

## 1<sup>st</sup> Grade Social Studies Overview 2024 - 2025

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, concepts for each unit, and the Social Studies Instructional Model.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Process Standards

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

- 1.16A identify and state facts based on relevant evidence;\*
- 1.16B identify different kinds of historical sources and artifacts and explain how they can be used to study the past;\*
- 1.16C 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;
- 1.16D sequence and categorize information
- 1.17A use a simple timeline to distinguish among past, present, and future;
- 1.17B use a calendar to describe and measure time in days, weeks, months, and years;
- 1.17C communicate information visually, orally, or in writing based on knowledge and experiences in social studies;\*
- 1.17D create and interpret visual and written material;
- 1.17E use social studies terminology correctly;
- 1.17F apply and practice classroom rules and procedures for listening and responding respectfully.\*
- 1.18A use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community;\*
- 1.18B 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.

*\*State Standards that were added starting in the 2024-2025 School Year*

## Grading Period 1

### Unit 1: Government

Estimated Date Range: 8/8 – 9/6

Estimated Time Frame: 20

#### Unit Overview:

This unit is important because students will develop a deeper understanding of rules, laws, and authority figures. All of these things are essential knowledge for life. In the 1<sup>st</sup> concept, students will focus on the purpose of rules and laws, and they will categorize examples of rules and laws that provide order, keep us safe, or manage conflict. In the 2<sup>nd</sup> concept, students will learn about the responsibilities of authority figures in the home, school, and community. In addition, they will be exposed for the first time to public officials. This unit will form a strong foundation for when students learn about the various levels and functions of government in 2<sup>nd</sup> grade and beyond.

#### At home connections:

- Discuss the rules you have at home with your child.
- Compare the rules in your home. Which ones are for their security or establishing order?
- Have you child name authority figures in your home.
- When you go shopping, point out the different rules that are in place in the store and the different authority figures/public officials.
- Make a game of how many rules your child can see/find while out in the community as well as how many public officials there are (For example: I spy...).

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
<p>Concept #1: Rules and Laws 1.10A, 1.10B</p> <p>Concept #2: Authority Figures 1.10A, 1.11A, 1.11B</p>	<p>Competency 1: Government</p> <p>Competency 8: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>• Explain the purpose for rules at home, in school and the community</li> <li>• Explain the purpose for laws in the community</li> <li>• Identify rules and laws that establish order, provide security, and manage conflict</li> <li>• Describe the role of authority figures in the home, school, and community</li> <li>• Describe the roles of public officials in the community</li> <li>• Describe the roles of public officials in the state</li> <li>• Describe the roles of public officials in the nation</li> <li>• Identify and state facts about laws and public officials</li> <li>• Gather information from pictures and symbols about laws in our community</li> <li>• Interpret visual material about laws in our community</li> <li>• Categorize different types of laws and authority figures</li> <li>• Communicate in writing based on knowledge and experiences the purpose of rules and laws</li> </ul>

## Unit 2: 1<sup>st</sup> Grading Period Holidays and Observations

Estimated Date Range: Taught when holidays fall

Estimated Time Frame: 7

### Unit Overview:

This unit is important because remember and honor people and events on holidays is an important part of being a good citizen. A Particular focus will be on Constitution Day, and students will learn about freedom and give examples of freedoms they have. Also, the Fort Bend County Fair falls during this grading period, so students will compare community holidays to national holidays. Students will build on the knowledge they gain in this unit throughout the year as they will continue to learn about community, state, and national holidays.

### At home connections:

- Ask your child to draw a picture about what freedom means to them. They can include the American flag on their picture and other examples. Ask your child to explain their picture to you when they have finished.

