Unit _5_ Overview

Subject: Social Studies

Grade: 1st

Terminal Performance Objective:
TLW demonstrate an understanding of Texas and United States symbols and how historical figures how helped shape our state and nation.

E.O.#	Content:	Time Range	Date	Resources
1	TLW practice reciting the Texas Pledge and Anthem.	45 min. initially 10 min. daily for 3 wks.		
2	TLW identify Texas and Del Rio on a United States map.	45 min.		
3	TLW summarize the main idea from oral, print, and visual sources. (Texas symbols)	45 min.		RA
4	TLW distinguish the Texas symbols and understand the simple meaning behind Texas Independence Day and Emancipation Day.	45 min.		RA
5	TLW recognize various historical figures such as Sam Houston, Stephen F. Austin, and William Travis.	90 min.		
6	TLW demonstrate self pride by placing his/her hand over his/her heart as the pledge is recited and the U.S. Anthem is heard.	45 min. initially 10 min. daily for 3 wks.		BB
7	TLW identify the United States on a map of North American continent.	45 min.		
8	TLW use the terms "yesterday, today, and tomorrow" when sequencing events.	45 min.		BB
9	TLW distinguish the U.S. symbols from among randomly selected symbols and understand the customs associated with holidays such as Independence Day and President's Day.	45 min.		BB
10	TLW identify United States historical figures such as George Washington, Abraham Lincoln, George W. Bush, Martin Luther King.	45 min.		BB

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **1**

Cognitive Level:	**Instructional Steps:**
K C Ap	TTW use charts with the Texas Anthem and pledge. TLW orally recite the pledge. TLW listen to the Texas Anthem. TLW listen to the Anthem and sing along using the chart. TLW orally discuss the purpose for the state to have a pledge and anthem. Using the Time For Kids reader, TLW illustrate one of the Texas symbols on 1/4 of a poster board. TLW participate in a Texas parade, marching and singing the Texas Anthem.

Reteach:	**Special Population Modification Options**
TLW listen to the Anthem at the listening center and use the chart to sing along.	**Bilingual/ESL:** TLW pair off and orally read the pledge and anthem on the charts. **Special Services:** TLW listen to the Texas Anthem at the listening center.
Enrichment: TLW create a book to illustrate the meaning of the anthem and song.	**Gifted/Talented:** Using the charts, TLW compose a classroom pledge and anthem.

SOCIAL STUDIES CURRICULUM

Grade: 1

Unit Title: 5 Texas/U.S. History

Time Range: 45 min. initially 10 min. daily for 3 weeks

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
13B, 2C

Enabling Objective: 1

Content:
TLW practice reciting the Texas Pledge and Anthem.

Context:
TLW illustrate the Texas symbols on tag board after listening to the state anthem and hold a Texas parade.

Standard of Performance:
- 80% accuracy
- Students will recite Texas Pledge.
- Students will sing Texas Anthem.

Content/Context/Real World Extension:
TLW orally discuss the purpose for the state to have a pledge and anthem and create a book to illustrate meaning.

Cognitive Level: Application

State/National Testing Targets:
TAKS 8th grade Objective 2, 3

Prerequisite Skills:
Understands important customs

Sample Test Item:
N/A

Aligned Instructional Resources:
- Harcourt Horizons
  T.E. pp. 1-8
  T.E. pp T-21
- Audio cassette
  "Texas Our Texas"
- Time for Kids
  Texas Extra

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **2**

Cognitive Level:	Instructional Steps:
K	TLW review what a map is and what the symbols on a map key tell us.
K	TLW explain that a dot on a map is the symbol for a city.
C	TLW identify Del Rio on the Texas map.
C	TLW identify Del Rio and Texas on the U.S. map.

Reteach:
TLW use salt dough to fill in an outline of the Texas map. TLW use a toothpick to mark Del Rio on the map. After it dries, TLW paint the map.

Enrichment:
TLW locate and name the states that border Texas.

Special Population Modification Options

Bilingual/ESL:
TLW work with a small group to identify Del Rio and Texas on a U.S. map.

Special Services:
TLW trace an outline of Texas on a piece of paper. TLW use glitter glue to mark Del Rio on the map.

Gifted/Talented:
TLW identify and locate the capital cities for every state on the U.S. map.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
5B

Enabling Objective: 2

Content:
TLW identify Texas and Del Rio on a United States map.

