

First Grade Social Studies Curriculum Bundle #5

Title		Suggested Dates
Me and My Family		November 16 – December 4, 2009 (12 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • All humans share basic needs. • Family members support each other and help meet basic human needs. • Families are similar and different. 	<ul style="list-style-type: none"> • What are the basic human needs? • How do people meet these basic needs and how has this changed over time? • What is a family? • How are families similar or different?

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>1.2 History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</p> <p>1.2B compare the observance of holidays and celebrations, past and present; and</p>	<p>Compare the observance of the first Thanksgiving with the way we celebrate Thanksgiving in our homes today including how household appliances and tools have changed the way families celebrate their holidays.</p> <p>TEACHER NOTE: Please do not devote large amounts of time to the study of Thanksgiving. 2nd grade has the TEKS which specifically mention Thanksgiving, so 2nd grade gets a more in-depth study of the holiday</p> <p>TEACHER NOTE: This web quest can be reflected back on in bundle 7. Webquests are a good tool to use to demonstrate understanding of Social Studies skills 1.9A and 1.9B – problem-solving and decision-making.</p>	<p>The Pilgrims and Me: A First Grade WebQuest: Process</p>
<p>1.6 Geography. The student understands various physical and human characteristics of the environment. The student is expected to:</p> <p>1.6C identify and describe the human characteristics of places such as types of houses and ways of earning a living.</p>	<p>Identify types of homes (house, apartment, trailer, cabin, houseboat, etc.)</p> <p>Discuss how the environment may influence the type of home you have (home built on supports if you live near the ocean, apartment if you live in a crowded big city, farmhouse if you own lots of farmland, cabin built from logs in the middle of the woods or mountains, etc.)</p>	<p>“Exploring Physical and Human Characteristics of Earth's Spaces” lesson plan from National Geographic could help teach TEKS 1.6C and 1.14B.</p>

First Grade Social Studies Curriculum Bundle #5

	<p>TEACHER NOTE: The focus is types of houses families live in and how the environment may influence home choices in this bundle. Bundle 10 will focus on ways of earning a living.</p>	
<p>1.14 Culture. The student understands how families meet basic human needs. The student is expected to:</p> <p>1.14A describe ways that families meet basic human needs; and</p>	<ul style="list-style-type: none"> • Basic human needs: food, water, shelter, clothing, relationships, love • Family – a group of people who care about you • Jobs around the house: help your family, take care of brother/sister, play together, celebrate together, provide meals and a place to live, rules for family, parents have jobs to pay for basic needs. 	
<p>1.14 Culture. The student understands how families meet basic human needs. The student is expected to:</p> <p>1.14B describe similarities and differences in ways families meet basic human needs.</p>	<ul style="list-style-type: none"> • Identify similarities and differences in families’ homes (house, apartment, trailer, etc.), their food, clothing, care. Families themselves can be very different and still be families. <p>TEACHER NOTE: The point, of course, is to recognize that we are all different even though we all have homes, families, food, etc., and to validate (not judge) those differences. For example, family structures can look very different, but they are all families and are supposed to provide support.</p>	<p>United Streaming > search Social Studies K -2 “Family” > “All About Families”</p> <p>Colonial America Webquest will also help teach TEKS 1.19AB. This webquest takes family life in colonial America and compares it with our life today.</p> <p>Diversity in the Classroom and the U.S. lesson plan from Maps 101 (Helps teach TEKS 14B, 15A) (Password on Intranet > Technology > Passwords)</p>
<p>1.16 Science, Technology, and society. The student understands how technology has affected daily life, past and present, the student is expected to:</p> <p>1.16A describe how household tools and appliances have changed the ways families live:</p>	<p>Compare the observance of the first Thanksgiving with the way we celebrate Thanksgiving in our homes today including how household appliances and tools have changed the way families celebrate the holidays.</p> <p>TEACHER NOTE: The Connected Tech Activity: Your Portfolio teaches students to save documents electronically to share progress with families.</p>	<p>Connected Tech Activity: Your Portfolio</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>1.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>1.18A express ideas orally based on knowledge and experiences; and</p>		

First Grade Social Studies Curriculum Bundle #5

<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 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>		
--	--	--