

1st Grade Social Studies
The TEKS Explained
2009-2010

First Nine Weeks August 24 – October 16 (38 days)

Week 1: Purpose and Need for Rules and Laws

TEKS 10AB

- What is a rule? (something that tells us what to do and what not to do)
- Give examples of rules at home, in the classroom, at school, and in the community.
 - Tell students that in the community the rules are called laws.
- Why do we need rules? (safety, order, security) (See pages 22-27 in the social studies textbook.)
 - Why do you have rules at home?
 - Why do we have rules in the classroom and at school?
 - Why are there laws in the community?

United Streaming – “Community Rules and Laws”

12 segments - each approximately 30 seconds to 1 $\frac{1}{2}$ minutes - including:

- Family Rules
 - School Rules
 - Community Rules
 - Benefits of Rules
- Talk about the consequences of breaking a rule or law.
 - Workbook p7-8
 - IFA 1-4
 - CharEd IFA 1

Week 2: Authority Figures in the Home, School, and Community
Labor Day

TEKS 11C
TEKS 2A

- Identify authority figures at home
 - Example: parents or elders
- Identify authority figures in the classroom and at school
 - Example: teachers, principal, other adults
- Identify authority figures in the community
 - Example: police officer
- What responsibilities do authority figures have?
 - Establish order
 - Manage conflict
 - Provide safety and security
- IFA L4, 45, 47

Week 2 (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 2

United Streaming - US Celebrations - 10 segments

"Labor Day" - 35 seconds

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, a law (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?

- 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 it important to do a job well?
- Describe the requirements (what you need to know how to do) of various jobs.
 - **Review** the meaning of job: the work people do
 - Name jobs in the community, the school, and at home.
 - **Teacher:** Select at least one job in the community, one job at school, and one job at home. Have students tell what the persons doing those jobs need to know in order to do the jobs well.
 - Compare requirements of various jobs in a chart. (See example below.)

<u>Community: Mechanic</u>	<u>School: Secretary</u>	<u>Home: Cook</u>
<ol style="list-style-type: none"> 1. What is a mechanic? 2. What does a mechanic do? 3. When would you need a mechanic? 4. What does a mechanic need to know? 5. Does a mechanic provide goods or services, or both? 	<ol style="list-style-type: none"> 1. What is a secretary? 2. What does a secretary do? 3. What does a secretary need to know? 4. Can you name a secretary in your school? 5. Does your school secretary provide goods or services, or both? 	<ol style="list-style-type: none"> 1. What is a cook? 2. What does a cook do? 3. What does a cook need to know? 4. Who cooks the meals in your home? 5. Does a cook provide goods or services, or both?

- IFA 140-142
- CharEd IFA 3

- 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? What tools do they need to do their job?
 - Who do you visit when you're sick?
 - Who helps you at a store when you want to buy something?

United Streaming - "A Community at Work"

9 segments - each 1 minute to 2 $\frac{1}{2}$ minutes

Go to segments: "Sharing and Working" - 1:34

"People Depend on the Community" - 1:46

- **Review from previous week:** Describe the requirements of various jobs of community workers.
 - Example: What are some things a firefighter needs 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 4

Celebrate Freedom Week

Constitution Day - September 17

Week 4 (continued): Celebrate Freedom! Week/Constitution Day TEKS 2C, 13AB

Use any of the lessons in the Celebrate Freedom! Unit.

- Words to Live By: Mottoes
- Songs to Sing: Anthems
- US Symbols and Landmarks

- IFA 6-9, 64-66

- See information about Nathan Hale on p204 in social studies textbook.
- Understand traits of good citizenship such as:
 - Respect - treating others the way you want to be treated
 - Honesty - telling the truth
 - Responsibility - doing the things you should do
 - Equality - treating everyone with fairness
- Understand that ordinary people can be good citizens
- Understand what it means to show responsibility for the common good
 - doing what's right for all (or most) of the people

United Streaming - "The Common Good" - 2:30

- Understand that Nathan Hale was a good citizen
 - He was a teacher, a soldier, and a spy.
 - He gave his life for his country (was hanged).
 - He said, "I only regret that I have but one life to lose for my country."
- Read *Nathan Hale: Patriot Spy* by Shannon Zemlicka (44 pages) to students.

