

# Social Studies, Grade 1

**Time on Task:** 2 hours per week

## Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man's beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

## Course Description

In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.

<b>Goals and Objectives</b>	<b>Scope and Sequence</b>	<b>Spiritual Goals</b>
<p><b>Texas Essential Knowledge and Skills (TEKS)</b></p> <p><b>§113.3. Social Studies, Grade 1.</b></p> <p><b>(a) Introduction.</b></p> <p>(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of</p>	<p><b><u>My America and My World</u></b></p> <ul style="list-style-type: none"><li>• This Is My America<ul style="list-style-type: none"><li>○ My America's Flag</li><li>○ My America's Freedoms</li><li>○ Symbols of My America</li><li>○ Great People of America</li><li>○ My America Grows</li><li>○ My America Talks</li><li>○ My America Travels</li><li>○ My America Is Beautiful</li><li>○ My America Sings</li></ul></li><li>• This Is My World<ul style="list-style-type: none"><li>○ Mexico</li><li>○ Peru</li><li>○ Virgin Islands</li><li>○ Puerto Rico</li></ul></li></ul>	<p><b>God's intended purpose for history/social studies:</b></p> <ol style="list-style-type: none"><li>1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)</li><li>2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)</li><li>3. To show that giving thanks to the Creator is important. (Psalm 92:1)</li><li>4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)</li><li>5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)</li><li>6. To recognize that God wants us to learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13)</li><li>7. To recognize all believers are a part</li></ol>

<p>Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.</p> <p>(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).</p>	<ul style="list-style-type: none"> <li>○ Bahamas</li> <li>○ England</li> <li>○ The Netherlands</li> <li>○ Norway</li> <li>○ France</li> <li>○ Germany</li> <li>○ Switzerland</li> <li>○ Italy</li> <li>○ Israel</li> <li>○ Egypt</li> <li>○ Kenya</li> <li>○ India</li> <li>○ China</li> <li>○ Australia</li> <li>○ Guam</li> <li>○ America Samoa</li> </ul> <p><b>Correlation with TEKS</b>  <u><b>My America and My World</b></u>  A Beka Book  Student ISBN 95311004  Teacher ISBN 95338002</p>	<p>of God’s plan. (Ephesians 2:20; Romans 6;13)</p> <p>8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1)</p> <p>9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6)</p> <p>10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3)</p> <p>11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15)</p> <p>12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11)</p> <p>13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26)</p>
<p><b>(b) Knowledge and skills.</b></p> <p><b>(1) History.</b> The student understands how historical figures helped to shape our community, state, and nation.  <i>The student is expected to:</i></p> <p>(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;</p> <p>(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and</p> <p>(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.</p> <p><b>(2) History.</b> The student understands the origins of customs, holidays, and celebrations.</p>	<p>Lesson 12</p> <p>Lesson 11, Benjamin Franklin</p> <p>Lessons 10, 11</p>	<p><b>Biblical Integration Truth Statements</b></p> <p><b>1. <i>What is prime reality, the really real?</i></b>  God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <p>a. God designed, created, and sustains His creation. (Genesis 1:1-31)</p>

