



Social Studies Scope & Sequence
 First Grade
 2009-10

1st Six Weeks Aug 24 – Oct 2 29 days	2nd Six Weeks Oct 5 – Nov 6 24 days	3rd Six Weeks Nov 9 – Dec 18 25 days	4th Six Weeks Jan 5 – Feb 19 33 days	5th Six Weeks Feb 22 - Apr 16 33 days	6th Six Weeks Apr 19 – June 4 34 days
School Rules	Columbus Day October 12		Creating maps	Historical Figures	Historical Figures
Laws	Voting		Martin Luther King January 15	Sam Houston Nathan Hale Eleanor Roosevelt Clara Barton (Good Citizenship)	Alexander Graham Bell Thomas Edison Careers
	Exchange of Goods	Thanksgiving			
Timelines	Timelines Economics	Timelines Wants and Needs	Timelines Chinese New Year February 14	Timelines Texas Independence Day March 2	Timelines
Authority			Valentine's Day February 14		Jobs
			President's Day February 15		
Celebrations Independence Day (US vs Mexico) Community culture		Christmas Around the World	Landforms, natural resources, bodies of water (see Science Unit)	Texas culture, songs, and symbols	Goods & Services
16 th of September Campus maps Constitution Day September 17	Veteran's Day November 11			St Patrick's Day*	
Freedom Week (Week of Constitution Day) Community Labor Day				Fables (see Science Unit on plants and animals)	Career Day
					Natural resources Earth Day - April 22

**2009-2010 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
1st Grade/Social Studies

1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
<p><u>Government</u> 1.10 The student understands the purpose of rules and laws</p>	<p>(A) explain the need for rules and laws in the home, school, and community</p> <p>(B) give examples of rules and laws in the home, school, and community</p>	<p>learn, share, rules, fair, laws, community, group symbol</p>	<p>Venn Diagram comparing rules at home/ school</p>	<p>visual representation, act out a situation</p>	<p>school rules, laws</p>	<p>Text Unit 1 p 6a-7a p 10a-11a Text Unit 2 p 46-47</p> <p>www.georgetownisd.org</p> <p>www.harcourtschool.com/socialstudies</p> <p>www.Unitedstreaming.com</p> <p>www.PBS.kids</p>
<p><u>Government</u> 1.11 The student understands the role of authority figures and public officials</p>	<p>(A) identify leaders in the community, state, and nation</p> <p>(B) describe the roles of public officials including mayor, governor, and president</p>	<p>leaders, governor, mayor, city, government, authority, public officials, president responsibilities, teacher, principal</p>	<p>Bubble Map on authority figure of choice</p>	<p>visual representation, act out a situation</p>	<p>authority figures, responsibilities</p>	<p>Text Unit 2 p 48a-51a p 54-57 p 14-17</p>

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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
1st Grade/Social Studies

1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
<p><u>Culture</u> 1.15 The student understands the importance of family beliefs, customs, language, and traditions</p>	(C) identify the responsibilities of authority figures in the home, school, and community	beliefs, customs, traditions, culture, religion, folktales, legends, point of view, fable	Cut out magazine pictures to make a poster about culture	visual representation, act out a situation, use of the five senses, hands on experiences	*16 de septiembre (Mexican Independence), *Labor Day	Text Unit 3 p 142-145 p 146-147 p 148-151 www.aesopsfables.com
<p><u>Geography</u> 1.4 The student understands the relative location of places</p>	(A) describe various beliefs, customs, and traditions of families and explain their importance	north, south, east, west, location, direction	Create a school map	visual representation, act out a situation	campus maps, location	Text Unit 1 p 18-19 p 106-107
<p><u>Geography</u> 1.4) The student understands the purpose of maps and globes</p>	(A) locate places using the four cardinal directions (B) describe the location of self and objects relative to other locations in the classroom and school	maps, symbols, globes, location, country, border, state, distance, map scale, neighborhood, map key, ocean, earth, continent, route	Create a diorama of their community	visual representation, act out a situation	creating maps (ex: classroom, school, community)	Text Unit 1 p 20-21 p 52-53 Text Unit 3 p 94-95 p 96-97 p 104-105 p 152-153 p 204-205

