

| Course: 1 <sup>st</sup> Grade Social Studies   |  |   | Designated Six Weeks: 2nd                       |   |  |
|--|--|---|---|---|--|
| Unit: Community  |  |   | Days to teach: 27                               |   |  |
| TEKS   | Guiding Questions & Specificity  | Assessment  | Vocabulary                                      | Instructional Strategies  | Resources/ Weblinks  |
| (4) Geography. The student understands the relative location of places<br>(5) Geography. The student understands the purpose of maps and globes<br>(7) Economics. The student understands how families meet basic human needs<br>(9) Economics. The student understands the condition of not being able to have all the goods and services one wants<br>(8) Economics. The student understands the concepts of goods and services<br>(10) Economics. The student understands the value of work |  |   |   |   |  |
| (4A) locate places using the four cardinal directions  | North, south, east, west (directions never change, even when you turn)<br>A compass rose shows directions.<br>Use a legend (map key) to recognize symbols on maps. | What are the four cardinal directions and how do we use them to find places on a map? | cardinal directions                             | Label classroom walls with cardinal directions.<br>Play Simon Says to have students turn and face each direction.<br><br><u>ELPS</u><br>-4F Visuals/Video | Social Studies Alive, Chapter 6<br><br><a href="#">Maps &amp; Globes</a><br><br>Scott Foresman, pp. 56-60<br><br><a href="#">Mapping Penny's World</a> by Loreen Leedy |
| (4B) describe the location of self and objects relative to other locations in the classroom and school   | The cafeteria is _____ the music room.<br>(next to, above, under, in front of, behind)   | Where are you in relation to other places in the classroom and school?                | relative location, classroom, school            | Cloze sentences to describe self in relation to objects in classroom.<br><br><u>ELPS</u><br>-5B Cloze sentences   | <a href="#">Me on the Map</a> by Joan Sweeney<br><br>Scott Foresman, pp. 50-54   |
| (5A) create and use simple maps such as maps of the home, classroom, school, and community   |  | Create a map of the school and use it to find different places around the school.     | simple maps, home, classroom, school, community | Make a school map and do a tour of school finding locations on a map.<br><br><u>ELPS</u><br>-4F Visuals/Video   | <a href="#">Creating maps video</a><br>(Making & Reading Maps)   |
| (5B) locate the community, Texas, and the United States on maps and globes   | Where are Mansfield, Texas, and the United States on this map/globe?   | Where are Mansfield, Texas, and the United States on this map/globe?                  | community, Texas, United States, *maps, *globes | Label Mansfield, Texas, and the US on a map/globe.<br><br><u>ELPS</u><br>-4F Visuals/Video<br>-3B List/Sort/Label   | Promethean Planet flipchart: <a href="#">Maps</a>  |
| (7A) describe ways that families meet basic human needs  | Families meet needs by: food, shelter, clothing, love, help, understanding, etc.   | How do families meet basic human needs?   | families, basic human needs                     | Think aloud<br><br><u>ELPS</u><br>-2E Think Alouds  | Social Studies Alive pp. 108-111   |
| (7B) describe similarities and   | Compare/contrast two families.   | What are the similarities and   | similarities, differences, families,            | Venn Diagram  | Venn Diagram   |

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| differences in ways families meet basic human needs.                               |   | differences in ways families meet basic human needs?                             | basic human needs                        | <u>ELPS</u><br>-4F Graphic Organizers   |  |
| (9A) identify examples of people wanting more than they can have;                  | Needs are a must.<br><br>Wants you can live without.<br><br>You can only spend what you have.                       | What are examples of people wanting more than they can have?                     | needs, wants                             | Set up store. Give each student coins. Have them try to buy what they need and want. Model how they can only spend the amount they have. Have students write what they bought and why in Social Studies Journal.<br><u>ELPS</u><br>-2C Perspective-Based Activities | <u>Do I Need It? Or Do I Want It?: Making Budget Choices</u> by Jennifer S. Larson   |
| (9B) explain why wanting more than they can have requires that people make choices | What do you do if you want two things, but only have enough money for one?  | How does wanting more than you can have require you to make choices?             | wanting more, requires choices           | Think aloud<br><br>Journaling-Have students write what they were not able to buy and why in Social Studies Journal.<br><u>ELPS</u><br>-2E Think Alouds (combine 9B & 9C)  | Scott Foresman pp. 104-105<br><br><a href="#">Saving Money video</a> (Uncle Jed's Barbershop)  |
| (9C) identify examples of choices families make when buying goods and services     | Do we need this or do we want this?<br><br>How do you decide what to buy at the grocery store?                      | What are some examples of choices families make when buying goods and services?  | choices, buying, goods, services         | Think aloud<br><br><u>ELPS</u><br>-2E Think Alouds (combine 9B & 9C)  | <u>Goods and Services (First Facts)</u> by Carolyn Andrews<br><br><u>What Do We Buy?: A Look at Goods and Services</u> by Robin Nelson |
| (8A) identify examples of goods and services in the home, school, and community    | A good is something grown or made.<br><br>A service is an act that provides help.<br><br>List examples of goods and | What are some examples of goods and services in the home, school, and community? | goods, services, home, school, community | Goods and services picture sort.<br><br><u>ELPS</u><br>-4F Concept Attainment<br>-3B List/Sort/Label  | Promethean Planet flipchart: <u>Goods vs. Services</u>   |

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|  | services.  |  |   |  |  |
| (8B) identify ways people exchange goods and services  | How do people exchange goods and services?                                       | What are ways people exchange goods and services?  | exchange, goods, services                                 | Class discussion<br><u>ELPS</u><br>-3H Structured Conversation   | <a href="#">Goods &amp; Services video</a><br>(What is Economics?)   |
| (8C) identify the role of markets in the exchange of goods and services                        | Where do goods and services come from?   | What is the role of markets in the exchange of goods and services?                                 | role of markets, exchange, goods, services                | Class discussion<br><u>ELPS</u><br>-3H Structured Conversation   | Social Studies Alive pp. 102-105<br><br>McGraw Hill Unit 2, p. 78<br><u>The Farmer's Market</u>  |
| (10A) describe the components of various jobs and the characteristics of a job well performed; | Job well performed is completed with your best effort and meet its expectations. | What are the components of various jobs and what are some characteristics of a job well performed? | components, jobs, characteristics, job well performed     | Create a web in small group of characteristics of a job well performed (assign different jobs to each group). Present web to class.<br><u>ELPS</u><br>-3E Heads Together<br>-4F Graphic Organizers | Social Studies Alive pp. 33-47<br><br><a href="#">Jobs video</a> (Your Town: The Fire Station)<br><br><u>Community Helpers from A to Z</u> by Bobbie Kalman                                  |
| (10B) describe how specialized jobs contribute to the production of goods and services.        | What needs to take place in order for Wal-Mart to sell you a video game?         | How do specialized jobs contribute to the production of goods and services?                        | specialized jobs, contribute, production, goods, services | Class Discussion<br><u>ELPS</u><br>-4F Concept Attainment  | <a href="#">Goods &amp; Services video</a><br>(Local Businesses)<br><br>Promethean Planet flipchart: <u>Community Helpers</u><br><br>McGraw Hill Unit 2, p. 58<br><u>From Wheat to Bread</u> |