<p><i>The student is expected to:</i></p> <p>(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;</p> <p>(B) compare the observance of holidays and celebrations, past and present; and</p> <p>(C) identify anthems and mottoes of the United States and Texas.</p> <p><b>(3) History.</b> The student understands the concepts of time and chronology.</p> <p><i>The student is expected to:</i></p> <p>(A) distinguish among past, present, and future;</p> <p>(B) create a calendar or timeline; and</p> <p>(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.</p> <p><b>(4) Geography.</b> The student understands the relative location of places.</p> <p><i>The student is expected to:</i></p> <p>(A) locate places using the four cardinal directions; and</p> <p>(B) describe the location of self and objects relative to other locations in the classroom and school.</p> <p><b>(5) Geography.</b> The student understands the purpose of maps and globes.</p> <p><i>The student is expected to:</i></p> <p>(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and</p> <p>(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.</p> <p><b>(6) Geography.</b> The student understands various physical and human characteristics of the environment.</p> <p><i>The student is expected to:</i></p> <p>(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;</p> <p>(B) identify examples of and uses for natural resources in the community, state, and nation; and</p>	<p>Lesson 9, Teacher-generated unit, Unit 2</p> <p>Lesson 9</p> <p>Lessons 1, 2, 17, Teacher-generated Texas Unit</p> <p>Lessons 2, 6 Pilgrim Unit Pilgrim Unit</p> <p>Lessons 1, 10 Teacher-generated Geography Unit</p> <p>Lesson 18</p> <p>Lessons 7, 71</p> <p>Lessons 5, 27, Netherlands</p> <p>Lesson 25</p>	<p>b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12)</p> <p>c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5)</p> <p>d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25)</p> <p>e. God is personal and also triune-He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3)</p> <p><b>2. What is the nature of external reality, that is, the world around us?</b></p> <p>a. God is the source of everything and created the universe out of nothing. (Genesis 1:1)</p> <p>b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4)</p> <p>c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15)</p> <p>d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1)</p> <p><b>3. What is a human being?</b></p> <p>a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)</p> <p>b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10)</p>
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<p>(C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.</p> <p><b>(7) Economics.</b> The student understands the concepts of goods and services. <i>The student is expected to:</i></p> <p>(A) identify examples of goods and services in the home, school, and community;</p> <p>(B) identify ways people exchange goods and services; and</p> <p>(C) identify the role of markets in the exchange of goods and services.</p> <p><b>(8) Economics.</b> The student understands the condition of not being able to have all the goods and services one wants. <i>The student is expected to:</i></p> <p>(A) identify examples of people wanting more than they can have;</p> <p>(B) explain why wanting more than they can have requires that people make choices; and</p> <p>(C) identify examples of choices families make when buying goods and services.</p> <p><b>(9) Economics.</b> The student understands the value of work. <i>The student is expected to:</i></p> <p>(A) describe the requirements of various jobs and the characteristics of a job well-performed; and</p> <p>(B) describe how specialized jobs contribute to the production of goods and services.</p> <p><b>(10) Government.</b> The student understands the purpose of rules and laws. <i>The student is expected to:</i></p> <p>(A) explain the need for rules and laws in the home, school, and community; and</p> <p>(B) give examples of rules or laws that establish order, provide security, and manage conflict.</p> <p><b>(11) Government.</b> The student understands the role of authority figures and public officials. <i>The student is expected to:</i></p> <p>(A) identify leaders in the community, state, and nation;</p> <p>(B) describe the roles of public officials including mayor, governor, and president; and</p>	<p>Lessons 8, 28, 29</p> <p>Math Lessons 46 Pilgrim Unit Lesson 26 Lesson 26</p> <p>Pilgrim Unit Pilgrim Unit Lesson 8</p> <p>Pilgrim Unit</p> <p>Lessons 11, Paul Revere, 32, Williamsburg</p> <p>Lesson 8 Lesson 8</p> <p>Lesson 4 Lesson 4</p>	<p>c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12)</p> <p>d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23)</p> <p>e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8)</p> <p>f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p><b>4. What happens to a person at death?</b></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p>