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Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
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<u>Geography</u>		location, country, state, border, neighborhood, map key, earth, globe, continent, ocean, directions, distance, map scale, route		visual representation, act out a situation	maps Tell a travel story How to get to school from home	Text Unit 1 p 18, 21, 52, 53, 81N, 96, 97, 94A, 153, 204
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1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
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<p><u>Science, technology, and society</u> 1.16 The student understands how technology has affected daily life, past and present</p>	<p>(A) describe how household tools and appliances have changed the ways families live</p>	<p>settler, freedom</p>	<p>pg. 53 Activity Book Write a log entry about a voyage KWL chart</p> <p>Graphic Organizer: tools of today/ tools of long ago</p> <p>build a model home, Graphic Organizer: my home/ other homes</p>	<p>visual representation, act out a situation</p>	<p>Schools past and present</p>	<p>Text Unit 1 p 22-29</p>
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GRADE/SUBJECT:
1st Grade/Social Studies

1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
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<p>Geography 1.6 The student understands various physical and human characteristics of the environment</p> <p>History 1.2 The student understands the origins of customs, holidays, and celebrations</p>	<p>(C) identify and describe the human characteristics of places such as types of houses and ways of earning a living</p> <p>(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day</p> <p>(B) compare the observance of holidays and celebrations, past and present</p>	<p>technology, communication, transportation, recreation</p> <p>desert</p> <p>Constitution</p> <p>Constitution Day</p> <p>United States</p> <p>flag</p>		<p>visual representation, hands on experiences</p> <p>visual representation</p>	<p>Columbus</p> <p>types of homes</p> <p>houses and homes</p>	
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Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
1st Grade/Social Studies

1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
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<p><u>Citizenship 1.13</u> <u>The student understands important customs, symols, and celebrations that represent American beliefs and principles and contribute to or national identity</u></p>	<p>© use voting as a way of making choices and decisions</p>	<p>Vote, Ballot</p>				
<p><u>Culture</u> 1.14 The student understands how families meet basic human needs</p>	<p>(A) describe ways that families meet basic human needs (B) describe similarities and differences in ways families meet basic human needs</p>	<p>Culture Religion Celebrations Holidays</p>				
<p>Culture 1.15 The student understands the importance of family beliefs, customs, and language, and traditions. The</p>	<p>(A) describe various beliefs, customs, and traditions of families and explain their importance; and (B) retell stories from selected folktales and legends such as Aesop’s fables</p>	<p>Fables</p>				

**2009-2010 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT:
1st Grade/Social Studies

1st 6 Weeks Aug 24-Oct 2 (29 days of instruction)
2nd 6 Weeks Oct 5–Nov 6 (25 days of instruction)

Standards	Processes/ Skills/ Concepts	Vocabulary	Products/ Assessment	ESL Strategies	Lesson	Resources/ Materials
<p>student is expected to</p> <p>History</p> <p>The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>Citizenship 1.13 The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity</p>	<p>(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nations such as Martin Luther King Jr., Day Independence Day, Veterans' Day.</p> <p>(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo</p> <p>(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag</p> <p>(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom</p>	<p>Peace</p> <p>Rules Friend Helper</p>				

**2008 - 2009 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT: 1st Grade/Social Studies

**3rd Six Weeks - (31 days of instruction)
November 17-January 16**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(14) Culture. The student understands how families meet basic human needs. The student is expected to:</p> <p>(15) Culture. The student understands the importance of family beliefs, customs, and language, and traditions. The student is expected to:</p>	<p>(A) describe ways that families meet basic human needs; and</p> <p>(B) describe similarities and differences in ways families meet basic human needs.</p>	<p>Need Shelter</p>	<p>Activity book p. 38</p>	<p>Poster Titled: Food , Clothing and Shelter</p>	<p>Families Together</p>	<p>Text Unit 4 Lesson 2 p. 138-141</p> <p>Text Unit 4 Lesson 3 p. 142-145 p. 154-157</p>
	<p>(A)describe various beliefs, customs, and traditions of families and explain their importance; and</p> <p>(B)retell stories from selected folktales and legends such as Aesop's fables.</p>	<p>Culture Religion</p> <p>Celebration Holiday</p> <p>fables</p>	<p>Activity book p.39 Assessment p. 165</p>	<p>Transparency: (4-5) Graphic Organizer</p>	<p>What is Culture?</p> <p>Celebrate</p>	<p>Lesson 4 p. 148-151 United Streaming Aesop's Fables Timeless favorites</p>

