

First Grade Social Studies Curriculum Bundle #1

Title	Suggested Dates
Me and My School 	August 25 – September 11, 2009 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • As members of a class, we each have rights and responsibilities. • Rules are important to protect each of our rights. • Understanding location and directions can help us find ourselves, others, and things. 	<ul style="list-style-type: none"> • What are my rights and responsibilities as a student? • Why are rules important? • Why do we need to understand directions and location?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>1.4 Geography. The student understands the relative location of places. The student is expected to:</p> <p>1.4B describe the location of self and objects relative to other locations in the classroom and school.</p>	<ul style="list-style-type: none"> • Use location words to describe location of places in classroom or school, including: next to, above, below, left, right, north, south, east, west (For example, the computer is next to the bookshelf.) 	
<p>1.10 Government. The student understands the purpose of rules and laws. The student is expected to:</p> <p>1.10B give examples of rules or laws that establish order, provide security, and manage conflict.</p> <p>Health1.10 Personal / Interpersonal Skills. The student comprehends the skills necessary for building and maintaining healthy relationships.</p> <p>Health1.10B practice refusal skills to avoid and resolve conflicts</p> <p>Health1.3 Health Behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem solving skills for making</p>	<ul style="list-style-type: none"> • Identify classroom rules, home rules, and laws (stop at red lights, pay taxes) • Consequences of breaking rules or laws—people aren't safe: their feelings could get hurt or their bodies could get hurt. Usually, people who break rules or laws are punished. • How to resolve conflict within the classroom 	<p>Possible books to use: "David Goes to School" "No Rules for Rex"</p> <p>Social Studies Harcourt Text Unit 1, Lesson 2</p>

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<p>health-promoting decisions</p> <p>Health1.3A explain ways to seek the help of parents/guardians and other trusted adults in making decisions and solving problems</p> <p>Health1.3C explain the importance of goal setting and task completion</p>		
<p>1.10 Government. The student understands the purpose of rules and laws. The student is expected to:</p> <p>1.10A explain the need for rules and laws in the home, school, and community; and</p> <p>Health1.3 Health Behaviors. The student demonstrates basic critical-thinking, decision-making, goal setting, and problem solving skills for making health-promoting decisions</p> <p>Health1.3B describe how decisions can be reached and problems can be solved</p> <p>Health1.9 Personal / Interpersonal Skills. The student knows healthy ways to communicate consideration and respect for self, family, friends, and others</p> <p>Health1.9A demonstrates respectful communication</p>	<ul style="list-style-type: none"> • Rules provide safety, protection, and order <p>TEACHER NOTE: Ask students questions about what would happen if people did not stop at red lights? What would happen if children talked and ran in the hallway at school?</p>	<p>Humpty Dumpty: An Example of Why We Need Rules lesson plan from Texas Law-Related Education</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
<p>1.19 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>1.19A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of</p>	<p>TEACHER NOTE: As a class, students and teacher discuss possible classroom rules, come to a consensus on what they should be and why they are needed, and the consequences of breaking the rules.</p>	

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<p>the solution; and</p> <p>1.19B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>		
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