Concepts within Unit #2 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: 1 <sup>st</sup> Grading period Holidays and Observations 1.1A, 1.1B, 1.14A, 1.14E, 1.14F	Competency 8: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Identify Constitution Day</li> <li>Identify and give freedoms they have</li> <li>Explain and identify state and national patriotic symbols</li> <li>Compare community holidays to national holidays</li> <li>Use terminology related to Celebrate Freedom correctly</li> <li>Gather information about the United States from music, pictures, and symbols</li> <li>Interpret information about the United States from visuals</li> <li>Communicate information about holidays based on knowledge and experiences</li> </ul>

## Unit 3: Citizenship

Estimated Date Range: 9/9 – 10/21

Estimated Time Frame: 19 (15 days in GP1 and 4 days in GP2)

### Unit Overview:

This unit is important because students are exposed to a variety of characteristics of good citizenship for the first time. Since this unit comes right after Celebrate Freedom Week, students will first learn about Texas Symbols, so they can compare them to U.S. Symbols. In the 2<sup>nd</sup> concept, students will learn about characteristics of good citizenship such as truthfulness, equality, and justice. They will also learn about the importance of voting and how it is used to make decisions. In the 3<sup>rd</sup> concept, students will learn about historical figures such as Eleanor Roosevelt and Benjamin Franklin. For each historical figure, students will give examples of how they exemplified being a good citizen. Students will build on this knowledge in 2<sup>nd</sup> grade where they identify ways to actively practice good citizenship.

### At home connections:

Discuss some ways your child can show good citizenship in their home and have him/her demonstrate this.

Also, discuss ways he/she can demonstrate good citizenship while out in the community. Have him/her choose a way to show good citizenship and demonstrate it.

Concepts within Unit #3 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
<p>Concept #1: Texas Symbols 1.13A, 1.13B, 1.13C</p> <p>Concept #2: Characteristics of Good Citizenship 1.12A, 1.13D</p>	<p>Competency 2: Citizenship</p> <p>Competency 8: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>Identify characteristics of good citizenship</li> <li>Explain how voting is a way of making choices and decisions</li> <li>Practice voting as a way to make choices and decisions</li> <li>Identify historical figures who showed good citizenship</li> <li>Identify other people who showed good citizenship</li> <li>Identify and state facts about characteristics of good citizenship</li> <li>Gather information about historical figures as good citizens from interviews and artifacts</li> <li>Interpret visual and written material about characteristics of good citizenship</li> <li>Categorize characteristics of good citizenship</li> <li>Sequence events in the life of historical figures</li> <li>Communicate information about what makes an historical figure a good citizen</li> </ul>
<b>Grading Period 2</b>		
<p><b>Unit 4: Geography: Map Skills</b> Estimated Date Range: 10/22 – 11/22 Estimated Time Frame: 16</p>		
<p><b>Unit Overview:</b></p> <p>This is an important unit because students will form the basic knowledge and skills in geography from which they will build on every year. Students will start off by learning about basic map skills. They will learn cardinal directions and describe where places are located using those directions. They will also create simple maps using a template of various places.</p> <p><b>At home connections:</b> Have your child draw a map of your neighborhood. Ask them to use directions to show where things are located in the neighborhood including their home. Have them label important places in their neighborhood. (Example: park, walking trail, swimming pool, etc.) Ask them to explain the details in their map to you including the directions.</p>		
Concepts within Unit #4 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit

---

<p>Concept #1: 2<sup>nd</sup> Grading period Holidays and Observations 1.1A, 1.13A, 1.13D, 1.13E</p>	<p>Competency 8: Critical Thinking Skills</p>	<p>1.1A, 1.13A, 1.13D, 1.13E</p> <ul style="list-style-type: none"> <li>• Explain why voting is important</li> <li>• Explain why Veterans Day is important</li> <li>• Identify the customs connected to Veterans Day</li> <li>• Use terminology related to Veterans Day and Thanksgiving correctly</li> <li>• Gather information about the origins of holidays from different sources</li> <li>• Interpret visual information about national holidays</li> <li>• Communicate information about the origins of holidays based on knowledge and experiences</li> </ul>
<p><b>Unit 6: Culture</b> Estimated Date Range: 12/2 – 12/20 Estimated Time Frame: 15</p>		
<p><b>Unit Overview:</b> This unit is important because students live in diverse communities and then need to be aware and celebrate their similarities and differences. The student will gain an understanding of the word culture and how there is a variety in the world. Students will recognize that each culture brings something to the common good of the classroom, community, and the world.</p> <p><b>At home connections:</b> Discuss your family customs and traditions with your child. Cook a special meal with your child that represents this custom or tradition. Look at some pictures of celebrations that may have occurred with these customs/traditions that involved certain types of clothing. Listen to types of music that is part of these customs/traditions.</p>		
<p><b>Concepts within Unit #6</b> <a href="#">Link to TEKS</a></p>	<p><b>Competencies that will be graded in this unit</b></p>	<p><b>Success Criteria for this unit</b></p>

