

Curriculum Map

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 1
<p>Instructional Focus Summary</p>	<p>The students will learn the following:  <i>Families care for and help one another.</i>  <i>Rules help families stay safe and get along.</i>  <i>Families celebrate special times together.</i>  <i>They live in different types of homes and use different forms of transportation.</i>  <i>Families do things differently now than they did long ago.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.2 The student understands the origins of customs, holidays, and celebrations.  <u>(B) compare the observance of holidays and celebrations, past and present</u></p> <p>1.4 The student understands the relative location of places.            (B) describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.6 The student understands various physical and human characteristics of the environment.            (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>1.10 The student understands the purpose of rules and laws.            (A) explain the need for rules and laws in the home, school, and community            (B) give examples of rules or laws that establish order, provide security, and manage conflict</p> <p>1.11 The student understands the role of authority figures and public officials.            (C) identify the responsibilities of authority figures in the home, school, and community</p> <p>1.12 The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.            (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness</p> <p>1.14 The student understands how families meet basic human needs.            (A) describe ways that families meet basic human needs            (B) describe similarities and differences in ways families meet basic human needs</p> <p>1.15 The student understands the importance of family beliefs, customs, language, and traditions.            (A) describe various beliefs, customs, and traditions of families and explain their importance</p> <p>1.16 The student understands how technology has affected daily life, past and present.            (A) describe how household tools and appliances have changed the ways families live            (B) describe how technology has changed communication, transportation, and recreation</p> <p>English Language Arts and Reading TEKS: 1.12:A, 1.12:B, 1.12:C, 1.12:E, 1.12:F, 1.12:G, 1.18:A, 1.18:B, 1.18:C, 1.18:D, 1.18:E, 1.18:F</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse</b></p>		

	<p>written texts.  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b>  <b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b>  <b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</b></p> <p><b>WRITING TAKS</b></p> <p><b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b>  <u>3.9 C: Retell or act out the order of important events in stories.</u>  <u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u>  <u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b> <i>1. What is a family? A family is a group of people who care for one another. 2. There are many kinds of families.</i>  <b>Unit Vocabulary:</b> <i>family, celebrate, holiday, address, rule, problem, solve, transportation, chart</i></p>
Resources	<p>Unit Big Book  Practice and Activity Book  Vocabulary Power  Read-Aloud Anthology  Leveled Readers  Graphic Organizer and Map Transparencies  Graphic Organizer Answer Book  National Geographic Primary Atlas  Geo Big Book  Outline Maps  TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks  Informal: Easy  On-Level and Challenge activities  Formal: Think and Write! Pages 17, 21, 27, 33, 39, 45  Try the Skill pages 29, 35, 41  Unit Review pages 52-55  Unit Test pages T7-T8  Performance: Pupil Edition pages 29, 41, 53  Unit Activity page 55</p>
Integration	<p>Reading mini-lessons  Math (graphing families)</p>
Intervention	<p>Lesson 3: Have children draw their own homes. Invite volunteers to share their drawings with the class.</p>

	Lesson 4: Have children play "Simon Says," taking turns playing Simon, the leader who calls out the commands. Explain that the leader makes the rules.
Extension	Lesson 3: Have children draw what they think their dream home might look like and write a sentence (or tell) explaining why they would like to live there. Lesson 4: Have children play a favorite game. Encourage them to add or change a rule to make the game more fun.

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 2
<p>Instructional Focus Summary</p>	<p>The students will learn the following:  <i>A citizen is a person who belongs to a country.</i>  <i>Good citizens make our country a better place.</i>  <i>They follow rules and laws so that they get along.</i>  <i>They vote to choose leaders.</i>  <i>Citizens of the United States have songs, symbols, and sayings that help celebrate their country.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.10 Government. The student understands the purpose of rules and laws.  (A) explain the need for rules and laws in the home, school, and community  (B) give examples of rules or laws that establish order, provide security, and manage conflict</p> <p>1.11 Government. The student understands the role of authority figures and public officials.  (A) identify leaders in the community, state, and nation  (B) describe the roles of public officials including mayor, governor, and president  (C) identify the responsibilities of authority figures in the home, school, and community</p> <p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.  (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good  (B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship  (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness</p> <p>1.13 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.  (A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo  (B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag  <u>(C) use voting as a way of making choices and decisions</u></p> <p><b>English Language Arts and Reading TEKS:</b> 1.12A, 1.12B, 1.12C, 1.12E, 1.12F, 1.12G, 1.18:A, 1.18:B, 1.18:C, 1.18:D, 1.18:E, 1.18:F</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</b>  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b>  <b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b>  <b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</b></p> <p><b>WRITING TAKS</b>  <b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b>  <b>OBJ. 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, punctuation, capitalization, grammar, usage, and</b></p>		