United Streaming - "The Revolutionary War: The War and a New Nation
9 segments - 1 - 3 minutes each

Go to segment: "Personal Sacrifices and Opinions of the War" to learn about
Nathan Hale - 1:47

- IFA 49, 49A, 49B, 49C
- CharEd IFA 5

- Understand the purposes of maps and globes
 - What is a map?
 - What is shown on a map?
 - When/why do you use a map?
 - Map key: What is it? Why do we need it? How do you use it?
 - tells what the symbols on the map mean
 - Practice using maps and map keys on various maps.

 - 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.)

- Locate places on maps and globes

United Streaming - "Lollipop Dragon's World of Maps and Globes: Discovering Maps and Globes" - 4 segments - each 2-3 minutes

See "The Globe" - 2:17 and "Making a Map" - 2:20

- Understand the term bird's-eye view
 - **Explain** the term: a view from above; how something looks from above
Tell students that maps are drawn from a "bird's-eye view" of an area.

 - **Demonstrate** the concept: Have each student take off one of their shoes. First, tell them to look at the shoe when held out in front of them. **Ask:** What part of the shoe do you see? Then tell them to place their shoes on the floor and look at the shoes from above. **Ask:** Now what do you see? Does your shoe look different from above than when held out in front of you?

 - **Discuss** how different views allow us to see different details. Allow students to try to draw their shoes, or other objects in the classroom, from two different views.

- Read *Abuela* by Arthur Dorros to the class and discuss Rosalba and Abuela's bird's-eye view of New York. Have students try to imagine how their neighborhood, or their room at home, or the classroom would look from above. Distribute drawing paper and have students draw a bird's-eye view of one of those places. Allow students to share their drawings with the class.

 - Other books to read to the class:
 - *As the Crow Flies: A First Book of Maps* by Gail Hartman
 - *It Looked Like Spilt Milk* by Charles Shaw
 - **Same Game Cards:** Students match picture cards showing items from two different views. (*See District Specialist for activity.*)
- IFA 11-13
 - CharEd IFA 6

Week 7: Map and Globe Skills - Directions
Columbus Day

TEKS 4A
TEKS 2A

- 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.
- Identify and name the compass rose; practice locating it on maps.
- Identify cardinal directions on a compass rose.
- Label cardinal directions on a compass rose.
- Locate objects within the room using north, south, east, and west.
- When facing north, know what directions are to your left and to your right.
- Practice map skills by using the maps on the following pages in the social studies textbook: p54-55, p60, p75, p120.
- Have each student design a compass rose.
- Workbook p17
- IFA 16A, 16

**United Streaming - "Lollipop Dragon's World of Maps and Globes:
Learning about Directions" - 5 segments - each 2-3 minutes**

See "Maps and Directions" - 1:58 and "Fixing the Compass Rose" - 3:13

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.*)
 - route: a way to go
 - Tell students to think about the way they take to come to school each day or the way they take when they go home. The way they go is called the route.
 - 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 IFA 7

United Streaming - "Animated Hero Classics: Christopher Columbus"
9 segments - each 2-4 minutes

United Streaming - "US Celebrations" - 10 segments
"Columbus Day" - 1 minute

Staff Development - October 12

- Understand that the Earth has various physical characteristics such as different kinds of landforms and bodies of water
- Identify and describe characteristics of landforms and bodies of water: continent, oceans, lake, and island. *(See p150-153 in 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
 - Lake: smaller than an ocean, has land totally or almost totally around them, fresh water
 - Island: land that is completely surrounded by water
- Be able to identify pictures and draw pictures of landforms and bodies of water.
- IFA 21, 25, 28, 32
- CharEd IFA 8