<p>Concept #1: Folktales and Fables 1.14A, 1.14B</p> <p>Concept #2: Beliefs, Languages, and Traditions 1.3B, 1.4A, 1.14A</p>	<p>Competency 4: Culture</p> <p>Competency 8: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>• Explain how beliefs are important to families and communities.</li> <li>• Explain how language is important to families and communities.</li> <li>• Explain how traditions are important to families and communities.</li> <li>• Explain how folktales show a community's beliefs, customs, language, or traditions.</li> <li>• Explain how legends show a community's beliefs, customs, language, or traditions.</li> <li>• Use the terms culture and traditions correctly</li> <li>• Gather information about the importance of family and community traditions from artifacts, music, and interviews</li> <li>• Interpret visual and written information about family traditions</li> <li>• Communicate information about how culture is shared based on knowledge and experience</li> </ul>
--	--	--

## Grading Period 3

### Unit 7: Geography: Physical and Human Characteristics

Estimated Date Range: 1/9 – 2/3

Estimated Time Frame: 15 days

#### Unit Overview:

This unit is important because students learn how where they live affects how they live. In the first concept, students will learn about the physical characteristics of places. They will learn about different types of landforms, bodies of water, Earth's resources, and weather. In the 2<sup>nd</sup> concept, students will learn how geography influences human characteristics of a place such as shelter, clothing, food, and activities. The knowledge and skills learned in this concept will form a foundation for when students learn about the physical environment in 2<sup>nd</sup> grade.

#### At home connections:

When at the park, beach or just going for a walk, discuss the different types of landforms and physical characteristics you see with your child. If it is a sunny day, you can talk about how the sun affects certain resources (trees, grass, and water). When going on a trip, let your child help you pack deciding what types of clothes to pack. Ask them what the weather will be like where you are going and then have them decide which type of clothing is best suited for the weather.

Concepts within Unit #7 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
<p>Concept 1: Physical Characteristics 1.3B, 1.4A, 1.5A</p> <p>Concept 2: Human Characteristics 1.3B, 1.5A, 1.5A</p>	<p>Competency 5: Geography: Physical and Human Characteristics</p> <p>Competency 8: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>Describe the physical characteristics of a place: landforms, bodies of water, Earth's resources, and weather</li> <li>Describe how human characteristics of a place are based on geography: food, shelter, clothing and activities</li> <li>Use terminology related to physical geography correctly</li> <li>Gather information about landforms from various pictures</li> <li>Categorize different types of landforms and bodies of water</li> <li>Communication information about how geography influences our lives based on knowledge and experiences</li> </ul>

### Unit 8: 3<sup>rd</sup> Grading Period Holidays and Observations

Estimated Date Range: Taught when holidays fall

Estimated Time Frame: 4

#### Unit Overview:

In this unit, students will learn about Martin Luther King around MLK day and about George Washington and Abraham Lincoln around Presidents' Day. Students will explain the origins of each holiday, and the contributions of each person.

**At home connections:**

Have your child draw a picture of Martin Luther King, George Washington, or Abraham Lincoln. Ask them to write one word that shows who they were or what made them important.

