

August 2006

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
<p>TSW understand and explain the need for rules in the home, school, and community. TSW give examples of rules that establish order, provide security, and manage conflict in the home, at school, and in the community. TSW identify the authority figures in the home, school, and community, and their responsibilities. TSW recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag; understand that the U.S. flag and Texas flag are national and state symbols. IFA 1-9 TAKS 4 TEKS 10AB, 11C, 13AB</p>						
20	21	22	23	24	25	26
<p>TSW understand and be able to explain characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good. TAKS 4 TEKS 12A</p> <p>TSW identify how historic figures such as Clara Barton and Eleanor Roosevelt exemplified good citizenship. TAKS 4 TEKS 12B IFA 54-58</p>						
27	28	29	30	31		
<p>TSW identify how historic figures such as Nathan Hale exemplified good citizenship. TSW identify ordinary people (including themselves and people they know) who exemplify good citizenship and a love of individualism and inventiveness. TAKS 4 TEKS 12BC IFA 49-53</p> <p>TSW understand the origins and significance of the celebration of Labor Day. TAKS 1 TEKS 2A IFA 20</p>						

September 2006

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
					Staff Development	
3	4	5	6	7	8	9
	Labor Day	<p>TSW understand the purpose of maps and globes. TSW locate places using the four cardinal directions. TSW describe the location of self and objects relative to other locations in the classroom and school.</p>				
		TAKS 2		TEKS 4AB		IFA 16-18, 10
10	11	12	13	14	15	16
<p>TSW locate places using the four cardinal directions; describe the location of self and objects relative to other locations in the classroom and school. TSW create and use maps that show objects relative to other locations in the classroom and school.</p>						
	TAKS 2			TEKS 4AB, 5A		IFA 11-15
17	18	19	20	21	22	23
<p>TSW locate places of significance on maps and globes such as the local community (Houston), the state of Texas, and the United States. <i>(Students need to be able to locate Houston on a map of Texas; locate Texas on a map of the United States; and locate the United States on a map of the continent of North America.)</i></p>						
	TAKS 2			TEKS 5B		IFA 21-24
24	25	26	27	28	29	30
<p>TSW identify and describe the physical characteristics of places such as landforms: continent, mountains, valleys, hills, canyons.</p>					Early Release/ Staff Development	
	TAKS 2		TEKS 6A			IFA 25-26, 30, 29

October 2006

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
Support Session 10/5 Admin.	TSW identify and describe the physical characteristics of places such as landforms and bodies of water: oceans, rivers, lakes, islands, peninsula.		TAKS 2	TEKS 6A		IFA 27-28, 31-34
8	9	10	11	12	13	14
	Staff Development	TSW identify significance and contributions of historic figures such as Christopher Columbus . TSW use a map and/or globe to identify the routes of Columbus; name and identify the ocean he crossed; name and identify the continent he sailed from and the continent on which he landed. TSW describe the origin and significance of Columbus Day.		TAKS 1, 2	TEKS 1A, 2A, 5B	IFA 40-44
15	16	17	18	19	20	21
	TSW identify leaders in the community (mayor), state (governor), and nation (president), and describe their roles and responsibilities; compare responsibilities of authority figures and leaders in the home and school with responsibilities of leaders in the community, state, and nation.				Early Release/ Parent Conferences	
	TAKS 4		TEKS 11ABC			IFA 45-48
22	23	24	25	26	27	28
	TSW understand that voting is used as a way of selecting community, state, and national leaders. TSW will be given opportunities to use voting as a way of making choices and decisions. (<i>Example: Have a classroom election for a class reward, a class mascot, or a class "mayor for a day."</i>)					
	TAKS 4			TEKS 13C		IFA 59-63
29	30	31				
		See first week in November.				

November 2006

1st Grade Social Studies

Sun Mon Tue Wed Thu Fri Sat

1 2 3 4

Celebrate Freedom Week 1: Celebrate Freedom Unit

TSW identify anthems and mottoes of the United States.
TSW understand, explain, and identify selected national patriotic symbols such as the U. S. flag, Uncle Sam, and the Liberty Bell; understand how they contribute to our national identity.

TAKS 1, 4

TEKS 2C, 13A

IFA 64, 66, 68

5 6 7 8 9 10 11

Celebrate Freedom Week 2: Celebrate Freedom Unit

TSW understand, explain, and identify selected landmarks such as the Washington Monument, Lincoln Memorial, and Statue of Liberty.