Context:
TLW locate and describe where Texas and Del Rio are on the United States map.

Standard of Performance:
- 80% correct on teacher-made test
- 3 out of 3 correct on unit test

Content/Context/Real World Extension:
TLW locate and name the states that border Texas.

Cognitive Level: Comprehension

State/National Testing Targets:
TAKS Grade 8 Objective 3

Prerequisite Skills:
Basic map skills

Aligned Instructional Resources:
- Harcourt Time For Kids
  Texas Extra
- Resource Guide

Sample Test Item:
TLW identify Texas, the United States, and Del Rio on the map by following the written directions.

1. Color Texas yellow.
2. Color the United States blue.
3. Make a black dot to show where Del Rio is.

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **3**

Cognitive Level:	**Instructional Steps:**
K C	TTW define the terms main idea and details. TLW discuss each term and its meaning. TLW summarize the main idea on a graphic organizer (RG) for the story The Legend of the Blue Bonnet by Tomie de Paola.

Reteach: TLW read a short paragraph and underline the main idea in red and underline the details in green.	**Special Population Modification Options** **Bilingual/ESL:** TLW work with a partner to complete the organizer (RG) for the story The Legend of the Blue Bonnet by Tomie de Paola. **Special Services:** TLW illustrate the main idea and orally list the details to the story The Legend of the Blue by Tomie de Paola.
Enrichment: TLW choose from among supporting and non-supporting details, each written on a sentence strip and match it with the main idea.	**Gifted/Talented:** TLW construct a graphic organizer from a favorite story. TLW create a main idea story book.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
17D

Enabling Objective: 3

Content:
TLW summarize the main idea from oral, print and visual sources. (Texas symbols)

Context:
TLW use a graphic organizer to summarize the main idea of The Legend of the Bluebonnets.

Standard of Performance:
100% completion of organizer
1 out of 1 correct on unit test

Content/Context/Real World Extension:
TLW listen to Story of the Pecan Tree and illustrate the main idea of the story.

Cognitive Level: Application

State/National Testing Targets:
N/A

Prerequisite Skills:
Listening skills

Aligned Instructional Resources:
- The Legend of the Bluebonnet by Tomie de Paola
- Resource Guide
- Harcourt Horizons pps 8A-9A

Sample Test Item:
TLW read the story (Teacher may help) and answer the following questions by filling in the oval next to the correct answer.

> Dr. Martin Luther King, Jr. had a dream that all people could live, work, and play in peace. He gave speeches to help change laws that were not fair. He believed that everyone should be treated the same. We honor this great leader on his birthday, January 15.

1. What is the main idea of this story?

⬭ He has a party on January 15.
⬭ He had a dream that people could live, work and play in peace.
⬭ He was President of the United States.

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **4**

Cognitive Level:	Instructional Steps:
K	TLW recall the story of The Legend of the Bluebonnet by Tomie de Paola. TTW orally discuss two of the holidays, Emancipation Act and Texas Independence Day, March 2.
K	TTW use flashcards on the Texas symbols. TLW name the symbols and the two holidays. Bluebonnet, Pecan, Texas flag, Texas seal, mockingbird
C	TLW orally discuss the meaning of the symbols and holidays.
Ap	TLW construct a "Texas" book with symbols and holidays. TLW list the facts about the symbols and holidays.

Reteach:

TLW match Texas picture symbols and holidays to the words that identify them.

Enrichment:

TLW create a classroom symbol and holiday.
TLW write a meaningful sentence for each.

Special Population Modification Options

Bilingual/ESL:

TLW use a Spanish Time for Kids on Texas symbols.

Special Services:

TLW use picture cards of the symbols and orally describe them.

Gifted/Talented:

TLW research on the computer the Emancipation Act. TLW create a fact book from the research.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
2A, 13A

Enabling Objective: 4

Content:
TLW distinguish the Texas symbols and understand the simple meaning behind Texas Independence Day and Emancipation Day.

Context:
- TGW discuss the meaning of the Texas symbols and holidays such as Texas Independence and Emancipation Day.
- TLW create a book on symbols and holidays.

Standard of Performance:
- 80% on teacher-made test
- 5 out of 6 on unit test

Content/Context/Real World Extension:
TLW create a classroom symbol and a holiday.
TLW write a meaningful sentence for each one.

