Texas Social Studies

Grade 1 (2022)

Adopted 2022

The student understands the origins of customs, holidays, and celebrations. The student is expected to: 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
	B. compare the observance of holidays and celebrations. 1.1.B
The student understands how historical figures helped shape the state and nation. The student is expected to: 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 1.2.A
	B. compare the lives of historical figures who have influenced the state and nation. 1.2.B
The student understands the relative location of places. The student is expected to: 1.3	**A.** describe the location of self and objects relative to other locations in the classroom and school using spatial terms; and 1.3.A
	B. locate places using the four cardinal directions. 1.3.B
The student understands the purpose of geographic tools, including maps and globes. The student is expected to: 1.4	**A.** create and use simple maps such as maps of the home, classroom, school, and community; and 1.4.A
	B. locate and explore the community, Texas, and the United States on maps and globes. 1.4.B
The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to: 1.5	**A.** identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and 1.5.A
	B. identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities. 1.5.B
Th understands how	describe ways that families meet basic human needs; and 1.6.A

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families meet basic human needs. The student is expected to: 1.6	B. describe similarities and differences in ways families meet basic human needs. 1.6.B
The student understands the concepts of goods and services. The student is expected to: 1.7	A. identify examples of goods and services in the home, school, and community; 1.7.A B. identify ways people exchange goods and services; and 1.7.B C. identify the role of markets in the exchange of goods and services. 1.7.C
The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: 1.8	A. identify examples of people wanting more than they can have; 1.8.A B. explain why wanting more than they can have requires that people make choices; and 1.8.B C. identify examples of choices families make when buying goods and services. 1.8.C
The student understands the value of work. The student is expected to: 1.9	A. describe the tools of various jobs and the characteristics of a job well performed; and 1.9.A B. describe how various jobs contribute to the production of goods and services. 1.9.B
The student understands the purpose of rules and laws. The student is expected to: 1.10	A. explain the purpose for rules and laws in the home, school, and community; and 1.10.A B. identify rules and laws that establish order, provide security, and manage conflict. 1.10.B
The student understands the role of authority figures and public officials. The student is expected to: 1.11	A. identify the responsibilities of authority figures in the home, school, and community; and 1.11.A B. identify and describe the roles of public officials in the community, state, and nation. 1.11.B
The student understands characteristics of good citizenship as exemplified by historical figures and other inc is e	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 1.12.A B. identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt. 1.12.B

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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: 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; 1.13.A
	B. recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; 1.13.B
	C. identify anthems and mottoes of Texas and the United States; 1.13.C
	D. explain and practice voting as a way of making choices and decisions; and 1.13.D
	E. explain how patriotic customs and celebrations reflect American individualism and freedom. 1.13.E
The student understands the importance of family and community beliefs, language, and traditions. The student is expected to: 1.14	**A.** describe and explain the importance of beliefs, language, and traditions of families and communities; and 1.14.A
	B. explain the way folktales and legends reflect beliefs, language, and traditions of communities. 1.14.B
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: 1.15	**A.** describe how technology has affected the ways families live; 1.15.A
	B. describe how technology has affected communication, transportation, and recreation; and 1.15.B
	C. identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan. 1.15.C
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.** identify and state facts based on relevant evidence; 1.16.A
	B. identify different kinds of historical sources and artifacts and explain how they can be used to study the past; 1.16.B
	C. 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.C
	D. sequence and categorize information. 1.16.D
The student communicates in oral, visual, and written forms. The student is ex	**A.** use a simple timeline to distinguish among past, present, and future; 1.17.A
	B. use a calendar to describe and measure time in days, weeks, months, and years; 1.17.B
	C. communicate information visually, orally, or in writing based on knowledge and experiences in social studies; 1.17.C

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	D. create and interpret visual and written material; 1.17.D
	E. use social studies terminology correctly; and 1.17.E
	F. apply and practice classroom rules and procedures for listening and responding respectfully. 1.17.F
The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: 1.18	**A.** use democratic procedures to collaborate with others when making decisions on issues in the classroom, school, or community; and 1.18.A
	B. 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. 1.18.B