

1st Grade Social Studies
The TEKS Explained
2009-2010

Second Nine Weeks October 19 - December 18 (40 days)

Week 1: Landforms and Bodies of Water (continued)

TEKS 6A

- Understand that the Earth has various physical characteristics such as different kinds of landforms and bodies of water.
- Review landforms and bodies of water from previous week.
- Identify and describe characteristics of landforms and bodies of water: mountains, hills, valleys, and rivers. *(See p150-153 in social studies textbook.)*
 - River: a long body of water that usually moves towards a lake or ocean
 - 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
- Be able to identify pictures and draw pictures of landforms and bodies of water.
- IFA 26-27, 30-31, 33
- CharEd IFA 9

United Streaming - "Landforms: Number One"
10 segments - each approximately 1-3 minutes

Week 2: Map and Globe Skills

TEKS 4AB

- Understand location of self and objects relative to other locations in the classroom
- Describe objects relative to other locations in the classroom and school.
- Understand terms: above, below, over, under, between, near, far from, next to, in front of, behind, before, after, inside, outside, on, left, right.
- Allow opportunities for students to explore relative location by describing the positions/locations of people and objects using location terms listed above.
- Allow opportunities for students to apply relative location by describing the locations of places on maps using location terms listed above.
- IFA 14, 18
- CharEd IFA 10

- Review cardinal 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? Which direction is to your left?*)
- Review relative location by describing location of self and objects relative to other locations. (*Examples: "I am south of the teacher's desk." "I am behind the _____. "The trash can is next to the door."*)
- 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.
- Understand the term: route (a way to get from one place to another) (*See p120-121 in social studies textbook.*)
- Practice using and creating simple maps
 - Use maps that have map keys.
 - Draw a simple map that has a map key.
 - Draw a simple map that shows a route.
 - ✓ (*Example: Read a familiar fairy tale or other story such as Goldilocks and the Three Bears. Have students draw maps showing the route Goldilocks took from her house, into the woods, to the Bears' house, and then back home.*)
 - Create simple maps that show objects relative to other locations.
 - ✓ (*Examples: map of classroom, a room at home, the playground, the school*)
- Workbook p15 and p31
- IFA 14A, 14B, 17
- CharEd IFA 11

- Identify the leaders of the community, state, and nation (country).
 - community - city - Houston - mayor - Bill White (subject to change)
 - Understand that the local community is Houston and that Houston is a city. *(Or you might choose to talk about the local neighborhood community.)*
 - Understand that the leader of a city or town is the mayor.

 - state - Texas - governor - Rick Perry
 - Understand that we live in Texas and that Texas is a state.
 - Understand that the leader of a state is the governor.

 - country - United States - president - Barack Obama
 - Understand that we live in the United States and the United States is a country.
 - Understand that the leader of our country is the president.

- Students should be able to match:
 - community - mayor
 - state - governor
 - country - president

- On a map or maps, locate the city of Houston, the state of Texas, and the country of the United States as you talk about the different leaders.

- IFA L1, L2, L3, 60
- CharEd IFA 13

Week 5: Thanksgiving

TEKS 2AB, 3A, 15A

- Understand and describe the origin and significance of the celebration of Thanksgiving (*Refer to p198-199 in the social studies textbook.*)
 - Explain meanings and significance of terms: Pilgrims, Mayflower, Wampanoag, freedom
 - Understand and be able to explain how Squanto helped the Pilgrims.
 - Know in what month Thanksgiving is celebrated today.
- Recognize pictures and symbols that depict Thanksgiving, such as: a cornucopia, a turkey, a pumpkin, corn, Pilgrims.
- Describe Thanksgiving traditions of families
 - **Class discussion:** Ask students how they celebrate Thanksgiving and make a list of their traditions.
 - Are there specific foods you eat?
 - Do you travel?
 - Do other people come to your house?
 - Are there special television programs you watch on Thanksgiving?
 - Do you attend a Thanksgiving parade?
- Compare the observance of Thanksgiving, past and present
 - Understand the meanings of past, present, and future
 - Be able to give examples of events that happen in the present, events that have happened in the past, and events that might happen in the future.
 - Explain some similarities and differences in the celebration of Thanksgiving in the past and the celebration of Thanksgiving today.
 - ✓ foods served, location, dress, travel, and people attending the celebration
- IFA 69-72
- CharEd IFA 12

United Streaming - "Thanksgiving Day: America Celebrates"

8 segments - each 1-3 minutes

United Streaming - "Holiday Facts and Fun: Thanksgiving" - 5 segments

See "The Pilgrims and the Story of Thanksgiving" - 2:52

"A Modern-Day Thanksgiving Celebration" - 2:17

Week 6: Clara Barton

TEKS 12B

- Identify traits of good citizenship. (*See page H4 in social studies textbook.*)
 - Remind students of what it means to be a good citizen.
 - Give examples of things a good citizen might do at home, at school, and in the community.

- Clara Barton: was a good citizen (*See biography of Clara Barton on p114-115 in social studies textbook.*)
 - helped take care of her sick brother
 - helped soldiers during a war
 - started the American Red Cross after the Civil War
 - purpose of the Red Cross

- IFA 54-55
- CharEd IFA 14

- Understand the difference in wants and needs
 - Needs: things we must have to live (food, water, shelter, clothes)
 - Wants: things we would like to have
 - Be able to give examples of needs and wants

United Streaming - "The Difference between Wants and Needs" - 16:00
10 segments - each approximately 30 seconds - 3 minutes

- Understand how families meet basic human needs by describing similarities and differences in the ways families today meet those needs with the ways the Pilgrims met their basic human needs
 - **Ask** and brainstorm:
 - ✓ Where do we - today - get food to cook or something to eat? (grocery store, restaurant, garden, farmers' market)
 - ✓ Where did the Pilgrims get food to cook or something to eat? (garden, woods for game, rivers for fish)
 - ✓ Where do we - today - get clothes to wear? (bought at store, homemade from cloth, hand-me-downs, gifts)
 - ✓ Where did the Pilgrims get clothes to wear? (homemade from skins, furs, and fabric spun from wool or cotton; hand-me-downs)
 - ✓ Where do we - today - live? (house, apartment, mobile home)
 - ✓ Where did the Pilgrims live? (log cabins, stone huts, caves, sod houses)
- IFA 135-138, 145
- CharEd IFA 15

Week 8: Celebration of Christmas

TEKS 2AB

- Understand and describe various customs and traditions of families relating to the celebration of Christmas
 - **Class discussion:** Ask students: How do you and your family celebrate Christmas? Make a list of their traditions and customs.
 - Know date of Christmas in the United States.
 - Recognize symbols of Christmas such as the tree, stars, angels, ornaments, candy canes, mistletoe, gifts, holly, Santa Claus, stockings, and others.

- Compare the celebration of Christmas - past, present, and future.
 - Lead a class discussion of how Christmas was celebrated in the past, such as in colonial times.
 - Have students create a foldable in which they draw three different pictures showing how Christmas is celebrated today, how it was celebrated in the past, and how it might be celebrated in the future.

- IFA 74-77, 79-82