

## Kindergarten Social Studies Overview 2025 - 2026

**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.**

**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

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.

K.13A identify and state facts based on relevant evidence;\*

K.13B identify different kinds of historical sources and artifacts and explain how they can be used to study the past;\*

K.13C 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.13D sequence and categorize information.

K.14A place events in chronological order;

K.14B use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow;

K.14C communicate information visually, orally, or in writing based on knowledge and experiences in social studies;\*

K.14D create and interpret visuals, including pictures and maps;

K.14E apply and practice classroom rules and procedures for listening and responding respectfully.\*

K.15A use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community;\*

K.15B 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: 8/12 – 10/10 Estimated Time Frame: 29 Days		
Assessments		
State/National Assessments	District Assessments	Common Formative Assessments (CFAs)
TX-Kea Literacy Screener BOY (10/6-10/10)	NWEA Map Reading Fluency BOY (8/25-8/29) NWEA MAP Growth Reading BOY (9/3) NWEA MAP Growth Math BOY (9/9)	N/A
<b>Unit Overview:</b>  This unit is important because it is the first time students will be introduced to rules, laws, and authority figures. 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 for security. In the 2 <sup>nd</sup> concept, students will learn about the responsibilities of authority figures in the home, school, and community. In addition, students will learn about how authority figures enforce rules. This unit will form a strong foundation throughout the year as understanding rules, laws, and authority figures will be applicable to success throughout Kindergarten.		
<b>At Home Connections:</b> Discuss the rules you have at home with your child. Have your 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. Make a game of how many rules your child can see/find while out in the community as well as how many authority figures 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
Concept #1: Rules and Laws K.7A, K.7B, K.9A, K.9B, K.9C  Concept #2: Authority Figures K.8A, K.8B	Competency 1: Government          Competency 7: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Identify why we have rules.</li> <li>Explain the difference between rules and laws.</li> <li>Explain how authority figures enforce the rules.</li> <li>Name authority figures at school.</li> <li>Name authority figures in the community.</li> <li>Explain the roles of authority figures at school.</li> <li>Explain the roles of authority figures in the community.</li> </ul> <ul style="list-style-type: none"> <li>Identify and state facts about rules and laws</li> <li>Gather information from pictures and symbols about laws in our community</li> <li>Interpret visual material about rules in our home and school</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 Patriotic Holidays		
Estimated Date Range: Taught when holidays fall Estimated Time Frame: 13		
Assessments		

**Unit Overview:**

This unit is important because it is the first time students are exposed to patriotic holidays. Students will learn about Labor Day, Constitution Day, and Columbus Day. Students will learn about freedom and give examples of freedoms they have. As part of Columbus Day, they will identify his contributions. Students will build on the knowledge they gain in this unit throughout the year as they will continue to learn about national patriotic 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.

[illegible]

## Grading Period 2

## Unit 3: Geography: Map Skills

Estimated Date Range: 10/21 – 11/17  
Estimated Time Frame: 16

Assessments		
State/National Assessments	District Assessments	Common Formative Assessments (CFAs)
N/A	N/A	N/A

## Unit Overview:

This unit is important because it is the first time students are introduced to maps and globes. They will first learn about what maps and globes are. Then, they will compare and contrast maps and globes. Next, they will learn about map skills and use those skills to interpret various maps. Lastly, they will create their own maps of various places such as a bedroom, a classroom, and a school. This unit will form the basic map skills foundation students will use throughout their education.

**At home connections:**

Have your child practice using the words, over, under, and near, far, left and right in different areas of your house starting with their bedroom.

Ask your child to draw a map of their favorite part of the house or even their backyard where they play. Ask them to use the words above to describe where things are located.

You can also have them label their maps and explain them to you.

