

1st Grade Social Studies

The TEKS Explained

2008-2009

First Nine Weeks August 25 – October 17

Week 1: Rules and Authority Figures

TEKS 10AB, 11C

- What is a rule? (something that tells us what to do and what not to do)
- Why do we need rules? (safety, order, security) (See pages 22-27 in the social studies textbook.)
- Give examples of rules at home, in the classroom, at school, and in the community.
- Identify authority figures at home, in the classroom, at school, and in the community (parents or elders, teachers, principal, police officer) and their responsibilities (such as to establish order, manage conflict, provide safety and security)
- Workbook p. 7-8
- IFA 1-4

Week 1 (continued): Labor Day

TEKS 2A

- Understand origin and significance of the celebration of Labor Day.
 - Why do we celebrate Labor Day? Who do we honor on Labor Day? (honors and pays tribute to American workers)
 - What does labor mean? (work)
 - first Monday of September
 - became a national holiday in 1894
- IFA 20
- CharEd IFA 1

Fast Fact **Read Aloud**

Did you ever wonder why your parents work, but you don't? About a hundred years ago, children in the United States did work. They picked cotton, canned fish, worked in mines, and made clothes in factories. The hours were long, pay was low, and the work was dangerous. In 1938, the Fair Labor Standards Act was created to protect children from dangerous work. Now, a person younger than sixteen years old can't have a job in the United States.

Talk About It In some countries, there are still no laws protecting child workers. How would you feel if you had to work all day long?

Week 2: Work and a Job Well-Performed

TEKS 9A

- Understand why people have jobs
- Understand the value (importance) of work and how work provides income to purchase goods and services
- Understand terms: work, worker, job, chore, income
- Describe the characteristics of a job well performed
- Why is important to do a job well?
- IFA 140-142
- CharEd IFA 2

Week 3: Workers in the Community

TEKS 9A

- Discuss the term *community helper* or *community worker*.
- Know that there are many different workers in a community.
- Know how the different community workers help the community.
- **Ask** questions to determine prior knowledge, such as:
 - Can you name a worker in our community?
 - Who delivers your mail?
 - What do you think happens to a letter after you mail it?
 - Who helps keep you and your home safe?
 - What goes on at the police station?
 - What do firefighters wear?
 - Who do you visit when you're sick?
 - Who helps you at a store when you want to buy something?
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- Describe the requirements of various jobs (the things you need to know how to do)
- What tools are needed for various jobs?
 - Have students match pictures of workers with the tools they use.
- IFA 143
- CharEd IFA 3

Week 4: Celebrate Freedom! Week

TEKS 2C, 13AB

(Refer to the Celebrate Freedom! Unit for this week's lessons.)

- Identify anthems and mottoes of the United States
- Identify and explain significance of selected national patriotic symbols (flag and Liberty Bell)
- Understand how patriotic symbols contribute to our national identity
- Recite and explain meaning of the Pledge of Allegiance
- Identify and explain the significance of selected landmarks (the White House)
- IFA 6-9, 64-66
- CharEd IFA 4

Week 5: Nathan Hale

TEKS 12ABC

- See information about Nathan Hale on p204 in social studies textbook.
- Understand traits of good citizenship
- Understand that ordinary people can be good citizens
- Understand what it means to show a responsibility for the common good
- Understand that Nathan Hale was a good citizen
 - a teacher, a soldier, and a spy
 - died for his country (was hanged)
 - said, "I only regret that I have but one life to lose for my country."
- IFA 49, 49A, 49B, 49C
- CharEd IFA 5

Week 6: Landforms and Bodies of Water

TEKS 6A

- Identify and describe characteristics of landforms and bodies of water: continent, oceans, mountains, hills, valley, island, lake, and river. (See p150-153in social studies textbook.)
- Continents: the largest areas of land on the Earth; seven continents
- Oceans: large bodies of salt water that cover most of the earth; five oceans
- Mountains: highest kind of land
- Hills: land that is higher than the land around it, not as high as a mountain, rounded tops
- Valley: low area between hills or mountains
- Island: land that is completely surrounded by water
- Lake: smaller than an ocean, has land totally or almost totally around them, fresh water
- River: a long body of water that usually moves towards a lake or ocean

- Be able to identify pictures and draw pictures of landforms and bodies of water.

- IFA 21, 25-28, 30-33
- CharEd IFA 6

Week 7: Map and Globe Skills

TEKS 4A

- Understand the purposes of maps and globes
- What is a map? When do you use a map? What is shown on a map?
- What is a globe? What is shown on a globe?
- How are a map and a globe the same? How are they different? (See pages H10-H13 in social studies textbook.)
- Explain the term: birds-eye view
- Post cardinal directions in the classroom (See pages 60-61 in social studies textbook.)
- Understand the term: direction. (Directions tell you which way to go.) (See page H14.)
- North, south, east, and west are cardinal directions.
- Locate objects within the room using north, south, east, and west.
- Tell what direction you are facing.
- Describe objects relative to other locations in the classroom and school.
- Understand terms: between, near, far away, next to, and behind.
- Workbook p.17
- IFA 16A, 16-18, 10

Week 7: (continued) Columbus Day

- Understand and explain the significance of the celebration of Columbus Day
 - second Monday in October
 - celebrates Columbus' voyage and his "discovery"

- Christopher Columbus
 - Italian sea captain (*Show Italy on globe and map.*)
 - wanted to find a route to Asia (the Indies) by sailing west (*Show Asia on globe and map.*)
 - King and Queen of Spain gave him three ships – the Niña, the Pinta, and the Santa Maria. (*Show Spain on globe and map.*)
 - sailed from Spain in 1492
 - sailed for more than two months
 - landed on an island southeast of Florida (*Show Columbus' route from Spain to the islands on map and globe.*) (*See p 200-201 in social studies textbook.*)
 - **Ask:** In which direction did he sail? What ocean did he cross?
 - named the island San Salvador and claimed the land for Spain (*Show island on map and globe.*)
 - named the natives Indians because he thought he had landed in the Indies
 - Instead, he had landed in America.

- IFA 40-43
- CharEd IFA7

Week 8: Map and Globe Skills

TEKS 4AB

- Review directions by: naming the four cardinal directions; locating objects in the classroom using north, south, east, and west. (*Example: The clock is on the west wall of the classroom. Example: Turn and face the ____.*
Ask: *Which direction are you facing?*)
- Understand relative location by describing location of self and objects relative to other locations. (*Example: "I am south of the teacher's desk."*)
- Practice using maps to locate objects relative to other locations. (*Example: Look at your map and name an object that is south of the ____.*)
- Practice locating the city of Houston, the state of Texas, and the country of the United States on maps and globes.
- Workbook p15 and p31
- IFA 13-14
- CharEd IFA 8