# 1st Grade Social Studies Overview 2019 - 2020

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. For sites that are password protected, your child will receive log-in information through their campus.

- [Pearson Realize](#) – click on the link for directions on accessing the textbook
- [Pebble Go](#)
- [Brainpop Jr.](#)
- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [National Geographic Kids](#)
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
1.17A obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
1.17B obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts
1.17C sequence and categorize information
1.18A express ideas orally based on knowledge and experiences
1.18B create and interpret visual and written material
1.19A use a problem-solving process 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
1.19B use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Grading Period 1

Unit 1: Rules and Laws
Estimated Date Range: 8/14-9/13
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 1st 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 2nd 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 2nd 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

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<tr>
<th>Concept #2: Authority Figures</th>
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<td>1.12A, 1.12B, 1.12C, 1.18B</td>
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### Unit 2: 1st Grading Period Holidays and Observations

**Estimated Date Range:** Taught when holidays fall  
**Estimated Time Frame:** 5

**Unit Overview:**

This unit is important because remember and honor people and events on holidays is an important part of being a good citizen. Students will learn about Labor Day, Constitution Day, and Columbus Day. 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 or national holidays?

### Concepts within Unit #2

<table>
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<tr>
<th>Concept #1: 1st Grading period Holidays and Observations</th>
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<td>1.1A, 1.1B, 1.14A, 1.14E, 1.14F</td>
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### Unit 3: Citizenship

**Estimated Date Range:** 9/19-10/10  
**Estimated Time Frame:** 16 (Approximately 14 days in 1st Grading Period)

**Unit Overview:**

This unit is important because students are exposed to a variety of characteristics of good citizenship for the first time. In the 1st 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 2nd 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 2nd grade where they identify ways to actively practice good citizenship.

Big Ideas:
- 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 do good citizens do?
- What can we learn from good citizens in the past?

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<th>Concepts within Unit #3</th>
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<td>Concept #1: Characteristics of Good Citizenship</td>
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<td>Concept #2: Historical Figures as Good Citizens</td>
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Grading Period 2

Unit 4: Geography
Estimated Date Range: 10/17 – 11/20
Estimated Time Frame: 23

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 then learn about human environment interaction and will focus on how geography influences human characteristics like clothing, shelter, food, and activities.

Big Ideas:
- We are in a community, city, state, and country all at the same time.
- Maps should have a compass rose and use symbols to represent real-life places or objects.
- Your clothing, shelter, food, and activities are influenced by where you live.

Essential Questions
- Where are we?
- How can I make a map of a real-life place?
- How does where you live affect how you live?

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<th>Concepts within Unit #4</th>
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<td>Concept #1: Interpreting Maps</td>
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<td>Concept #2: Creating Maps</td>
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<td>Concept #3: Physical and Human Characteristics</td>
<td>1.6A, 1.6B, 1.6C</td>
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## Unit 5: 2nd Grading period Holidays and Observations

**Estimated Date Range:** Taught when holidays fall  
**Estimated Time Frame:** 4

### Unit Overview:

In this grading period, the main national patriotic holiday is Veterans Day. Students will explain the reasons for Veterans Day and identify customs associated with the holiday. In addition, students will create visuals to honor veterans.

### Big Ideas:
- We remember and honor people and events when we celebrate holidays.

### Essential Questions
- What is the purpose of national holidays?

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<th>Concepts within Unit #5</th>
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<tr>
<td>Concept #1: 2nd Grading period Holidays and Observations</td>
<td>1.1A, 1.1B, 1.14E</td>
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## Unit 6: Culture

**Estimated Date Range:** 12/2-12/19  
**Estimated Time Frame:** 14

### Unit Overview:

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.

### Big Ideas:
- People have different customs and traditions, but they share many similarities.
- Folktales and fables contribute to beliefs and customs that are passed down through generations of cultures.

### Essential Questions
- How are people similar and different?
- How do folktales and fables reflect beliefs, customs, language and traditions of communities?