	<p><b>sentence structure.</b></p> <p><b>OBJ. 3: The student will recognize appropriate organization of ideas in written text.</b></p> <p><b>OBJ. 4: The student will recognize correct and effective sentence construction in written text.</b></p> <p><u>3.5 E: Use knowledge of word order and context to support word identification and confirm word meaning.</u></p> <p><u>3.9 C: Retell important events in stories.</u></p> <p><u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b> <i>1. What makes a good citizen? A good citizen makes his country and his community a better place.</i></p> <p><b>Unit Vocabulary:</b> <i>citizen, group, directions, law, leader, mayor, governor, President, vote, flag, calendar</i></p>
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks Informal: Easy, On-Level and Challenge activities Formal: Think and Write! Pages 127, 131, 135, 141, 149, 157 Try the Skill pages 128, 150 Unit Review pages 162-165 Unit Test pages T11-T12 Performance: Pupil Edition pages 129, 150, 163 Unit Activity page 165</p>
Integration	<p>Reading Health (brainstorm health rules) P.E. ("Simon says" incorporating cardinal directions) Math (counting stars on the flag) Music (patriotic songs) Science (introduce information about bald eagles) Art (creation of a Japanese fan)</p>
Intervention	<p>Lesson 1: Have children draw a picture of the group working together. Ask them to write or dictate a title for their picture. Lesson 2: Have children stand in the middle of the room facing north. Give commands such as: <i>Pretend you're a fish. Swim east to Atlantic Ocean.</i> Lesson 3: Brainstorm a list of community leaders and record it on chart paper. Have</p>

	<p>children taking turns pantomiming some typical actions of different leaders for others to guess.</p> <p>Lesson 4: Ask children to vote for their favorite colors. Have children help you tally votes on the chalkboard.</p> <p>Lesson 5: Invite children to draw pictures of the American flag and tell what the stars and stripes stand for.</p>
<p><b>Extension</b></p>	<p>Intervention strategies are stated above. Extension activities are:</p> <p>Lesson 1: Have children write sentences about their group's rules, plans, and shared activities. Ask volunteers to share their work with the class.</p> <p>Lesson 2: Have children create captions for the posters stating both the rule and the reason it must be followed.</p> <p>Lesson 3: Have children draw themselves dressed as a leader they would like to be. Ask them to write a sentence about why they would like the job.</p> <p>Lesson 4: Have children poll classmates to find out what sports people like best. Show children how to record the results on tally charts, and describe the vote-taking process.</p> <p>Lesson 5: Remind children that states also have special symbols. Work with small groups to help them find out more about your state bird and state tree.</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 3
<p>Instructional Focus Summary</p>	<p>The students will learn the following:  <i>Families care for and help one another.</i>  <i>Rules help families stay safe and get along.</i>  <i>Families celebrate special times together.</i>  <i>They live in different types of homes and use different forms of transportation.</i>  <i>Families do things differently now than they did long ago.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.2 The student understands the origins of customs, holidays, and celebrations.  <u>(B) compare the observance of holidays and celebrations, past and present</u></p> <p>1.4 The student understands the relative location of places.  (B) describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.6 The student understands various physical and human characteristics of the environment.  (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>1.10 The student understands the purpose of rules and laws.  (A) explain the need for rules and laws in the home, school, and community  (B) give examples of rules or laws that establish order, provide security, and manage conflict</p> <p>1.11 The student understands the role of authority figures and public officials.  (C) identify the responsibilities of authority figures in the home, school, and community</p> <p>1.12 The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.  (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness</p> <p>1.14 The student understands how families meet basic human needs.  (A) describe ways that families meet basic human needs  (B) describe similarities and differences in ways families meet basic human needs</p> <p>1.15 The student understands the importance of family beliefs, customs, language, and traditions.  (A) describe various beliefs, customs, and traditions of families and explain their importance</p> <p>1.16 The student understands how technology has affected daily life, past and present.  (A) describe how household tools and appliances have changed the ways families live  (B) describe how technology has changed communication, transportation, and recreation</p> <p><b>English Language Arts and Reading TEKS:</b> 1.12:A, 1.12:B, 1.12:C, 1.12:E, 1.12:F, 1.12:G, 1.18:A, 1.18:B, 1.18:C, 1.18:D, 1.18:E, 1.18:F</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</b>  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b></p>		