<p>(7) Economics The student understands the concepts of goods and services. The student is expected to:</p>	<p>(A) identify examples of goods and services in the home, school, and community;</p>	Goods Services	<p>Activity book p. 61 Chart</p>	Transparency: (6-2) Graphic Organizer	Goods and Service	Text Unit 6 Lesson 1 p. 240-243
	<p>(B) identify ways people exchange goods and services; and</p>	Trade		Transparency: (6-3)	Trading with Others	Text Unit 6 Lesson 7 p.268-273
	<p>© identify the role of markets in the exchange of goods and services.</p>	Market Save		Transparency: (6-6) Graphic Organizer	Buyers and Sellers	Text Unit 6 Lesson 5 P258-261
<p>(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:</p>	<p>(A) identify examples of people wanting more than they can have;</p>	wants	<p>Activity book p. 68</p>		Wants More or Less	Text Unit 6 Lesson 6 p. 264-265
	<p>(B) explain why wanting more than they can have requires that people make choices; and</p> <p>(C) identify examples of choices families make when buying goods and</p>	scarce		<p>Activity book p. 69 Journal Entry: Did you buy food at the supermarket?</p>	Transparency: (6-3)	Make Choices When Buying

<p>(9) <u>Economics.</u> The student understands the value of work. The student is expected to:</p>	<p>services.</p> <p>(A) describe the requirements of various jobs and the characteristics of a job well-performed; and</p> <p>(B) describe how specialized jobs contribute to the production of goods and services.</p>				<p>Visit People at Work</p>	<p>Text Unit 6 Lesson 7 p. 264-265</p> <p>Activity book p 71-72 www.Georgetown.org</p>
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**2009-2010 Clint Independent School District
Social Studies Instructional Planning Guide**

GRADE/SUBJECT: 1st/Social Studies

**4th Six Weeks - (33 day of instruction)
January 5- February 19**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>(13) <u>Citizenship.</u> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>3) <u>History.</u> The student understands the concepts of time and chronology. The student is expected to:</p>	<p>(C) use voting as a way of making choices and decisions</p> <p>(B) create a calendar or timeline; and</p>	<p>Vote Ballot</p>	<p>Activity book 17</p>	<p>Transparency: (2-2) Hands on Experiences Tally Marks Graphs</p>	<p>Making A Choice By Voting</p>	<p>Text Unit 2 Skills p. 58-59 T.E. p. 58a</p> <p>www.georgetownisd.org</p>

1st Grade

Revised April 14, 2009
4th 6 Weeks

<p>(11) <u>Government.</u> The student understands the role of authority figures and public officials. The student is expected to:</p> <p>(11) <u>Government.</u> The student understands the role of authority figures and public officials. The student is expected to:</p> <p>(1) <u>History.</u> The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p>	<p>(A) identify leaders in the community, state, and nation;</p> <p>(B) describe the roles of public officials including mayor, governor, and president; and</p> <p>(C) identify the responsibilities of authority figures in the home, school, and community.</p> <p>(A) identify leaders in the community, state, and nation;</p> <p>(B) describe the roles of public officials including mayor, governor, and president; and</p>	<p>Leader Governor Mayor Government City</p> <p>President</p>	<p>Activity book 14</p> <p>Activity book 16</p>	<p>Transparency: (2-3) Play Follow the Leader</p> <p>Transparency: (2-4) Graphic Organizer</p>	<p>Who Are Our Leaders?</p> <p>Our Country's Presidents</p>	<p>Text Unit 2 Lesson 2 p. 48-51</p> <p>www.unitedsteaming.com: Going to school is Your Job (13:04)</p> <p>www.unitedsteaming.com: Service Workers & the Services They Provide-Officer Buckle and Gloria (12:19)</p> <p>Text Unit 2 Lesson 3 p. 54-57</p> <p>www.unitedsteaming.com: When I Grow Up I Want to Be a Firefighter (13:27)</p>
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1st Grade