TAKS 4

TEKS 13A

TSW describe the origins and significance of Veterans Day.

TAKS 1, 4 TEKS 2A,13D

**Early
Release/
Staff
Development**

IFA 65, 67, 73

12 13 14 15 16 17 18

TSW understand and describe the origin and significance of the celebration of Thanksgiving.
TSW obtain information about Thanksgiving using visual sources (pictures, computer images, and literature); describe Thanksgiving traditions of families.
TSW distinguish among past, present, and future; compare the observance of Thanksgiving Thanksgiving, past and present.

TAKS 1, 4

TEKS 2AB, 3A, 15A, 17B

IFA 69-72, 19

19 20 21 22 23 24 25

T H A N K S G I V I N G B R E A K

26 27 28 29 30

TSW understand the difference in wants and needs and how families meet basic human needs such as food and shelter.
TSW describe similarities and differences in ways families meet basic human needs, past and present. (Example: Compare the ways the Pilgrims met their needs for food and shelter with how families meet those same needs today.)

TAKS 3

TEKS 14AB

IFA 35-39

December 2006

1st Grade Social Studies

Sun Mon Tue Wed Thu Fri Sat

1 2

3 4 5 6 7 8 9

Christmas– Past, Present, and Future: TSW describe various customs and traditions of families relating to the celebration of Christmas; obtain information about the celebration of Christmas using a variety of sources such as music, conversations, interviews, pictures, literature, computer images, and artifacts. TSW compare the celebration of holidays such as Christmas, past and present, and then create a visual and written product about Christmas in the future. *(Example: Draw a picture of how Christmas might be celebrated in the future and write a few sentences explaining the picture.)*

TAKS 1, 3, 5

TEKS 2B, 3A, 15A, 17AB, 18AB

IFA 74-82

10 11 12 13 14 15 16

Continue with above plan or participate in campus holiday activities.

Early
Dismissal

Teacher
Workday

17 18 19 20 21 22 23

W I N T E R B R E A K

24 25 26 27 28 29 30

W I N T E R B R E A K

31

January 2007

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
W I N T E R B R E A K			Staff Development	TSW understand the custom of making New Year's resolutions by: discussing this custom; participating in creating a class resolution; and creating and illustrating an individual resolution.		
				TAKS 1, 5	TEKS 2A, 18AB	IFA 86
7	8	9	10	11	12	13
TSW describe how household tools and appliances have changed the ways families live. (<i>Example: Include the areas of cooking, cleaning, lighting, storing food, etc.</i>)		TSW describe how technology has changed the ways people live and work in the areas of communication, transportation, and recreation. (<i>Be sure students understand the terms <u>communication</u>, <u>transportation</u>, and <u>recreation</u>.</i>)			TSW understand and describe the origins of the celebration of Martin Luther King, Jr. Day.	
TAKS 5		TEKS 16ABC			TAKS	TEKS 2A
						IFA 83-85, 92-93, 91
14	15	16	17	18	19	20
	Martin Luther King, Jr. Day	TSW identify and compare historic figures (<i>Thomas Edison, Alexander Graham Bell, and George Washington Carver</i>) who have exhibited a love of individualism and inventiveness.				
		TAKS 1, 5		TEKS 1BC, 16ABC		IFA 87-90, 94, 115, 95
21	22	23	24	25	26	27
Support Session 1/23 Admin.	<u>Invention Convention</u>					
	TSW <u>create an invention</u> that would affect communication, transportation, recreation, or another aspect of daily life.					
	TSW obtain information about a topic using a variety of sources; express ideas orally.					
	TSW use problem-solving and decision-making skills while creating the invention.					
	TAKS 5			TEKS 17AB, 18AB, 19AB		IFA 96-100
28	29	30	31			
See first week in February.						

