

## 1<sup>st</sup> Grade Social Studies Overview 2022 - 2023

**This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.**

### Definitions

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.

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.

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

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

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

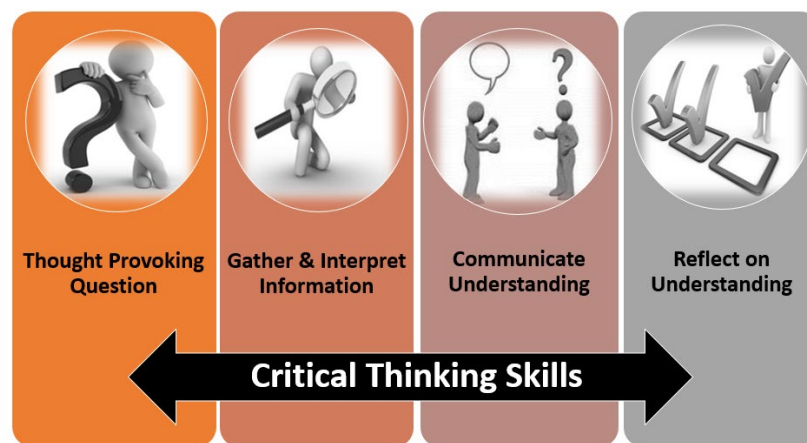
### Parent Supports

The following resources provide parents with ideas to support students' understanding. **All resources are available through 1Link on the Fort Bend ISD website.**

Resource	Description
Pearson Realize	This is the state adopted textbook for elementary social studies. Students can access the textbook online, and the online version has other features such as videos and interactive visuals.
Maps101	This online resource provides access to access to maps, animations, videos, games, & activities.
Google Earth	This site allows students to view 3D representations of the Earth. Students can view satellite images and aerial photographs of various cities and landscapes from different angles.
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.

World Book Online	World Book contains thousands of informational articles with illustrations, videos, interactive maps, and activities.
Learn 360	This online resource provides access to a wide variety of videos to help in learning more about social studies concepts.
BrainPOP	This resource offers learning a variety of animated videos for learning social studies content as well as activities and games students can use to learn in a fun way.
Pebble Go	This resource provides access to books for reading and learning more about concepts in the social studies content.

### Instructional Model



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.

### Process Standards

K.16A 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;  
 K.16B sequence and categorize information  
 K.17A use a simple timeline to distinguish among past, present, and future;  
 K.17B use a calendar to describe and measure time in days, weeks, months, and years;  
 K.17C express ideas orally based on knowledge and experiences;  
 K.17D create and interpret visual and written material;  
 K.17E use social studies terminology correctly  
 K.18 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.

## Grading Period 1

### Unit 1: Government

Estimated Date Range: 8/10 – 9/9

Estimated Time Frame: 21

**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.

**Big Ideas:**

- When people follow laws, there is order, more security, and less conflict.
- In America, we elect public officials for our community, state, and nation.

**Essential Questions**

- What does it look like when people are following laws in our community?
- Who is in charge of our government?

Concepts within Unit #1	TEKS <a href="#">Link to TEKS</a>
Concept #1: Rules and Laws	1.10A, 1.10B
Concept #2: Authority Figures	1.10A, 1.11A, 1.11B

**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.

**Big Ideas:**

- We remember and honor people and events when we celebrate holidays.

**Essential Questions**

- What is the purpose of community, state, or national holidays?

Concepts within Unit #2	TEKS <a href="#">Link to TEKS</a>
Concept #1: 1 <sup>st</sup> Grading period Holidays and Observations	1.1A, 1.1B, 1.13A, 1.13C, 1.13E

**Unit 3: Citizenship**

Estimated Date Range: 9/19 – 10/19  
Estimated Time Frame: 20 (13 days in GP1 and 7 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.

**Big Ideas:**

- Symbols represent the values of our state and nation.
- Good citizens take action to improve their communities.
- Good citizens from the past can help us make better choices in our own lives.

**Essential Questions**

- What can we learn from our state and national symbols?
- What do good citizens do?
- What can we learn from good citizens in the past?

Concepts within Unit #3	TEKS <a href="#">Link to TEKS</a>
Concept #1: Texas Symbols	1.13A, 1.13B, 1.13C
Concept #1: Characteristics of Good Citizenship	1.12A, 1.13D
Concept #2: Historical Figures as Good Citizens	1.12A, 1.12B

## Grading Period 2

### Unit 4: Geography: Map Skills

Estimated Date Range: 10/20 – 11/18

Estimated Time Frame: 15

**Unit Overview:**

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. Students will build on this unit in 2<sup>nd</sup> grade where they will explore maps of the world and interpret various maps with legends.

**Big Ideas:**

- We are in a community, city, state, and country all at the same time.
- Maps have a compass rose and use symbols to represent real-life places or objects.

**Essential Questions**

- Where are we?
- How can I make a map of a life place?