Revised April 14, 2009
4th 6 Weeks

<p>(2) History.</p> <p>The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p>	<p>(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;</p> <p>(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.</p>	Hero	Activity book p. 57	Transparency: (5-8) Graphic Organizer Act Out	Parade of Heroes	Text Unit 5 Lesson 7 p. 206-209 www.gardenofpraise.com
		Peace	Activity book p. 55	Transparency : (5-7) Graphic Organizer	Celebrating History	Text Unit 5 Lesson 6 p. 200-203 www.unitedsteaming.com Martin's Big Words (8:00)
<p>(3) History.</p> <p>The student understands the concepts of time and chronology. The student is expected</p>	<p>(A) describe the origins of selected customs, holidays, & celebrations of the community, state, & nation such as Martin Luther King, Jr. Day, Independence Day, Veterans'</p>	Chinese New Year				
		President's Day				
		Valentine's Day				
		MLK Day				

1st Grade

Revised April 14, 2009
4th 6 Weeks

<p>to:</p> <p>(5) Geography The student understands the purpose of maps and globes. The student is expected to:</p> <p>(5) Geography. The student understands the purpose of maps</p>	<p>Day</p> <p>(A) distinguish among past, present, and future;</p> <p>(B) create a calendar or timeline; and</p> <p>(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.</p> <p>(A) create and use simple maps to identify the location of places in the classroom,</p>	<p>Past Present Future</p> <p>Time line</p> <p>Calendar</p> <p>Yesterday Change Today Season Tomorrow</p>	<p>Activity book p. 51</p> <p>Activity book p. 48</p> <p>Activity book p. 43</p> <p>Activity book p. 47</p>	<p>Transparency: (5-4)</p> <p>Transparency: (5-1)</p> <p>Transparency: (4-4) Calendar Game</p> <p>Transparency: (5-2) Mural Poster</p>	<p>Community History</p> <p>Use a Time Line</p> <p>Use a Calendar</p> <p>Time and Change</p>	<p>Text Unit 5 Lesson 3 p. 184-189</p> <p>Text Unit 5 Skills p. 176-177</p> <p>Text Unit 4 Skills p. 158-159 T.E. p. 159a</p> <p>Text Unit 5 Lesson 1 p.174-175 T.E. p. 175a</p>
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1st Grade

Revised April 14, 2009
4th 6 Weeks

<p>and globes. The student is expected to:</p> <p>(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:</p>	<p>school, community, and beyond.</p> <p>(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.</p> <p>(A) describe various beliefs, customs, and traditions of families and explain their importance;</p>	<p>Country Border State</p> <p>* Black History Month</p> <p>* Chinese New Year</p>	<p>Activity book p. 15</p>	<p>Transparency: (2-1) GeoSkills CD-ROM</p>	<p>Find States on a Map</p>	<p>Text Unit 2 Skills p. 52-53</p> <p>Texas & U.S. Map Atlas</p> <p>www.unitedsteaming.com: Aespos Fables-Timeless Favorites</p>
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1st Grade

Revised April 14, 2009
4th 6 Weeks

<p>(6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:</p> <p>* Can be used with Science Unit</p>	<p>(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;</p>	<p>Valley Mountain Lake Hill Plain Island River</p>	<p>Activity book p. 26</p> <p>Activity book p. 27</p>	<p>Transparency: (3-3)</p> <p>Transparency: (3-2) GeoSkills CD-ROM</p>	<p>Land and Water</p>	<p>Text Unit 3 Lesson 2 p. 98-101</p> <p>Skills p. 102-103</p> <p>Google Earth</p>
	<p>(B) identify examples of and uses for natural resources in the community, state, and nation</p>	<p>Resource Farm Forest</p>	<p>Activity book p. 30</p>	<p>Transparency: (3-5)</p>	<p>People and Resources</p>	<p>Text Unit 3 Lesson 4 p. 108-111</p>
		<p>Desert</p>	<p>Activity book p. 33</p>	<p>Transparency: (3-7) Diorama</p>	<p>Houses and Homes</p>	<p>Text Unit 3 Lesson 6 p. 118-121</p>