	<p><b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b></p> <p><b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</b></p> <p><b>WRITING TAKS</b></p> <p><b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b></p> <p><u>3.9 C: Retell or act out the order of important events in stories.</u></p> <p><u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u></p> <p><u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b></p> <ol style="list-style-type: none"> <li>1. <i>What is a family? A family is a group of people who care for one another.</i></li> <li>2. <i>There are many kinds of families.</i></li> </ol> <p><b>Unit Vocabulary:</b> <i>family, celebrate, holiday, address, rule, problem, solve, transportation, chart</i></p>
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks Informal: Easy, On-Level and Challenge activities Formal: Think and Write! Pages 17, 21, 27, 33, 39, 45 Try the Skill pages 29, 35, 41 Unit Review pages 52-55 Unit Test pages T7-T8 Performance: Pupil Edition pages 29, 41, 53 Unit Activity page 55</p>
Integration	<p>Reading Art</p>
Intervention	<p>Lesson 1: Ask children to draw a family picture and tell one special thing about each family member.</p>
Extension	<p>Lesson 1: Invite small groups of children to act out common family activities, such as eating dinner or going to the store, for the class to guess.</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 4
<p>Instructional Focus Summary</p>	<p>The students will learn the following:  <i>Some people work to make or sell goods.</i>  <i>Others work to provide important services.</i>  <i>People work to make money or get jobs done.</i>  <i>They use money to buy what they need or want.</i>  <i>Volunteers use their time to help others.</i>  <i>It is important to do a good job.</i>  <i>People work together to get jobs done well.</i>  <i>They use tools to make work easier.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.6 Geography. The student understands various physical and human characteristics of the environment.  (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>1.7 Economics. The student understands the concepts of goods and services.  (A) identify examples of goods and services in the home, school, and community  (B) identify ways people exchange goods and services  (C) identify the role of markets in the exchange of goods and services</p> <p>1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants.  (A) identify examples of people wanting more than they can have  (B) explain why wanting more than they can have requires that people make choices  (C) identify examples of choices families make when buying goods and services</p> <p>1.9 Economics. The student understands the value of work.  (A) describe the requirements of various jobs and the characteristics of a job well-performed  (B) describe how specialized jobs contribute to the production of goods and services</p> <p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.  (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness</p> <p>1.14 Culture. The student understands how families meet basic human needs.  (A) describe ways that families meet basic human needs</p> <p>1.16 Science, technology, and society. The student understands how technology has affected daily life, past and present.  (C) describe how technology has changed the way people work</p> <p><b>English Language Arts and Reading TEKS:</b> 1.12A, 1.12B, 1.12:C, 1.12E, 1.12F, 1.12G, 1.18A, 1.18B, 1.18C, 1.18D, 1.18E, 1.18F</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</b>  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b>  <b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b>  <b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse</b></p>		

	<p><b>written texts.</b></p> <p><b>WRITING TAKS</b>  <b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b>  <b>OBJ. 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</b></p> <p><u>3.9 C: Retell or act out the order of important events in stories.</u>  <u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u>  <u>3.11J: Recognize the story problems or plot.</u>  <u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b> <i>1. What is work? People work to make money or get jobs done. 2. People work together to get jobs done well.</i></p> <p><b>Unit Vocabulary:</b> <i>work, needs, shelter, wants, volunteer, goods, factory, services, picture graph, trade, order</i></p>
Resources	<p>Unit Big Book  Practice and Activity Book  Vocabulary Power  Read-Aloud Anthology  Leveled Readers  Graphic Organizer and Map Transparencies  Graphic Organizer Answer Book  National Geographic Primary Atlas  Geo Big Book  Outline Maps  TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks  Informal: Easy  On-Level and Challenge activities  Formal: Think and Write! Pages 179, 183, 189, 195, 203, 209  Try the Skill pages 191, 205  Unit Review pages 212-215  Unit Test pages T13-T14  Performance: Pupil Edition pages 191, 205, 213  Unit Activity page 215</p>
Integration	<p>Reading, math (solve money problems)  Art (create a mural showing people at work)  P.E. (job charades)  Science (create a tin-can telephone)</p>
Intervention	<p>Lesson 1: Have children draw and label examples of both wants and needs. Have them tell why they chose that category.  Lesson 2: Invite children to pantomime the jobs of people working in their neighborhood,</p>