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<tr>
<th>Concepts within Unit #6</th>
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<td>Concept #1: Folktales and Fables</td>
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<td>Concept #2: Different Cultures</td>
<td>1.6C, 1.7B, 1.15A</td>
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## Grading Period 3

### Unit 7: History

**Estimated Date Range:** 1/7 – 2/28  
**Estimated Time Frame:** 31 days

### Unit Overview:

This unit is important because students are introduced to the meaning of history and will learn about various historical figures as well as historical symbols. 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. The last thing students will learn about is important historical symbols like the Liberty Bell and the Alamo.

### 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.
- Our state and national symbols help us better understand our values and events from our past.

### Essential Questions
- How does a timeline help us understand past events?
- Why is it important to learn about people from our past?
- What can we learn from our state and national symbols?

### Concepts within Unit #7

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<tr>
<th>Concept</th>
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<td>Concept 1: Understanding History</td>
<td>1.2A, 1.2C, 1.3A, 1.3B, 1.3C</td>
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<td>Concept 2: Historical Figures</td>
<td>1.2A, 1.2B, 1.2C, 1.3C</td>
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### Unit 8: 3rd Grading Period Holidays and Observations

**Estimated Date Range:** Taught when holidays fall  
**Estimated Time Frame:** 5

### 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

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<th>Concept</th>
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<tr>
<td>Concept #1: 3rd Grading Period Holidays and Observations</td>
<td>1.1A, 1.1B, 1.2A, 1.14E</td>
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# Unit 9: Everybody Works

**Estimated Date Range:** 10/21-11/19  
**Estimated Time Frame:** 24 (Approximately 5 days in 3rd grading period)

## 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. The last part of this unit will focus on jobs and technology where students will learn the basic components and characteristics of a job as well as how technology changes jobs.

## 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?

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<th>Concepts within Unit 9</th>
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<td>Concept #1: Needs and Wants</td>
<td>1.7A, 1.7B, 1.9B</td>
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## Grading Period 4

**Unit 9: Everybody Works (continued)**  
**Estimated Date Range:** 3/16 – 4/9  
**Estimated Time Frame:** 24 (Approximately 19 days in the 4th Grading Period)

## 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. The last part of this unit will focus on jobs and technology where students will learn the basic components and characteristics of a job as well as how technology changes jobs.

## 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?
## Department of Teaching & Learning

### Concepts within Unit #9

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<td>1.8A, 1.8B, 1.8C, 1.9A, 1.9B, 1.9C</td>
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<th>Concept #3: Value of Work</th>
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<td>1.10A, 1.10B, 1.18B</td>
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### Unit 10: Technology Then and Now

- **Estimated Date Range:** 4/14-5/28
- **Estimated Time Frame:** 25 days

**Unit Overview:**

This unit is important because it helps students understand how technology shapes our lives. Students will first learn about important inventors, their inventions, and how those inventions have improved our way of life. Students will then focus on how technology has changed in the areas of communication, transportation, and recreation. They will also explain the different types of technology used in the home, school, and work and how these different types of technology have improved life from past to present times. Students will expand their knowledge of this content in 2nd and 3rd grade by focusing not just on how technology impacts our lives but also how scientific breakthroughs impact our lives.

**Big Ideas:**

- Inventors are creative, hardworking, imaginative, and problem solvers.
- Changes in technology have improved our home life and the way we communicate, travel, and work.

**Essential Questions**

- What characteristics are important for inventors?
- Do changes in technology change people’s lives?

### Concepts within Unit #10

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<thead>
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<th>Concept #1: Inventors</th>
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<th>Concept #2: Technology Affects Our Lives</th>
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<td>1.3A, 1.3C, 1.16A, 1.16B, 1.16C</td>
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### Unit 11: 4th Grading Period Holidays and Observations

- **Estimated Date Range:** Taught when holidays fall
- **Estimated Time Frame:** 7 days

**Unit Overview:**

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.

**Big Ideas:**

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

**Essential Questions**

- What is the purpose of national and state holidays?

### Concepts within Unit #

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<thead>
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<th>Concept #1: 4th Grading Period Holidays and Observations</th>
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