**2009-2010 Clint Independent School District
Social Studies Instructional Planning Guide**

**GGRADE/SUBJECT:
1st Grade Social Studies**

**5th Six Weeks - (33 days of instruction)
Feb 22 - April 16**

Standards	Processes/ Skills/ Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>1.1 <u>History</u></p> <p>The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p>	<p>(A) identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;</p> <p>(C) compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.</p>	<p>Citizen, influence, similarities, veteran, hero, differences</p> <p>Sam Houston, Clara Barton Nathan Hale</p>	<p>Students are able to verbalize how Sam Houston, Clara Barton, and Nathan Hale influenced the community, state, and nation.</p>	<p>Include visual representations</p>	<p>Identify Sam Houston, Clara Barton, and Nathan Hale as historical figures who influenced community, state, and nation.</p>	<p>www.georgetownisd.org</p> <p>Horizons, pg. 69</p> <p>Horizons Activity Book pg. 20</p> <p>Reading and Vocabulary Transparency 2-6</p> <p>www.unitedstreaming.com</p> <p>www.gardenofpraise.com (historical figures)</p>

<p>1.12 Citizenship The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>(A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p> <p>(B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and</p> <p>(C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.</p>	<p>Citizen, influence, similarities, veteran, hero, differences</p>	<p>Students are able to verbalize how Sam Houston, Clara Barton, and Nathan Hale influenced the community, state, and nation.</p>			<p>www.georgetownisd.org</p>
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<p>1.2 History The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p>	<p>(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;</p> <p>C) identify anthems and mottoes of the United States and Texas.</p> <p>(A) distinguish among past, present, and future</p>	<p>Independence Alamo</p> <p>Timeline</p> <p>Motto anthem</p>	<p>Student will be able to identify the Alamo and its significance to Texas Independence</p> <p>SWBAT recite and understand Texas motto and pledge.</p>	<p>Provide an opportunity to act out a situation</p> <p>Visual representation</p>	<p>Texas Independence Day, March 2</p> <p>Teacher will discuss Texas Independence and how it affected the state.</p> <p>Discuss events which led to Texas independence</p>	<p>www.georgetownisd.org</p> <p>Internet, www.unitedstreaming.com</p> <p>T is for Texas by Ann Bustard.</p> <p>Texas state song: Texas, Our Texas</p> <p>Texas Motto: Friendship</p> <p>Internet www.Unitedstreaming.com</p> <p>www.tpwd.state.tx.us</p>
<p>1.3 History The student understands the concepts of time and chronology. The student is expected to:</p>	<p>(B) create a calendar or timeline.</p> <p>(C) use vocabulary related to chronology, including yesterday, today, and tomorrow</p>		<p>Create timeline of Texas history leading up to Texas Independence</p>			<p>Horizons Unit 5 pg.169-189</p> <p>www.georgetownisd.org</p>
<p>1.5 Geography The student understands the purpose of maps and globes. The student is expected to:</p>	<p>(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.</p>	<p>look at map of major cities in Texas</p>	<p>Be able to identify Texas on U.S. map</p>	<p>Visual representation</p>		<p>From Here to There-pg 84-93, Horizons</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. The student is expected to:</p>	<p>(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;</p> <p>(B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;</p> <p>(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>	<p>national symbols, culture, patriotic, pledge, flag</p>	<p>Students will be able to identify symbols such as U.S. and Texas flags, Liberty Bell, and the Alamo</p> <p>SWBAT recite Texas pledge.</p> <p>SWBAT explain significance of US and Texas symbols.</p>	<p>Include visual representation</p>	<p>Have students read the pledge out loud, look at pictures of the U.S. and Texas flags, draw a symbol, create symbol spinner</p>	<p>Horizons, Pg.84-93</p> <p>Internet</p> <p>Thinking Organizers-Horizons, T21 and T22</p> <p>Horizons, pg60-65</p> <p>Horizons activity page 18</p> <p>Horizons Hands-On Reading Activities (with the bag Ladies) pg. 8</p> <p>www.georgetownisd.org</p>
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<p>5) Geography. The student understands the purpose of maps and globes. The student is expected to</p> <p>(2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:</p>	<p>(A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and</p> <p>(B) locate places of significance on maps and globes such as the local community, Texas, and the United States.</p> <p>(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;</p>	<p>Holiday, celebration</p>	<p>*At teacher discretion</p> <p>*At teacher discretion</p>	<p>Visual representation</p>	<p>*St. Patrick's Day-at teacher discretion</p> <p>Teacher will choose his/her own holiday or celebration to Cover TEKS</p>	<p>enchantedlearning.com, Horizons, pgH13</p> <p>March 17</p> <p>www.georgetownisd.org</p> <p>enchantedlearning.com</p>
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<p>(15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to</p>	<p>(B) compare the observance of holidays and celebrations, past and present; and</p> <p>(A) describe various beliefs, customs, and traditions of families and explain their importance; and</p> <p>(B) retell stories from selected folktales and legends such as Aesop's fables.</p>	<p>Holiday, celebration</p> <p>Aesop's fable, folktale, legend</p>	<p>Student will respond to the moral of the fable</p>	<p>Visual representation</p> <p>Provide an opportunity to act out a situation or create their own fable.</p>	<p>*St. Patrick's Day-at teacher discretion</p> <p>Teacher will choose his/her own holiday or celebration to Cover TEKS</p> <p>Teacher will choose a fable, folktale, or legend to read to students</p>	<p>Horizons,pgH13</p> <p>March 17</p> <p>Horizons, pg150</p> <p>www.unitedstreaming.com</p> <p>Aesop's Fables: Timeless Favorites aesopsfables.com</p> <p>La Llorona</p>
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**2009 - 2010 Clint Independent School District
Instructional Planning Guide**