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: Globes and Maps K.3C</p> <p>Concept #2: Map Skills K.3A, K.3B, K.3C</p>	<p>Competency 2: Map Skills</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>• Locate places in school and describe their location.</li> <li>• Use the following terms describing location: over, under, near, far, left and right.</li> <li>• Create and understand a map of my home, school or classroom</li> <li>• Use terminology related to map skills correctly</li> <li>• Gather information about places in the world using pictures</li> <li>• Interpret places using a variety of maps</li> <li>• Communicate information about where we are in the world based on knowledge and experiences</li> </ul>

#### Unit 4: 2<sup>nd</sup> Grading Patriotic Holidays

Estimated Date Range: Taught when holidays fall

Estimated Time Frame:4

Assessments		
State/National Assessments N/A	District Assessments N/A	Common Formative Assessments (CFAs) N/A

#### Unit Overview:

In this grading period, the main national patriotic holidays are Election Day and Veterans Day. During Election Day, students will learn about the importance voting. During Veterans Day, students will explain the reasons for the holiday and identify customs associated with the holiday. In addition, students will create visuals to honor veterans.

#### At home connections:

Have your child draw and color a picture to represent Veterans Day. Ask them to explain the meaning of their picture. If you have a Veteran in your family, perhaps this could be shared with them.

Concepts within Unit 4 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit:	Success Criteria for this unit
Concept #1: 2 <sup>nd</sup> grading period Patriotic Holidays K.1A, K.1B, K.9C	<b>Competency 7: Critical Thinking Skills</b>	<ul style="list-style-type: none"> <li>Identify customs associated with national patriotic holidays</li> <li>Identify Veterans Day</li> <li>Share his or her knowledge that he/she has learned with someone</li> <li>Draw a picture to show what he/she have learned</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>
<b>Unit 5: Culture</b> Estimated Date Range: 11/18 – 12/19 Estimated Time Frame: 19		
<b>State/National Assessments</b> N/A	<b>Assessments</b> <b>District Assessments</b> N/A	<b>Common Formative Assessments (CFAs)</b> N/A
<b>Unit Overview:</b>  This unit will focus on culture. Students will first learn about Thanksgiving with a focus on various family traditions associated with the holiday. Then, students will learn about how people are similar and different, which will lead to the big idea that we are more similar than different. Students will also learn about the customs and traditions of families and the similarities and differences associated with them as well. In addition, as part of the focus on culture, students will learn about American Folk Heroes.  <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.		
Concepts within Unit 5 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit:	Success Criteria for this unit

<p>Concept 1: Thanksgiving K.11A, K.11B</p> <p>Concept #1: Similarities and Differences K.10, K.11A</p> <p>Concept #2: Family Traditions K.11A, K.11B</p>	<p>Competency 3: Culture</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>• Explain why family beliefs, languages and traditions are important.</li> <li>• Explain why community beliefs, languages and traditions are important.</li> <li>• Compare similarities among individuals.</li> <li>• Compare differences among individuals.</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>
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Grading Period 3		
Unit 6: Geography: Physical and Human Characteristics		
Estimated Date Range: 1/8 – 2/3 Estimated Time Frame: 16		
State/National Assessments	Assessments	
N/A	District Assessments NWEA MAP Reading Fluency MOY (1/12-1/16) NWEA MAP Growth Reading MOY (1/21) NWEA MAP Growth Math MOY (1/27)	Common Formative Assessments (CFAs) N/A
<b>Unit Overview:</b>  This unit is important because it shows how geography influences our lives. Students will first learn different types of landforms and bodies of water. In this concept, they will also learn about weather and natural resources. Next, they will learn about where you live affects your life. This unit will form the foundation for learning more about how our lives are shaped by geography.		
<b>At home connections:</b> When you are outside with your child, discuss the different kinds of geography you see-especially if you in a park, lake or beach. Have them tell you what kinds of landforms they see or bodies of water they see. You can make a game of it: I spy _____. If you are going on a trip, have them help you decide which clothes to pack by discussing what type of weather you will be encountering when you get to your destination.		
Concepts within Unit 6 <a href="#">Link to TEKS</a>	Competencies that will be graded in this unit:	Success Criteria for this unit
Concept #1: Physical Characteristics K.3A, K.4A  Concept #2: Human Characteristics K.4A, K.4B, K.5A	Competency 4: Geography and Human Characteristics          Competency 7: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Identify different types of landforms.</li> <li>Identify different types of bodies of water.</li> <li>Identify kinds of earth's resources.</li> <li>Identify different types of weather.</li> <li>Identify how geography influences shelter.</li> <li>Identify how geography influence clothing.</li> <li>Identify how geography influence food.</li> <li>Identify how geography influence activities.</li> </ul> <ul style="list-style-type: none"> <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 7: 3 <sup>rd</sup> Grading Period Patriotic Holidays		
Estimated Date Range: Taught when holidays fall Estimated Time Frame: 4		
State/National Assessments	Assessments	
N/A	District Assessments N/A	Common Formative Assessments (CFAs)