	<p>such as a mail carrier or a grocery deliverer, and ask the class to guess what jobs they are acting out.</p> <p>Lesson 3: Brainstorm a list of service jobs with children. Have children write or dictate sentences telling why they might want to do each of the jobs.</p> <p>Lesson 4: Remind the children of the differences between goods and services. Then have them brainstorm a list of services that people pay money for.</p> <p>Lesson 5: Have each child draw a picture of a farmer long ago and another of a farmer today. Have children act out or tell how their pictures are alike and different.</p>
<p>Extension</p>	<p>Lesson 1: Have children select an item, such as bread or a baseball, classify it as a want or a need, and make up a story about the item. Classmates can then guess from the story clues if the named item is a want or a need.</p> <p>Lesson 2: Invite children to write a journal entry expressing the thoughts and feelings of a worker in their community.</p> <p>Lesson 3: Invite children to design a catalog of goods and services they would like to “sell”. Have them include pictures, captions, and prices.</p> <p>Lesson 4: Have each child brainstorm a list of services he or she could provide in exchange for money. Then have children explain what they would do with the money they earned.</p> <p>Lesson 5: Have each child draw a picture of a farmer long ago and another of a farmer today. Have each child use the pictures to explain to a partner how the farmer’s job has changed.</p>

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 5
<p>Instructional Focus Summary</p>	<p>The students will learn the following:  <i>Geography helps us learn about where we live.</i>  <i>People live in communities.</i>  <i>Communities are in a bigger place called a state.</i>  <i>Fifty states make up our country, the United States of America.</i>  <i>A country is a part of a continent.</i>  <i>There are seven continents on Earth.</i>  <i>It is important to care for Earth by preserving our natural resources.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.4 Geography. The student understands the relative location of places.  (B) describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.5 Geography. The student understands the purpose of maps and globes.  <u>(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond</u>  (B) locate places of significance on maps and globes such as the local community, Texas, and the United States</p> <p>1.6: Geography. The student understands various physical and human characteristics of the environment.  (A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather  (B) identify examples of and uses for natural resources in the community, state, and nation  (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.  (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good</p> <p>1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts</p> <p>1.18 Social studies skills. The student communicates in written, oral, and visual forms.  <u>(B) create visual and written material including pictures, maps, timelines, and graphs</u></p> <p>English Language Arts and Reading TEKS: 1.12A, 1.12B, 1.12C, 1.12E, 1.12F, 1.12G, 1.18A, 1.18B, 1.18C, 1.18D, 1.18E</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</b>  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b>  <b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b>  <b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</b></p>		

	<p><b>WRITING TAKS</b></p> <p><b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b></p> <p><b>OBJ. 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</b></p> <p><b>OBJ. 4: The student will recognize correct and effective sentence construction in written text.</b></p> <p><u>3.9 C: Retell or act out the order of important events in stories.</u></p> <p><u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u></p> <p><u>3.11J: Recognize the story problems or plot.</u></p> <p><u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b></p> <ol style="list-style-type: none"> <li>1. <i>What is geography? Geography tells you where places are and what they are like.</i></li> <li>2. <i>You can look at pictures, maps, globes, and places around you to learn about geography.</i></li> </ol> <p><b>Unit Vocabulary:</b> <i>geography, community, city, neighbor, farm, state, country, sort, continent, ocean, lake, river, plain, hill, mountain, symbol, map key, weather, season, natural resource</i></p>
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks Informal: Easy On-Level and Challenge activities Formal: Think and Write! Pages 71, 75, 83, 89, 95, 101 Try the Skill pages 73, 76, 91 Unit Review pages 108-111 Unit Test pages T9-T10 Performance: Pupil Edition pages 77, 91, 109 Unit Activity page 111</p>
Integration	Reading
Intervention	Lesson 2: Encourage children to draw a simple map of their classroom or room at home. Have them include such items as the door and the furniture.

## Extension

Lesson 2: Have children pick a room in the school building. Then ask them to draw a map that would show a visitor how to get from your classroom to that place. You may wish to have children exchange their directions and try them out with your supervision.