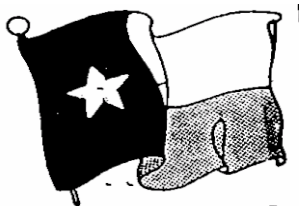
Cognitive Level: Analysis

State/National Testing Targets:
TAKS 8th Grade
Objectives 2 & 3

Prerequisite Skills:
- Identify the Texas symbols
- Basic knowledge of holidays

Aligned Instructional Resources:
- Harcourt Horizon
  T.E. pp. 3
- Resource Guide
- The Legend of the Bluebonnet
  by Tomie de Paola

Sample Test Item:
- TLW identify the state symbols by filling in the correct oval next to the picture



○ Texas flag
○ United States flag
○ Mexico flag

- TLW answer the following questions by filling in the oval next to the correct answer.

1. Why do we celebrate Texas Independence Day?

○ So that we can pop firecrackers.
○ It's when we declared our independence from Mexico.
○ It's George Washington's birthday.

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **5**

Cognitive Level:	**Instructional Steps:**
K	TLW review the terms past and present. TLW label pictures of Stephen F. Austin, Sam Houston, William Travis, George W. Bush, Rick Perry, and Dora Alcala as past or present leaders.
C	TLW work in a small group to research and write down 3 facts on sentence strips about one of the past leaders and their place in Texas history. TGW share their information with the class.
Ap	TLW construct a flip book about the past leaders and the facts they learned.

Reteach:

TLW make a vest.

TLW put a picture of a different historical figure on each part of the vest and write down facts about them under each picture.

Enrichment:

TLW role-play the historical figures and orally state the facts and how they impacted Texas.

Special Population Modification Options

Bilingual/ESL:

• TLW have facts translated in their native language.

• TLW have daily review of the three figures.

Special Services:

TLW be responsible for learning about one figure.

Gifted/Talented:

TLW use the website www.lsjunction.com to research a Texas historical figure of their

TLW create a poster about what they learned and share it with the class.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 90 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
1A, 1B, 1C

Enabling Objective: 5

Content:
TLW recognize various historical figures such as Sam Houston, Stephen F. Austin, and William Travis.

Context:
TLW construct a book of the historical figures.

Standard of Performance:
- 80% correct on teacher-made test
- 2 out of 2 correct in unit test

Content/Context/Real World Extension:
TLW role-play the historical figures and orally state the facts and how they impacted Texas.

Cognitive Level: Application

State/National Testing Targets:
TAKS 8th Grade Objective 1

Prerequisite Skills:
Understands how historical figures helped to shape the state.

Aligned Instructional Resources:
- Resource Guide
- Harcourt Horizons
  T.E. pps. 69, 188, 189, 199A 201, 206A, 209, 222, H12, H14
- www.lsjunction.com

Sample Test Item:
- TLW fill in the oval next to the name of the historical figure in the picture.

○ Rick Perry

○ Martin Luther King, Jr.

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **6**

Cognitive Level:	Instructional Steps:
K C Ap	TLW orally recite the pledge using the U.S. Anthem and pledge chart. TLW listen to the U.S. Anthem and sing along using the chart. TLW orally discuss the purpose for the state to have a pledge and anthem.

Reteach:	Special Population Modification Options
TLW listen to the U.S. Anthem at the listening center and use the chart to sing along.	**Bilingual/ESL:** TLW pair off and orally read the U.S. Pledge and Anthem on the charts. **Special Services:** TLW listen to the U.S. Anthem at the listening center.
Enrichment: TLW create a book to illustrate the meaning of the anthem and song.	**Gifted/Talented:** TLW compose a school pledge and anthem.

SOCIAL STUDIES CURRICULUM

Grade: 1

Unit Title: 5 Texas/U.S. History

Time Range: 45 min. initially 10 min. daily for three weeks

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
13B, 2C

Enabling Objective: 6

Content:
TLW demonstrate self pride by placing his/her hand over his/her heart as the pledge is recited and the U.S. Anthem is heard.

Context:
- TLW illustrate the U.S. Pledge on tag board.
- TLW listen to and practice reciting the U.S. Anthem.
- TGW hold a U.S. parade.

Standard of Performance:
- 80% accuracy
- Recite the Pledge of Allegiance

Content/Context/Real World Extension:
TLW orally discuss the purpose for the U.S. to have a pledge and anthem.