Concepts within Unit #8 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
Concept #1: 3 <sup>rd</sup> Grading Period Holidays and Observations 1.1A, 1.1B, 1.2A, 1.13E	Competency 8: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Describe Martin Luther King</li> <li>Describe Presidents Day</li> <li>Describe George Washington and Abraham Lincoln</li> <li>State facts about the Martin Luther King, Jr. and Presidents Day</li> <li>Gather information about historical figures from a variety of sources</li> <li>Interpret written material about Martin Luther King, Jr. and Presidents Day</li> <li>Communicate information about why we honor people with holidays based on knowledge and experiences</li> </ul>

**Unit 9: History**

Estimated Date Range: 2/4 – 3/28

Estimated Time Frame: 29 days (19 days in GP3 and 10 days in GP4)

**Unit Overview:**

This unit is important because students are introduced to the meaning of history and will learn about various historical figures. The first thing students will learn about is distinguishing between past, present, and future. As part of this, they will create a simple timeline. Once they get a basic understanding of the past, they will learn about historical figures and their contributions. In the 3<sup>rd</sup> concept, students will learn about historical figures who were inventors, and they will describe how the inventions have affected our lives. This unit will help students better understand the importance of history, and they will build on this knowledge in 2<sup>nd</sup> grade where they will learn more historical skills such as primary sources.

**At home connections:**

Practice using the words past, present and future at home. Use these words in terms of what you did last week, what you are doing now and what you will be doing on the weekend as an example. Ask your child which historical figure they found to be most interesting. Have them read a book about this person, or go online to find out more information about this person.

Concepts within Unit 9 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
--	--	--------------------------------

## Grading Period 4

Estimated Date Range: 4/1 – 5/29  
Estimated Time Frame: 28

In this unit, students will learn about their needs and wants and similarities and differences in ways families meet their basic human needs. Through the study of wants, students will learn that people want more than they can have, which requires people to make choices. This will lead to students understanding the differences between goods and services and the choices people have to make when they are purchasing goods and services. In the last concept, students will learn the basic components and characteristics of a job. Students will build on this knowledge in 2<sup>nd</sup> grade where they will learn about free enterprise.

When you go to the grocery store, have your child go with you. As you are putting items in your cart, discuss the differences between the items you need and want. Discuss why you probably have more items you need than you want in your cart. This will show them that you have to make choices. Discuss the choices you make when choosing services to get. For example, a haircut instead of a car wash. Discuss why a haircut may be a more important service to choose.

Concepts within Unit #9 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit	Success Criteria for this unit
<p>Concept #1: Needs and Wants 1.6A, 1.6B, 1.8B</p> <p>Concept #2: Goods and Services 1.7A, 1.7B, 1.7C, 1.8A, 1.8B, 1.8C</p> <p>Concept #3: Value of Work 1.8B, 1.9A, 1.9B</p>	<p>Competency 7: Economics</p> <p>Competency 8: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>Explain that you must make a choice when you want more than you can have</li> <li>Identify examples of goods at home, at school and in the community</li> <li>Identify examples of services at home, at school and in the community</li> <li>Identify examples of how we make choices when we buy goods</li> <li>Identify examples of how we make choices when we buy a service</li> <li>Describe the components and characteristics various jobs</li> <li>Describe how specialized jobs contribute to production of goods and services</li> <li>Use economic terminology such as goods and services correctly</li> <li>Gather and interpret visual sources of information related to goods and services</li> <li>Categorize different types of goods and services</li> <li>Communicate why people work based on knowledge and experience</li> </ul>
<p><b>Unit 11: 4<sup>th</sup> Grading Period Holidays and Observations and Year in Review</b> Estimated Date Range: Taught when holidays fall Estimated Time Frame: 12 days</p>		
<p><b>Unit Overview:</b></p> <p>In this unit, students will learn about San Jacinto Day, which is a state holiday. In addition, they will learn about Independence Day. Students will compare the observance of both holidays. In the 2<sup>nd</sup> concept, students will review key concepts associated with every unit throughout the year. The review will center around how all strands of social studies covered during the school year are important because the knowledge and skills gained are relevant to their lives.</p> <p><b>At home connections:</b> Have your child draw pictures representing Independence Day and color them. Ask them what their pictures represent. Hang their pictures up for decoration for the holiday. Ask your child what the most interesting thing was they learned in social studies this year. Have them share that with you and see if they can teach you something they learned.</p>		
Concepts within Unit # 11	Competencies that will be graded in this unit	Success Criteria for this unit

