

2021-2022 First Grade Social Studies Year at a Glance

Dates	Cluster
8/12 - 9/10 4 weeks + 2 days	Cluster 1 Establishing Our Classroom and School Community
9/13 - 10/29 7 weeks	Cluster 2 Symbols, Customs and Celebrations in Our Community
11/1 - 12/17 6 weeks	Cluster 3 Places in Our Community, State and Nation
1/4 - 2/11 6 weeks	Cluster 4 Studying the Past
2/14 - 4/1 6 weeks	Cluster 5 Working in Our Community
4/4 - 5/20 7 weeks	Cluster 6 Learning From Citizens Who Shaped Our Community

First Grade Social Studies Scope and Sequence
First Grade Essential Standards Vertical Alignment

Cluster 1: Establishing Our Classroom and School Community

The Social Studies skills should be embedded daily throughout student learning opportunities. The following standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills.

1.16 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

1.16.A 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; and

1.16.B sequence and categorize information.

1.17 Social Studies skills. The student communicates in oral, visual, and written forms. The student is expected to:

1.17.A use a simple timeline to distinguish among past, present, and future;

1.17.B use a calendar to describe and measure time in days, weeks, months, and years;


1.17.C express ideas orally based on knowledge and experiences

1.17.D create and interpret visual and written material; and

1.17.E use social studies terminology correctly.

1.18 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:

1.18.A 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.

Cluster 1: Establishing our Classroom and School Community	Knowledge and Skills	1.10 Government. The student understands the purpose of rules and laws. The student is expected to:
	Readiness 	1.10(A) explain the purpose for rules and laws in the home, school, and community
	Supporting	1.10(B) identify rules and laws that establish order, provide security, and manage conflict
Suggested Pacing: 8/12 - 9/10 4 weeks + 2 days	Knowledge and Skills	1.11 Government. The student understands the role of authority figures and public officials. The student is expected to:
	Supporting	1.11(A) identify the responsibilities of authority figures in the home, school, and community; and
	Readiness <i>*Essential</i>	1.11(B) identify and describe the roles of public officials in the community, state, and nation. 1.11(B) Role of Public Officials Pre Assessment



Cluster 2: Symbols, Customs and Celebrations in Our Community

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 2: Symbols, Customs, and Celebrations in Our Community</p> <p>Suggested Pacing: 9/13 - 10/29 7 weeks</p>	Knowledge and Skills	1.1 History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:
	Readiness <i>*Essential</i>	1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and 1.1(A) Origins of Customs, Holidays, and Celebrations Pre Assessment
	Supporting	1.1(B) compare the observance of holidays and celebrations.
	Knowledge and Skills	1.13 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:
	Supporting	1.13(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
	Supporting	1.13(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;
	Supporting	1.13(C) identify anthems and mottos of Texas and the United States;
	Supporting	1.13(D) explain and practice voting as a way of making choices and decisions and
	Readiness	1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom.
	Knowledge and Skills	1.14 Culture. The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:
	Readiness <i>*Essential</i>	1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities; and 1.14(A) Family and Community Beliefs, Language and Traditions Pre Assessment
	Supporting	1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.

Cluster 3: Places In Our Community, State and Nation

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 3: Places In Our Community, State and Nation Suggested Pacing: 11/1 - 12/17 6 weeks	Knowledge and Skills	1.3 Geography. The student understands the relative location of places. The student is expected to:
	Supporting	1.3(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and
	Readiness	1.3(B) locate places using the four cardinal directions.
	Knowledge and Skills	1.4 Geography. The student understands the purpose of geographic tools, including maps and globes. The student is expected to:
	Supporting	1.4(A) create and use simple maps such as maps of the home, classroom, school, and community;
	Readiness	1.4(B) locate and explore the community, Texas, and the United States on maps and globes.
	Knowledge and Skills	1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:
	Readiness 	1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
	Readiness <i>*Essential</i> 	1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

Cluster 4: Studying the Past

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 4: Studying the Past Suggested Pacing: 1/4 - 2/11 6 weeks	Social Studies Knowledge and Skills	1.2 History. The student understands how historical figures helped shape the state and nation. The student is expected to:
	Social Studies Supporting	1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation; and
	Social Studies Supporting	1.2(B) compare the lives of historical figures who have influenced the state and nation.
	ELAR Knowledge and Skills	1.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	1.13(A) generate questions for formal and informal inquiry with adult assistance
		1.13(B) develop and follow a research plan with adult assistance
		1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance
		1.13(D) demonstrate understanding of information gathered with adult assistance
		1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results

Cluster 5: Working in Our Community

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 5: Working in our Community</p> <p>Suggested Pacing: 2/14 - 4/1 6 weeks</p>	Knowledge and Skills	1.6 Economics. The student understands how families meet basic human needs. The student is expected to:
	Readiness <i>*Essential</i>	1.6(A) describe ways that families meet basic human needs; and
	Supporting	1.6(B) describe similarities and differences in ways families meet basic human needs.
	Knowledge and Skills	1.7 Economics. The student understands the concepts of goods and services. The student is expected to:
	Readiness	1.7(A) identify examples of goods and services in the home, school, and community
	Supporting	1.7(B) identify ways people exchange goods and services; and
	Supporting	1.7(C) identify the role of markets in the exchange of goods and services.
	Knowledge and Skills	1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
	Supporting	1.8(A) identify examples of people wanting more than they can have;
	Supporting	1.8(B) explain why wanting more than they can have requires that people make choices; and
	Readiness	1.8(C) identify examples of choices families make when buying goods and services.
	Knowledge and Skills	1.9 Economics. The student understands the value of work. The student is expected to:
	Supporting	1.9(A) describe the tools of various jobs and the characteristics of a job well performed; and
	Supporting	1.9(B) describe how various jobs contribute to the production of goods and services.

Cluster 6: Learning from Citizens Who Shaped Our Community

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 6: Learning from Citizens Who Shaped Our Community</p> <p>Suggested Pacing: 4/4 - 5/20 7 weeks</p>	Knowledge and Skills	1.15 Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:
	Supporting	1.15(A) describe how technology has affected the ways families live; and
	Readiness <i>*Essential</i>	1.15(B) describe how technology has affected communication, transportation, and recreation. 1.15(B) Technology Affects on Life Pre Assessment
	Readiness	1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.
	Knowledge and Skills	1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
	Supporting	1.12(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting and
	Supporting	1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
	ELAR Knowledge and Skills	1.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	1.13(A) generate questions for formal and informal inquiry with adult assistance
		1.13(B) develop and follow a research plan with adult assistance
		1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance
		1.13(D) demonstrate understanding of information gathered with adult assistance
1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal to present results		