February 2007

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
<p>TSW identify historic figures such as Harriet, Tubman, Ruby Bridges, Rosa Parks, and Jackie Robinson who have exemplified good citizenship.</p> <p style="text-align: right;">IFA 116-119</p>						
4	5	6	7	8	9	10
<p>TSW identify contributions of George Washington and Abraham Lincoln (using a variety of oral and visual sources such as literature and pictures). TSW identify main ideas from oral, visual, and print sources. TSW sequence events in the life of George Washington and Abraham Lincoln.</p> <p style="text-align: center;">TAKS 1, 5</p> <p style="text-align: center;">TEKS 1A, 17ABCD</p> <p style="text-align: right;">IFA 101-104, 106-110</p>						
11	12	13	14	15	16	17
<p>TSW understand and describe the origins of Valentine's Day. TSW create visual and written material (such as a valentine card for a family member).</p> <p style="text-align: center;">TAKS 1</p> <p style="text-align: center;">IFA 114</p>			<p>TSW compare similarities and differences in the lives, activities, and contributions of George Washington and Abraham Lincoln.</p> <p style="text-align: center;">TAKS 1</p> <p style="text-align: center;">IFA 113</p> <p style="text-align: center;">TEKS 1C</p> <p style="text-align: right;">IFA 105</p>			
18	19	20	21	22	23	24
<p>TSW compare similarities and differences in the lives of George Washington and Abraham Lincoln by creating written and visual material such as pictures, timelines, or graphic organizers.</p> <p style="text-align: center;">TAKS 1, 5</p> <p style="text-align: center;">TEKS 1C, 3B, 18B</p>				<p>TSW understand and describe the significance of the celebration of Presidents' Day.</p> <p style="text-align: center;">TAKS 1</p> <p style="text-align: center;">TEKS 2A</p> <p style="text-align: right;">IFA 111</p>		
25	26	27	28			
	<p>Presidents Day Observed</p>	<p>TSW identify anthems and mottoes of Texas. TSW recite and explain the meaning of the Pledge to the Texas Flag.</p> <p style="text-align: center;">TAKS 1, 4</p> <p style="text-align: center;">TEKS 2C, 13B</p> <p style="text-align: center;">IFA 120-121</p>		<p>See first week in March.</p> <p style="text-align: right;">(Also use IFA 112 on 1-27-07.)</p>		

March 2007

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				TSW describe the origin and the significance of the celebration of Texas Independence Day.		
				TAKS 1, 4	TEKS 1A, 2A, 13D	IFA 123-124
4	5	6	7	8	9	10
	TSW identify contributions of Sam Houston and Stephen F. Austin who have influenced the community, state, and nation; compare similarities/differences among the lives, activities, and contributions of Sam Houston and Stephen F. Austin.			TSW identify and explain selected state symbols (Texas flag, state flower, bird, and tree, and state landmarks (the Alamo and the San Jacinto Monument).		
	TAKS 1	TEKS 1AC		TAKS 4	TEKS 13A	IFA 125-128, 122, 129
11	12	13	14	15	16	17
S P R I N G B R E A K						
18	19	20	21	22	23	24
	TSW identify and describe the human characteristics of places such as types of houses and ways of earning a living. (<i>Example: Describe and compare different kinds of communities—urban, suburban, and rural or city, town, and farm community—including the types of jobs buildings in these communities.</i>)					
	TAKS 2			TEKS 6C		IFA 134
25	26	27	28	29	30	31
	TSW understand the value of work and describe the requirements of various jobs and the characteristics of a job well-performed. TSW describe how specialized jobs contribute to the production of goods and services.					
	TAKS 3			TEKS 9AB		IFA 140-143, 139

April 2007

1st Grade Social Studies

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
<p>TSW understand the concepts of goods and services and identify examples of goods and services in the home, school and community. TSW identify ways people exchange goods and services. TSW identify the role of markets in the exchange goods and services.</p>					<p>Good Friday</p>	<p>IFA 130-133, 144</p>
8	9	10	11	12	13	14
<p>TSW identify examples of people wanting more than they can have. TSW explain why wanting more than they can have requires that people make choices. TSW identify examples of choices families make when buying goods and services.</p>						<p>IFA 135-138, 145-148</p>
15	16	17	18	19	20	21
<p>TAKS Testing April 16-20</p>	<p>TSW understand and describe the origins and significance of the celebration of San Jacinto Day (April 21). TSW recall the contributions of Sam Houston at the Battle of San Jacinto. (<i>Refer to IFAs 125-126.</i>) TSW recall the historic significance of the San Jacinto Monument.</p>					<p>IFA 149-153</p>
22	23	24	25	26	27	28
<p>TSW understand various physical characteristics of the environment; identify examples of and uses for natural resources (such as water and forests) in the community, state, and nation. TSW understand and describe the origins of the celebration of Earth Day (April 22).</p>						<p>IFA 154-157</p>
29	30					