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<p>(C) identify the responsibilities of authority figures in the home, school, and community.</p> <p><b>(12) Citizenship.</b> The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. <i>The student is expected to:</i></p> <p>(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p> <p>(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and</p> <p>(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.</p> <p><b>(13) Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. <i>The student is expected to:</i></p> <p>(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;</p> <p>(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;</p> <p>(C) use voting as a way of making choices and decisions; and</p> <p>(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p> <p><b>(14) Culture.</b> The student understands how families meet basic human needs. <i>The student is expected to:</i></p> <p>(A) describe ways that families meet basic human needs; and</p> <p>(B) describe similarities and differences in ways families meet basic human needs.</p> <p><b>(15) Culture.</b> The student understands the importance of family beliefs, customs, language, and traditions. <i>The student is expected to:</i></p>	<p>Lesson 4</p> <p>Lesson 11, Paul Revere</p> <p>Lessons 9-13, F&amp;F Unit 13</p> <p>Pilgrim Unit Lesson 11</p> <p>Lessons 2, 5-6</p> <p>Lesson 2</p> <p>Math Lesson p. 149 Lessons 3 Lessons 5-6 Pilgrim Unit</p> <p>Lessons 26, 30, Pilgrim Unit</p> <p>Lesson 26</p>	<p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p><b>5. Why is it possible to know anything at all?</b></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <p>➤ The Bible is internally consistent and unified in its principles and claims.</p>
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<p>(A) describe various beliefs, customs, and traditions of families and explain their importance; and</p> <p>(B) retell stories from selected folktales and legends such as Aesop's fables.</p> <p><b>(16) Science, technology, and society.</b> The student understands how technology has affected daily life, past and present. <i>The student is expected to:</i></p> <p>(A) describe how household tools and appliances have changed the ways families live;</p> <p>(B) describe how technology has changed communication, transportation, and recreation; and</p> <p>(C) describe how technology has changed the way people work.</p> <p><b>(17) Social studies skills.</b> The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. <i>The student is expected to:</i></p> <p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p> <p>(B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;</p> <p>(C) sequence and categorize information; and</p> <p>(D) identify main ideas from oral, visual, and print sources.</p> <p><b>(18) Social studies skills.</b> The student communicates in written, oral, and visual forms. <i>The student is expected to:</i></p> <p>(A) express ideas orally based on knowledge and experiences; and</p> <p>(B) create visual and written material including pictures, maps, timelines, and graphs.</p> <p><b>(19) Social studies skills.</b> The student uses problem-solving and decision-making skills, working independently and with others,</p>	<p>Lessons 4, 28, Pilgrim Unit F &amp; F Mini-Units 1 and 2 Lesson 27</p> <p>Bible/Esau-Jacob Pilgrim Unit Lesson 11 Bible/Woman at the Well Lessons 6, 11 Bible/Esau (hunt) – Jacob (cook on fire) Lessons 8, 28 Windmills, Scrolls Lessons 27, 30</p> <p>Lesson 28, Benjamin Franklin Presentation by Mrs. Torres Lesson 7, Statue of Liberty</p> <p>Lesson 3, Paul Revere Lessons 1, 3</p> <p>Science Chapters 1-4 F&amp;F Unit 7 Benjamin Franklin Activity Lessons 10, 11</p>	<p>➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold.</p> <p>➤ It is relevant to all the cultures of the world</p> <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p><b>6. How do we know what is right and wrong?</b></p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in</p>
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<p>in a variety of settings.  <i>The student is expected to:</i></p> <p>(A) 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; and</p> <p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p>Bible, F&amp;F Units 8, 11  Teacher-created  question/answer activity</p> <p>Lessons 3-4 (pp. 9-13)  F &amp; F Unit 13</p> <p><b>Student Activities</b>  Role Play  Games/Puzzles  Stories  Songs  Projects  Cooperative Learning  Journaling  Graphic Organizers  Small Groups  Drawing  Manipulatives  Writer’s Workshop  Portfolio</p> <p><b>Teaching Strategies</b>  Direct Instruction  Open-ended Questions  Discussion  Demonstration  Brainstorming  Problem Solving  Read Aloud  Facilitating  Cooperative Learning</p>	<p>the various laws and principles expressed in the Bible.  (Psalm 111:10)</p> <ul style="list-style-type: none"> <li>➤ He has dictated absolute moral truth to us.</li> <li>➤ Every truth must conform to Biblical principles.</li> <li>➤ Every choice must reflect God’s moral truth.</li> <li>➤ We must promote, defend, and teach these truths to others.</li> </ul> <p>7. <b><i>What is the meaning of human history?</i></b></p> <ol style="list-style-type: none"> <li>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</li> <li>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</li> <li>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</li> <li>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</li> </ol> <p><b><i>What should our response be to God?  What were we made for?</i></b></p> <p><b>We were made to  Love – Matthew 22:37,</b></p>
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