Concepts within Unit #4	TEKS <a href="#">Link to TEKS</a>
Concept #1: Interpreting Maps	1.3A, 1.3B, 1.4A, 1.4B

Concept #2: Creating Maps	1.3A, 1.3B, 1.4A
<b>Unit 5: 2<sup>nd</sup> Grading period Holidays and Observations</b> Estimated Date Range: Taught when holidays fall Estimated Time Frame: 6	
<b>Unit Overview:</b>  This unit is important because remembering and honoring people and events on holidays is an important part of being a good citizen. Students will learn about Election Day, Veterans Day, and Thanksgiving. For each, a particular emphasis is on the origins of the holiday. 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.  <b>Big Ideas:</b> <ul style="list-style-type: none"> <li>We remember and honor people and events when we celebrate holidays.</li> </ul> <b>Essential Questions</b> <ul style="list-style-type: none"> <li>What is the purpose of national holidays?</li> </ul>	
<b>Concepts within Unit #5</b>	<b>TEKS</b> <a href="#">Link to TEKS</a>
Concept #1: 2 <sup>nd</sup> Grading period Holidays and Observations	1.1A, 1.13A, 1.13D, 1.13E
<b>Unit 6: Culture</b> Estimated Date Range: 11/28 – 12/16 Estimated Time Frame: 15	
<b>Unit Overview:</b>  This unit is important because students live in diverse communities, and it is important for students to be aware and to celebrate their similarities and differences. The student will gain an understanding of the word culture and how there is a variety of cultures in the world. In the 1 <sup>st</sup> concept, students will learn about folktales and fables and how they reflect a culture's beliefs. In the 2 <sup>nd</sup> concept, students will learn about the importance of beliefs, languages and traditions of families and communities. Students will build on this knowledge in 2 <sup>nd</sup> grade when students learn about and compare various cultural and ethnic celebrations.  <b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Stories such as folktales and fables are part of a culture's beliefs, language, and traditions.</li> <li>Beliefs, language, and traditions are important to families and communities.</li> </ul> <b>Essential Questions</b> <ul style="list-style-type: none"> <li>What do stories teach us about a culture?</li> <li>What things are important to families and communities?</li> </ul>	
<b>Concepts within Unit #6</b>	<b>TEKS</b> <a href="#">Link to TEKS</a>
Concept #1: Folktales and Fables	1.14A, 1.14B
Concept #2: Beliefs, Languages, and Traditions	1.3B, 1.4A, 1.14A

## Grading Period 3

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

Estimated Date Range: 1/5 – 1/31

Estimated Time Frame: 16 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.

#### Big Ideas:

- There are many types of landforms, bodies of water, resources, and weather in the world.
- Where you live influences your clothing, shelter, food, and activities.

#### Essential Questions:

- How does learning about physical characteristics help us better understand the world around us?
- How does where you live affect how you live?

#### Concepts within Unit #7

#### TEKS

[Link to TEKS](#)

Concept 1: Physical Characteristics

1.3B, 1.4A, 1.5A

Concept 2: Human Characteristics

1.3B, 1.5A, 1.5B

### 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.

#### Big Ideas:

- We remember and honor people and events when we celebrate holidays.

#### Essential Questions

- What is the purpose of national holidays?

#### Concepts within Unit #8

#### TEKS

[Link to TEKS](#)

Concept #1: 3<sup>rd</sup> Grading Period Holidays and Observations

1.1A, 1.1B, 1.2A, 1.13E

### Unit 9: History

Estimated Date Range: 2/1 – 3/31

Estimated Time Frame: 34 days (24 days in GP1 and 10 days in GP2)

**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.

**Big Ideas:**

- Timelines help us understand the past by showing the chronological order of events.
- Historical figures have influenced the community, state, and nation we live in today.
- Inventions of new technology have improved our home life and the way we communicate, travel, and work.

**Essential Questions**

- How does a timeline help us understand past events?
- Why is it important to learn about people from our past?
- How have inventions affected our lives?

Concepts within Unit #9	TEKS
Concept #1: Understanding History	1.2A, 1.2C
Concept #2: Historical Figures	1.2A, 1.2C
Concept #3: Technology Changes our Lives	1.15A, 1.15B, 1.15C

**Grading Period 4**

**Unit 10: Economics**

Estimated Date Range: 4/3 – 5/25

Estimated Time Frame: 27

**Unit Overview:**

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.

**Big Ideas:**

- Wanting more than you can have requires choices.
- Markets and trading are ways people exchange goods and services.
- To do a job well, you need to do your best, follow directions, and be professional.

**Essential Questions**

- Why do we have to make choices about the things we want?
- How do people get goods and services?
- What characteristics are important to be good at a job?

Concepts within Unit #10	TEKS <a href="#">Link to TEKS</a>
Concept #1: Needs and Wants	1.6A, 1.6B, 1.8B
Concept #2: Goods and Services	1.7A, 1.7B, 1.7C, 1.8A, 1.8B, 1.8C
Concept #3: Value of Work	1.8B, 1.9A, 1.9B
<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: 10 days	
<b>Unit Overview:</b>  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.  <b>Big Ideas:</b> <ul style="list-style-type: none"> <li>We remember and honor people and events when we celebrate holidays.</li> </ul> <b>Essential Questions</b> <ul style="list-style-type: none"> <li>What is the purpose of national and state holidays?</li> </ul>	
Concepts within Unit #11	TEKS <a href="#">Link to TEKS</a>
Concept #1: 4 <sup>th</sup> Grading Period Holidays and Observations	1.1A, 1.1B, 1.2A, 1.13E
Concept #2: Year in Review	1.1A, 1.2C, 1.4A, 1.5B, 1.8B, 1.11B, 1.12A, 1.14A, 1.15B