



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
2003-2004 & 2004-2005 SOCIAL STUDIES SCOPE & SEQUENCE:
PREKINDERGARTEN (ENGLISH & SPANISH)
GRADE LEVEL THEME: EXPLORATIONS/EXPLORACIÓN

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

*TEKS/TAKS Connections					PREKINDERGARTEN GUIDELINES	PREKINDERGARTEN GUIDELINES: INTRODUCTION
1	2	3	4	5		
					(PK.1) Individual, Culture, and Community. The student learns the skills of communicating, sharing, cooperating, and participating with others. These skills are necessary for all groups to function successfully and fairly. The child:	Social studies concentrates on: <ul style="list-style-type: none"> the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery of self and their environment, children are eager to: <ul style="list-style-type: none"> gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the understanding that will serve as foundation for learning about others and the world around them.
					(A) shares ideas and takes turns listening and speaking;	
		✓			(B) cooperates with others in a joint activity;	
		✓			(C) identifies and follows classroom rules;	
					(D) participates in classroom jobs and contributes to the classroom community;	
					(E) identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures; and	
✓					(F) begins to examine a situation from another person's perspective.	
					(PK.2) History. The student is aware of time and begins to organize his/her life around it. The student begins to understand past events and how these events relate to present and future activities, demonstrating evidence of his/her growing understanding of time, change, and continuity. The child:	Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to: <ul style="list-style-type: none"> foster the skills and attitudes necessary for participation in a democracy. Skills such as: <ul style="list-style-type: none"> problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.
					(A) identifies common events and routines (e.g., snack time, storytime);	
					(B) begins to categorize time intervals using words (e.g., "today", "tomorrow", "next time");	
					(C) recognizes changes in the environment over time (e.g., growth, seasonal changes);	
✓					(D) connects past events to current events (e.g., linking yesterday's activity with what will happen today); and	
✓				✓	(E) begins to understand cause- and- effect relationships (e.g., if one goes outside in the rain, one will get wet).	

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*TEKS/TAKS Connections					PREKINDERGARTEN GUIDELINES
1	2	3	4	5	
					(PK.3) Geography. The student uses directions to locate their relative position in space and to locate their home and school in the community. He/she learns to recognize common features in their immediate environment and begins to represent them symbolically through drawings and constructions. The child:
	✓				(A) identifies common features in the home and school environment (e.g., the library, the playground);
				✓	(B) creates simple representations of home, school, or community through drawings or block constructions;
					(C) begins to use words to indicate relative location (e.g., “front”, “back”, “near”, “far”); and
	✓				(D) identifies common features of the local landscape (e.g., houses, buildings, streets).
					(PK.4) Economics: The students learns that his/her community benefits from many different people working in many different ways. The child:
		✓			(A) understands the basic human needs of all people for food, clothing, and shelter;
		✓			(B) understands the roles, responsibilities, and services provided by community workers; and
		✓			(C) becomes aware of what it means to be a consumer.

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*