Cognitive Level: Application

State/National Testing Targets:
TAKS 8th Grade
Objective 2 & 3

Prerequisite Skills:
- Know the first few words of National Anthem
- Recite the Pledge of Allegiance

Sample Test Item:
N/A

Aligned Instructional Resources:
- Harcourt Horizons pps. 62 T.E. pg 62-65
- Time for Kids
- Audio Cassette
  "Star Spangled Banner"
- Big Books:
  America's Symbol

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **7**

Cognitive Level:	**Instructional Steps:**
K C	TLW review maps and globes and what they tell us. Using a map of North America, TLW trace the outline of the continental United States with a black crayon. TLW also trace Alaska and Hawaii. TLW color the U.S. red, white and blue.

Reteach:
Using Wikki Stix, TLW outline the map of the continental United States.

Enrichment:
TLW locate and identify the countries that border the United States.

Special Population Modification Options
Bilingual/ESL:
• TLW locate and identify the country of their native origin.
• TLW make a vocabulary card with picture of the U.S. to add to their vocabulary file.

Special Services:
TLW make a mosaic of the United States, using squares of red, white, and blue.

Gifted/Talented:
Using the Atlas, TLW label and identify the seven continents.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
5B

Enabling Objective: 7

Content:
TLW identify the United States on a map of the North American continent.

Context:
TLW locate and describe the United States on a map of the North American continent.

Standard of Performance:
- 80% correct on teacher-made test
- 3 out of 3 correct on unit test

Content/Context/Real World Extension:
TLW locate and identify the countries that border the United States.

Cognitive Level: Comprehension

State/National Testing Targets:
N/A

Prerequisite Skills:
Basic map skills

Aligned Instructional Resources:
- Harcourt Horizons
- Thinking organizer
  T.E. pps. T21, T22
- Harcourt Atlas
- Harcourt CD-ROM GeoSkills

Sample Test Item:

Check E.O. #2 for test sample.

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **8**

Cognitive Level:	**Instructional Steps:**
K C Ap	TLW review the terms past, present, and future. TLW explain how the words yesterday, today and tomorrow are similar to the previous terms. (Add to Word Wall) TLW construct a compare and contrast camera. TLW illustrate pictures of themselves as a baby, a first grader, and a high school graduate. TLW label them as yesterday, today, and tomorrow.

Reteach:

TLW use the calendar and identify yesterday, today, and tomorrow.

(Ex. If today is Wednesday, tomorrow is …..)

Enrichment:

Using "yesterday, and today" or "today and tomorrow", TLW fill in a Cause and Effect graphic organizer.

Ex. Yesterday/Today

I planted a seed. A flower grew.

Special Population Modification Options

Bilingual/ESL:

- TLW make vocabulary cards.
- TLW work with a partner.

Special Services:

TLW use sequencing pictures and identify them as "yesterday, today, and tomorrow".

Gifted/Talented:

TLW create a tri-arama of pictures that show yesterday, today, and tomorrow. (R.G. Unit 4)

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
3C

Enabling Objective: 8

Content:
TLW use the terms "yesterday, today, and tomorrow" when sequencing events.

Context:
TLW construct a compare and contrast camera to demonstrate an understanding of the words "yesterday, today, and tomorrow".

Standard of Performance:
100% completion of Cause and Effect graphic organizer.

Content/Context/Real World Extension:
Using "yesterday and today" or "today and tomorrow", TLW fill in a Cause and Effect graphic organizer.

Cognitive Level: Application

State/National Testing Targets:
N/A

Prerequisite Skills:
Past, present, future

Sample Test Item:

N/A

Aligned Instructional Resources:

- Harcourt Horizons
  T.E. pps. 174A-175A
- Thinking organizers
  T.E. pp. T8
- Big Books:
  Things Have Changed

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **9**

Cognitive Level:	**Instructional Steps:**
K	TLW relate to President's Day and Independence Day and symbols such as Bald Eagle, Liberty Bell, Statue of Liberty, Presidential Seal and U.S. flag, and orally discuss the meaning of each.
C	TLW recognize and explain how each national symbol reflects American individualism. TLW explain how President's Day and Independence Day are celebrated.
Ap	TLW construct a Venn Diagram for President's Day (RG) and Independence Day. (RG Unit 1)
An	TLW compare and contrast two national holidays, such as President's Day and Independence Day.

