

CURRICULUM GUIDE
First Grade/Social Studies
Six Weeks Period

Unit of Study- Going to School					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
<p>HISTORY 1.3C</p> <p>GEOGRAPHY 1.5A</p> <p>GOVERNMENT 1.10A</p> <p>1.10B</p> <p>1.11C</p> <p>SKILLS 1.17A</p> <p>1.18A</p> <p>1.18B</p>	<p>Use Vocabulary related to chronology including yesterday, today, tomorrow.</p> <p>Create and use simple maps to identify the location of places in the classroom, school, community.</p> <p>Explain the need for rules and laws in the home, school, and community.</p> <p>Give examples of rules or laws that establish order, provide security and manage conflict.</p> <p>Identify the responsibilities of authority figures.</p> <p>Obtain information about a topic using a variety of sources.</p> <p>Express ideas orally.</p> <p>Create visual and written material including pictures, maps, timelines, and graphs.</p>		<p>Classroom Calendar and Class Meeting</p> <p>Classroom Rules and Behavior board</p> <p><u>Harcourt Horizons Unit 1:</u> Lesson 1 – Going to School Lesson 2 – Rules at School Lesson 3 – School Workers Lesson 4 – Where Are You? Lesson 5 – Schools Long Ago and Today</p> <p>Literature: <u>The Frog Principal</u> <u>The Seals on the Bus</u></p>	<p>rules</p> <p>leaders</p> <p>safety</p> <p>teacher</p> <p>principal</p> <p>learn</p> <p>group</p> <p>fair</p>	<p>Teacher Observation</p> <p>Harcourt Activity pages: School Pictures p.1 Working Together p.4 (plus transparency) Who Am I? p.5 Where Is It? p. 6 (plus transparency)</p> <p>Class made book: The _____ on the Bus</p> <p>Project: Timeline self portrait and All About Me page</p>

CURRICULUM GUIDE
First Grade Social Studies

Unit of Study— Jobs People Do					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
GEOGRAPHY 1.6B	Identify examples and uses of natural resources in the community and state.		<p style="text-align: center;"><u>Harcourt Horizons:</u> Unit 6 Preview Vocabulary p. 226-7 Lesson 1: Goods and Services Lesson 2: A Pencil Factory Lesson 3: Why People Work</p> <p style="text-align: center;">Literature: <u>What My Teacher Can't Do</u> <u>Officer Buckle and Gloria</u> Folk Tale: <u>The Little Red Hen</u></p>	<p>goods services factory market trade business money volunteer</p>	<p>Teacher Observation</p> <p>Booklet: Jobs People Do</p> <p>Activity pages: On the Job Community Workers Who Am I?</p> <p>Class Book: What Teachers Can't Do</p> <p>Projects: Make a paper pencil; Make bread</p>
1.6C	Identify and describe ways of earning a living.				
ECONOMICS 1.7A	Identify examples of goods and services in the home, school, and community.				
1.9 A	Describe the requirements of various jobs and characteristics of a job well-performed				
1.9B	Describe how specialized jobs contribute to the production of goods and services.				
CULTURE 1.15B	Retell stories from selected folktales.				
SKILLS 1.17B	Obtain information about a topic using a variety of visual sources.				
1.18A	Express ideas orally based on knowledge and experiences.				

First Six Weeks Period

CURRICULUM GUIDE

Unit of Study—Jobs People Do (continued)					
TEKS	Concepts/Student Expectations	TAKS	Instructional Resources	Vocabulary	Assessments/Benchmarks
CULTURE 1.15A	Describe various beliefs, customs and traditions of families.		Grandparents Day Booklet		Teacher Observation Project Grandparents question page and picture
GOVERNMENT 1.10A	Explain the need for rules and laws in the home, school, and community.		Scholastic News: Firefighter School Tools for Firefighters Do you want to be a firefighter?		Write Fire Safety Rules
1.10B	Give examples of rules or laws that establish order, provide security, and manage conflict.		Literature: <u>No Dragons for Tea</u> <u>Firefighters A to Z</u> <u>Poinsettia and the Firefighters</u> <u>I'm Going to be a Firefighter</u> <u>Fire Fighters</u> Field Trip to the Fire station		

First Grade Social Studies
First Six Weeks Period

