



Teacher Learning Report Grade 1 Social Studies

Exploring Places	Unit	CHECKPOINT		
		1	2	3
1.3 Geography. The student understands the relative location of places.				
1.4 Geography. The student understands the purpose of geographic tools, including maps and globes.				
1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
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				
1.17(E) use social studies terminology correctly <i>connected 1.17(A), 1.17(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Location and Maps				
1.3(B) locate places using the four cardinal directions ☉				
1.4(B) locate and explore the community, Texas, and the United States on maps and globes				
1.3(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms ☉				
1.4(A) create and use simple maps such as maps of the home, classroom, school, and community				

Humans Interact with Their Environment	Unit	1	2	3
1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather ☉				
1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information				
1.17(D) create and interpret visual and written material <i>connected 1.17(C), 1.18(A)</i>				



Teacher Learning Report Grade 1 Social Studies

Leaders and Rules	Unit	CHECKPOINT		
		1	2	3
<p>1.10 Government. The student understands the purpose of rules and laws.</p> <p>1.11 Government. The student understands the role of authority figures, public officials, and citizens.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>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</p> <p>1.17(E) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 1.17(A), 1.17(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Need for Rules				
1.10(A) explain the purpose for rules and laws in the home, school, and community				
1.10(B) identify rules and laws that establish order, provide security, and manage conflict				
Authority Figures				
1.11(B) identify and describe the roles of public officials in the community, state, and nation ⓘ				
1.11(A) identify the responsibilities of authority figures in the home, school, and community ⓘ				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>1.16(B) sequence and categorize information</p> <p>1.17(D) create and interpret visual and written material</p> <p style="text-align: right;"><i>connected 1.17(C), 1.18(A)</i></p>				



Teacher Learning Report Grade 1 Social Studies

Being an American	Unit	CHECKPOINT		
		1	2	3
<p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> <p>1.13 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>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</p> <p>1.17(E) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 1.17(A), 1.17(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<p>Characteristics of Good Citizenship</p> <p>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 ⑧</p> <p>1.13(D) explain and practice voting as a way of making choices and decisions ⑧</p> <p>1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt ⑧</p>				

Flags and Symbols	Unit	1	2	3
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(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				
1.13(C) identify anthems and mottoes of Texas and the United States				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>1.16(B) sequence and categorize information</p> <p>1.17(D) create and interpret visual and written material</p> <p style="text-align: right;"><i>connected 1.17(C), 1.18(A)</i></p>				



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Reading and Writing



Holidays, Historical Figures, and Culture

- 1.1 **History.** The student understands the origins of customs, holidays, and celebrations.
- 1.2 **History.** The student understands how historical figures helped shape the state and nation.
- 1.13 **Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 1.14 **Culture.** The student understands the importance of family and community beliefs, language, and traditions.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Holidays: Informational Text Connections

- 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
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom
- 1.1(B) compare the observance of holidays and celebrations

Unit	CHECKPOINT		
	1	2	3

Historical Figures: Informational Text Connections

- 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
- 1.2(B) compare the lives of historical figures who have influenced the state and nation

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Culture: Personal Narrative Writing Connections

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities [Ⓢ]
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities [Ⓢ]

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Process (Ways to Show)

- 1.16(B) sequence and categorize information
- 1.17(D) create and interpret visual and written material

connected 1.17(C), 1.18(A)

Unit	CHECKPOINT		
	1	2	3



CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report Grade 1 Social Studies

Research

Spring: Complete the research project through a shared reading/writing experience followed by an independent writing product.

-Students and teacher will identify a question on a given topic from Social Studies

-Students and teacher will work together to locate answers to the question(s) using text, digital and primary sources.

-Students and teacher will create a shared writing product to report their research.

-Students will respond individually with a written product containing 3-5 well formed sentences.



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Math

Data Analysis and Personal Financial Literacy

- 1.6 **Economics.** The student understands how families meet basic human needs.
- 1.7 **Economics.** The student understands the concepts of goods and services.
- 1.8 **Economics.** The student understands the condition of not being able to have all the goods and services one wants.
- 1.9 **Economics.** The student understands the value of work.
- 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.
- 1.17 **Social Studies skills.** The student communicates in oral, visual, and written forms.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 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
- 1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Data Analysis: Representation of Data

- 1.16(B) sequence and categorize information

Data Analysis: Interpretation of Data

- 1.17(D) create and interpret visual and written material

Personal Financial Literacy: Earning, Spending, and Saving

- 1.6(A) describe ways that families meet basic human needs ⑧
- 1.7(A) identify examples of goods and services in the home, school, and community ⑧
- 1.8(C) identify examples of choices families make when buying goods and services ⑧
- 1.6(B) describe similarities and differences in ways families meet basic human needs
- 1.7(B) identify ways people exchange goods and services ⑧
- 1.7(C) identify the role of markets in the exchange of goods and services ⑧
- 1.8(A) identify examples of people wanting more than they can have
- 1.8(B) explain why wanting more than they can have requires that people make choices
- 1.9(A) describe the tools of various jobs and the characteristics of a job well performed
- 1.9(B) describe how various jobs contribute to the production of goods and services

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 1 Social Studies

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information 1.17(D) create and interpret visual and written material <i>connected 1.17(C), 1.18(A)</i>				



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Science



Earth's Materials and Patterns in the Natural World

1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

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
1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Earth's Materials: Physical Characteristics of Place

1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources and weather ☒

Patterns in the Natural World: Weather

1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather ☒

Process (Ways to Show)

1.16(B) sequence and categorize information
1.17(D) create and interpret visual and written material

connected 1.17(C), 1.18(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Technology Applications



Technology

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.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

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
1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Technology

1.15(B) describe how technology has affected communication, transportation, and recreation [Ⓢ]

1.15(A) describe how technology has affected the ways families live [Ⓢ]

1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

1.16(B) sequence and categorize information
1.17(D) create and interpret visual and written material

connected 1.17(C), 1.18(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 1 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
1.16	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
1.17	The student communicates in oral, visual, and written forms.				
1.18	The student uses problem-solving and decision-making skills, working independently and with others.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	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				
	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 Ⓢ				
Understanding Vocabulary and Terms	1.17(E) use social studies terminology correctly				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	1.16(B) sequence and categorize information				
Representing and Communicating Information	1.17(C) express ideas orally based on knowledge and experiences				
	1.17(D) create and interpret visual and written material				
Researching	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				