Subject: Social Studies	Grade Level: 1	Sixth Week: 1 <sup>st</sup>	Week: 6
Instructional Focus Summary	<p>The students will learn the following:  <i>Geography helps us learn about where we live.</i>  <i>People live in communities. Communities are in a bigger place called a state.</i>  <i>Fifty states make up our country, the United States of America.</i>  <i>A country is a part of a continent.</i>  <i>There are seven continents on Earth.</i>  <i>It is important to care for Earth by preserving our natural resources.</i></p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>1.4 Geography. The student understands the relative location of places.  (B) describe the location of self and objects relative to other locations in the classroom and school</p> <p>1.5 Geography. The student understands the purpose of maps and globes.  <u>(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond</u>  (B) locate places of significance on maps and globes such as the local community, Texas, and the United States</p> <p>1.6: Geography. The student understands various physical and human characteristics of the environment.  (A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather  (B) identify examples of and uses for natural resources in the community, state, and nation  (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people.  (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good</p> <p>1.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.  (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts</p> <p>1.18 Social studies skills. The student communicates in written, oral, and visual forms.  <u>(B) create visual and written material including pictures, maps, timelines, and graphs</u></p> <p>English Language Arts and Reading TEKS: 1.12A, 1.12B, 1.12C, 1.12E, 1.12F, 1.12G, 1.18A, 1.18B, 1.18C, 1.18D, 1.18E</p> <p><b>READING TAKS</b>  <b>OBJ. 1: The student will demonstrate a basic understanding of culturally diverse written texts.</b>  <b>OBJ. 2: The student will apply knowledge of literary elements to understand culturally diverse written texts.</b>  <b>OBJ. 3: The student will use a variety of strategies to analyze culturally diverse written texts.</b>  <b>OBJ. 4: The student will apply critical thinking skills to analyze culturally diverse written texts.</b></p> <p><b>WRITING TAKS</b></p>		

	<p><b>OBJ. 1: The student will, within a given context, produce an effective composition for a specific purpose.</b></p> <p><b>OBJ. 2: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</b></p> <p><b>OBJ. 4: The student will recognize correct and effective sentence construction in written text.</b></p> <p><u>3.9 C: Retell or act out the order of important events in stories.</u></p> <p><u>3.11H: Analyze characters, including their traits, feelings, relationships, and changes.</u></p> <p><u>3.11J: Recognize the story problems or plot.</u></p> <p><u>3.9 F: Make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.</u></p>
Concepts/ Vocabulary	<p><b>Unit Concept:</b></p> <ol style="list-style-type: none"> <li>1. <i>What is geography? Geography tells you where places are and what they are like.</i></li> <li>2. <i>You can look at pictures, maps, globes, and places around you to learn about geography.</i></li> </ol> <p><b>Unit Vocabulary:</b> <i>geography, community, city, neighbor, farm, state, country, sort, continent, ocean, lake, river, plain, hill, mountain, symbol, map key, weather, season, natural resource</i></p>
Resources	<p>Unit Big Book Practice and Activity Book Vocabulary Power Read-Aloud Anthology Leveled Readers Graphic Organizer and Map Transparencies Graphic Organizer Answer Book National Geographic Primary Atlas Geo Big Book Outline Maps TAKS Test Preparation and Practice Book</p>
Instructional Activities	<ol style="list-style-type: none"> <li>1. Activate prior knowledge, build background</li> <li>2. Read to find out</li> <li>3. Teach daily objective</li> <li>4. Review and assess</li> </ol>
Assessment	<p>Ongoing: Reading checks Informal: Easy On-Level and Challenge activities Formal: Think and Write! Pages 71, 75, 83, 89, 95, 101 Try the Skill pages 73, 76, 91 Unit Review pages 108-111 Unit Test pages T9-T10 Performance: Pupil Edition pages 77, 91, 109 Unit Activity page 111</p>
Integration	<p>Reading Music (sing "Old MacDonald Had a Farm")</p>
Intervention	<p>Lesson 1: Provide children with magazine pictures with scenes that show small towns, large cities, and farms. Have pairs of children work together to sort the pictures into three groups: towns, cities</p>

	and farms.
Extension	<p>Lesson 1: Ask children to create a “Wish List” for their community. Have them write or draw pictures of three things they would like to see changed in their community. Invite children to share their wish lists with the class by reading them aloud and telling why they wished for each change.</p>