		N/A
<b>Unit Overview:</b>  In this unit, students will learn about Martin Luther King around MLK day and about George Washington and Abraham Lincoln around Presidents' Day. Skills such as creating timelines and using chronological terms will be introduced and reinforced for all three people. Also, a particular character trait will be associated with each person to help make it more relevant to students' lives.		
<b>At home connections:</b> 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 7 <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 Patriotic Holidays K.1A, K.1B	Competency 7: Critical Thinking Skills	<ul style="list-style-type: none"> <li>Identify Martin Luther King</li> <li>Identify Presidents Day</li> <li>Identify George Washington and Abraham Lincoln</li> </ul> <ul style="list-style-type: none"> <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>
<b>Unit 8: History</b> Estimated Date Range: 2/4 – 3/13 Estimated Time Frame: 23		
<b>Assessments</b>		
<b>State/National Assessments</b> TELPAS (2/16 – 3/27) Kinder Dyslexia Screener (3/9 – 3/13)	<b>District Assessments</b> N/A	<b>Common Formative Assessments (CFAs)</b> N/A
<b>Unit Overview:</b>  This is an important unit because students will learn about historical figures who have shaped our state and nation. In addition, students will learn a basic understanding of how life was different in the past with an emphasis on what life was like without modern technology. This unit will form the foundation for 1 <sup>st</sup> grade where they will learn more about historical figures who exemplified good citizenship and about how technology has changed over time.		
<b>At home connections:</b> When doing things at home such as washing clothes or cooking, discuss with your child how doing these things used to look different without the technology we have today. For example, discuss how washing clothes by hand took a very long time, and then hanging them and waiting for them to dry took even longer. You can also use our way of communication as an example. They may be able to talk to their grandparents, aunts or uncles with just a click today. However, in the past, people had to wait longer and may only speak to one person at a time.		



<b>Concepts within Unit 8</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit</b>	<b>Success Criteria for this unit</b>
Concept #1: Historical Figures K.2, K.2A Concept #2: Life in the Past K.12C	Competency 5: History          Competency 7: Critical Thinking Skills	K.2, K.2A <ul style="list-style-type: none"> <li>explain how historical figures help shape our state and nation</li> <li>Identify contributions of Stephen F. Austin</li> <li>Identify contributions of George Washington</li> <li>Identify contributions of Christopher Columbus</li> <li>Identify contributions of Antonio Navarro</li> <li>describe how life would be different without modern technology</li> <li>place events in chronological order</li> <li>use the correct vocabulary for time</li> </ul> <ul style="list-style-type: none"> <li>State facts about various historical figures</li> <li>Gather information about historical figures from a variety of sources</li> <li>Interpret visual and written information about their lives</li> <li>Sequence important events during their lives</li> <li>Communicate information about how they influenced our state or nation</li> </ul>
<b>Grading Period 4</b>		
<b>Unit 9: Economics</b> Estimated Date Range: 3/23 – 5/8 Estimated Time Frame: 34		
<b>Assessments</b>		
<b>State/National Assessments</b> TELPAS (2/16 – 3/27)	<b>District Assessments</b> NWEA MAP Reading Fluency EOY (4/27 – 5/1) NWEA MAP Growth Reading (5/5)	<b>Common Formative Assessments (CFAs)</b> N/A
<b>Unit Overview:</b>  <p>This unit is important because students are exposed to important foundational knowledge such as the difference between a need and a want and why people have jobs. In the 1st concept, students will identify basic human needs, how people meet those needs, and the difference between a need and a want. In the 2nd concept, students will learn about different types of jobs in the home, school, and community. In addition, they will be able to explain why people have to have a job. Students will build on this knowledge in 1st grade where they will focus on choices families have to make because we can't have all we want.</p>		
<b>At home connections:</b>  <p>When you go grocery shopping, take your child with you and make it a learning experience. As you put things in your basket, ask them if it is a need or want. Ask them to explain why. You can also discuss the different types of jobs you see people doing in the store. When at home, discuss the jobs you and/or them do.</p>		
<b>Concepts within Unit 9</b> <a href="#">Link to TEKS</a>	<b>Competencies that will be graded in this unit:</b>	<b>Success Criteria for this unit</b>