Reteach:

TLW construct an accordion book titled American Symbol or National Holiday. (RG)

Enrichment:

TLW create a pop-up book about each national holiday.

TLW illustrate how each holiday is celebrated. (RG unit 1)

Special Population Modification Options

Bilingual/ESL:

TLW compare and contrast a national holiday with one from their native land.

Special Services:

TLW create symbols and national holidays flash cards.

TLW write a simple sentence on the back.

Gifted/Talented:

TLW research President's Day and Independence Day.

TLW add information to the compare and contrast organizer. (T.E. pg. T9)

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
2A, 13A,D

Enabling Objective: 9

Content:
TLW distinguish the U.S. symbols from among randomly selected symbols and understand the customs associated with holidays such as Independence Day, President's Day.

Context:
TGW discuss the meaning of U.S. symbols and holidays such as Independence Day, President's Day.

Standard of Performance:
- 80% on teacher-made test
- 4 out of 6 on unit test

Content/Context/Real World Extension:
TLW create a school symbol and holiday.
TLW write a meaningful sentence for each one.

Cognitive Level: Analysis

State/National Testing Targets:
TAKS 8th Grade Objective 5

Prerequisite Skills:
- Identify the customs associated with national patriotic holidays.
- Identify the U.S. symbols

Sample Test Item:
- TLW identify the U.S. symbols by filling in the oval next to the picture

○ Bald eagle
○ Mocking bird
○ parrot

- TLW complete the following statements by filling in the oval next to the correct answer.

Independence Day is also known as _____.

○ The Fourth of July
○ Martin Luther King's Birthday
○ Memorial Day

Aligned Instructional Resources:
- Harcourt Horizons
  T.E. pps. 60A-65A, 198-199, 201
  T.E. Holiday Activities
  pps. H1-H16
- If I Were President
  by Catherine Stier
- Big Books:
  America's Symbols

SOCIAL STUDIES
INSTRUCTIONAL PROCESS

Subject: **Social Studies** **Unit #** **5**

Grade: **1st** **E.O. #** **10**

Cognitive Level:	**Instructional Steps:**
K C Ap	TTW show the pictures of historical figures such as King, Houston, Austin, Travis, Washington, Lincoln, Bush. (RG) TLW orally discuss the facts about the historical figures. TLW match pictures to names of historical figures. TTW orally discuss a timeline on a chart. (butcher paper) TLW create a time on the butcher paper and paste pictures and facts of the historical figures from 1700-2003. (RG sample of timeline) TLW select four historical figures for an accordion timeline book.

Reteach:	**Special Population Modification Options**
TLW play a match game of historical figures. (match name to face)	**Bilingual/ESL:** • TLW select two past and two present historical figures and make a flipbook. • TLW write one fact in the flipbook about each historical figure. **Special Services:** TLW tell about one past and one present historical figure.
Enrichment: TLW create an accordion timeline book of the historical figures.	**Gifted/Talented:** TLW research and construct a shape book about one historical figure of their choice.

SOCIAL STUDIES CURRICULUM

Grade: 1 | **Unit Title: 5 Texas/U.S. History** | **Time Range:** 45 minutes

Terminal Performance Objective: TLW demonstrate an understanding of Texas and United States symbols and how historical figures have helped shape our state and nation.

T.E.K.S.:
1A, 1C, 12B, 1B, 18B, 3B, 17C

Enabling Objective: 10

Content:
TLW identify United States historical figures such as George Washington, Abraham Lincoln, George W. Bush, Martin Luther King, Jr.

Context:
TLW match pictures of historical figures to their characteristics.

Standard of Performance:
- 80% correct on teacher-made test
- 2 out of 2 correct on unit test

Content/Context/Real World Extension:
TLW create an accordion timeline book of the historical figures.

Cognitive Level: Comprehension

State/National Testing Targets:
TAKS 8th Grade Objective 1, 5

Prerequisite Skills:
Understands how historical figures helped shape the nation.

Sample Test Item:

Check E.O. #5 for test sample.

Aligned Instructional Resources:
- Harcourt Horizons
  T.E. pps. 54A-pps. 201, 206A
  209, 222, H12, H14
- Resource Guide
- Abraham Lincoln and The End of Slavery by Russell Shorto
- Big Books:
  I Have A Dream