GRADE/SUBJECT:
1st Grade / Social Studies

6th Six Weeks - (34 days of instruction)
April 19 – June 4

Standards	Processes/ Skills/Concepts	Vocabulary	Performance Indicator	ESL Strategies	Lesson	Resources/ Materials
<p>1.1 History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p> <p>1.9 <u>Economics.</u></p> <p>The student understands the value of work. The student is expected to:</p> <p>History The student understands the concepts of time and chronology. The student is expected to:</p>	<p>(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and</p> <p>(A) describe the requirements of various jobs and the characteristics of a job well-performed; and</p> <p>(B) describe how specialized jobs contribute to the production of goods and services.</p> <p>(B) create a calendar or timeline</p>	<p>Inventor, invention, technology, transportation, communication, recreation</p> <p>Goods and services</p> <p>Jobs</p> <p>Career/Career Day</p>	<p>Understanding of different inventions and how they have changed the world</p>	<p>Visual representation</p>	<p>Identify historic figures who have exhibited inventiveness</p> <p>Describe how specialized jobs contribute to the production of goods and services.</p>	<p>Horizons Activity Book, pg.58</p> <p>Time for Kids, Horizons, pg55-56</p> <p>Horizons Textbook, pg.211-215 and pg.216-217, 217A</p> <p>Horizons Activity Book, pg.66</p> <p>Horizons, Time for Kids, pg.61, 64 Jobs of the Past</p> <p>Horizons Textbook 225N, make a career poster</p> <p>Horizons Textbook 249A, assembly line activities.</p>

<p>(6) <u>Geography.</u> The student understands various physical and human characteristics of the environment. The student is expected to:</p> <p>(7) <u>Economics</u> The student understands the concepts of goods and services. The student is expected to:</p>	<p>(A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;</p> <p>(B) identify examples of and uses for natural resources in the community, state, and nation</p> <p>(A) identify examples of goods and services in the home, school, and community;</p> <p>(B) identify ways people exchange goods and services; and</p> <p>© identify the role of markets in the exchange of goods and services.</p>	<p>Earth Day</p> <p>Natural Resources</p> <p>Renewable</p> <p>Nonrenewable</p> <p>Recycle</p> <p>Goods and services</p>				
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