Link to TEKS		
<p>Concept #1: 4<sup>th</sup> Grading Period Holidays and Observations 1.1A, 1.1B, 1.2A, 1.13E</p> <p>Concept #2: Year in Review 1.1A, 1.2C, 1.4A, 1.5B, 1.8A, 1.10A, 1.12A, 1.14A, 1.15B</p>	<p>Competency 8: Critical Thinking Skills</p>	<p>1.1A, 1.1B, 1.2A, 1.13E</p> <ul style="list-style-type: none"> <li>Describe San Jacinto Day</li> <li>Describe Independence Day</li> <li>State facts about state and national holidays</li> <li>Gather information from visual and written material about the holidays</li> <li>Sequence important events for each holiday</li> <li>Communicate information about why we celebrate these holidays based on knowledge and experiences</li> </ul>

### Glossary of Curriculum Components

**Overview**—The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS**—Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview**—The unit overview provides a brief description of the concepts covered in each unit.

**Concept**—A subtopic of the main topic of the unit

**Competency**—Standards-Based Grading communicates students' understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students' progress on the competencies using learning progressions.

**Competency Success Criteria**—the criteria that must be demonstrated to determine proficiency with this competency in this concept

**Learning Progression**—A learning progression is comprised of three proficiency levels (developing, progressing, proficient). Each proficiency level in the progression defines the knowledge and skills that students will master on their pathway to proficiency. Teachers will report student's current level of understanding of the competencies using the Learning Progressions.

**Proficient**—A mark of Proficient (PF) means the student meets the grade-level expectations for the competency.

### Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

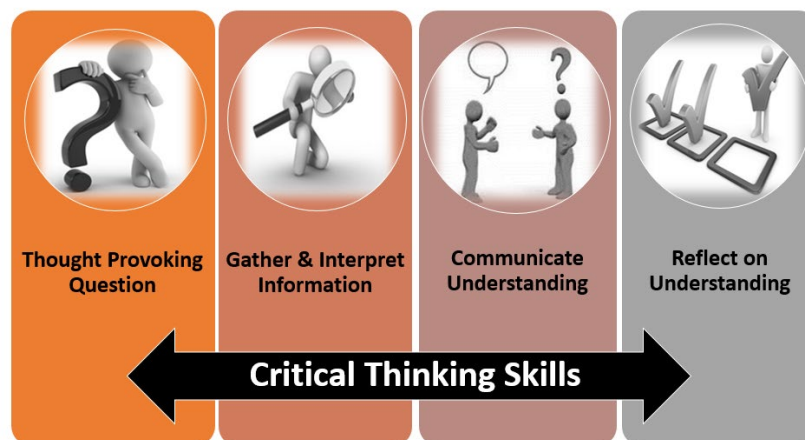
Resource	How it supports parent and students
Pearson Realize	This is the state adopted textbook for elementary social studies. Click on the link for directions on accessing the textbook.

Pebble Go	This resource provides access to books for reading and learning more about concepts in the social studies content.
Brainpop Jr.	This resource offers learning a variety of animated videos for leaning social studies content as well as activities and games students can use to learn in a fun way.
Discovery Education	This online resource provides access to a wide variety of videos to help in learning more about social studies concepts.
Britannica School	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
Ebsco Host	This online reference system serves all content areas.
Maps 101	This online resource provides access to access to maps, animations, videos, games, & activities.
World Book	World Book contains thousands of informational articles with stunning illustrations, videos, interactive maps, and activities.

**All Resources are available through 1Link through the Fort Bend ISD website.**

### Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought-provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.