveness of the solution; and
✓				✓	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify option, predict consequences, and take action to implement a decision.

TAKS Objectives: Grade 8 Social Studies

Items in italics should be integrated with the strand(s) indicated in each objective.

1) The student will demonstrate an understanding of issues and events in U.S. **History**.

All History Strand *^ Geography ^ Social Studies Skills*

2) The student will demonstrate an understanding of **geographic** influences on historical issues and events.

History/Westward Expansion All Geography Strand *^ Social Studies Skills*

3) The student will demonstrate an understanding of **economic and social influences** on historical issues and events.

History All Economic Strand All Culture Strand All Science, Technology, and Society Strand

^ Geography ^ Social Studies Skills

4) The student will demonstrate an understanding of **political** influences on historical issues and events.

History All Government Strand All Citizenship Strand *^ Geography ^ Social Studies Skills*

5) The student will use **critical-thinking** to analyze social studies information.

All Social Studies Strand *^ Geography*