<p>Concept #1: Needs and Wants K.5A, K.5B, K.5C</p> <p>Concept #2: Technology Helps Meet our Needs and Wants K.12A, K.12B</p> <p>Concept #3: Value of Jobs K.6A, K.6B</p>	<p>Competency 6: Economics</p> <p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>explain the difference between a need and a want</li> <li>identify a job at home</li> <li>identify a job at school</li> <li>identify a job in the community</li> <li>explain why people have jobs</li> <li>describe how technology helps accomplish tasks</li> <li>describe how technology helps meet people's needs</li> <li>Use economic terminology such as needs and wants correctly</li> <li>Gather and interpret visual sources of information related to needs and wants</li> <li>Categorize different types of needs and wants</li> <li>Communicate why people work based on knowledge and experience</li> </ul>
<p><b>Unit 10: 4<sup>th</sup> Grading Period Patriotic Holidays and Year in Review</b> Estimated Date Range: 5/11 – 5/28 Estimated Time Frame: 13</p>		
<p><b>Assessments</b></p>		
<p><b>State/National Assessments</b> N/A</p>	<p><b>District Assessments</b> NWEA MAP Growth Math (5/12)</p>	<p><b>Common Formative Assessments (CFAs)</b> N/A</p>
<p><b>Unit Overview:</b></p> <p>In this grading period, the main national patriotic holiday is Independence Day. Students will explain the reasons for Independence Day and identify customs associated with the holiday. In addition, 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. This will form a strong foundation in 1<sup>st</sup> grade as the units are same but the content progresses.</p> <p><b>At home connections:</b> Have your child draw pictures representing Independence Day and color them. Ask them what their picture represents. Hang their pictures up for decoration for the holiday. Ask your child what was the most interesting thing they learned in social studies this year. Have them share that with you and see if they can teach you something they learned.</p>		
<p><b>Concepts within Unit 10</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: Year in Review K.1A, K.2, K.3C, K.4B, K.5B, K.7A, K.11A, K.12B</p> <p>Concept #2: 4<sup>th</sup> Grading Period Patriotic Holidays K.1A, K.1B</p>	<p>Competency 7: Critical Thinking Skills</p>	<ul style="list-style-type: none"> <li>Identify Independence Day</li> <li>Identify customs associated with 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>
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### 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

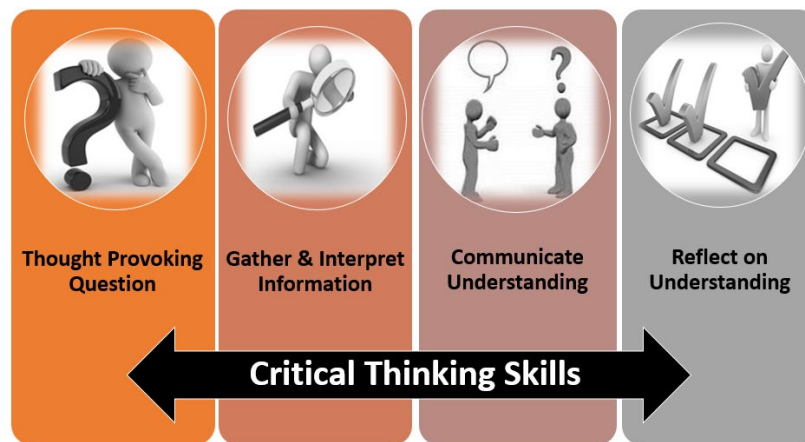
The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	Description
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.
Pebble Go	This resource provides access to books for reading and learning more about concepts in the social studies content.

### 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.