

# Introduction

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## Curriculum Overview

Congratulations on choosing an outstanding first-grade curriculum! Using this curriculum, you and your student will be engaged in reading nonfiction literature; designing charts, graphs, and graphic organizers; playing games; creating booklets; creating a family tree; and a plethora of other activities. One of the advantages in selecting Texas Tech University K-12 curriculum is that you will have an all-encompassing curriculum similar to what you would find in some of the most outstanding teacher's classrooms in our nation.

This course is completed online in Blackboard using the PDF **Unit Lessons** and **Worksheets** documents.

Unit assessments in this course consist of two parts, the **Unit Test** and the **Unit Project**. For each Unit Test, the student will download and complete PDF test pages, then scan or take a digital photograph of the completed pages showing his or her work. Completed Unit Projects must also be scanned or photographed. Combine the images for each assignment into a single PDF (see **Requirements for Creating PDFs** on the course home page) and upload the file for grading as instructed in the assignment.

## 1st Grade Social Studies

Your student will learn about their basic needs and how each culture meets those needs differently. The student will recognize that different cultures celebrate holidays in a variety of ways. America is a “melting pot” of cultures. The student will learn to value the differences Americans have and be accepting of the differences in customs and traditions. The student will investigate his or her family history. The student will recognize how change affects a community and the people who live in that community. He or she will explore the events that led to the celebration of many holidays in our country. The student will study the history of famous people and events that have shaped our nation. The student will realize that technology has changed the work force and the workload in our daily lives. The student will distinguish between goods and services. He or she will be introduced to the ideas of budgeting, saving money, and making good choices when buying products. The student will investigate different job opportunities.

## Course Objectives

The curriculum meets all of the [Texas Essential Knowledge and Skills](#) (TEKS) objectives. At the end of this course, the student should be able to:

- identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state, and nation;

- identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness;
- compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation;
- 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;
- compare the observance of holidays and celebrations, past and present;
- distinguish among past, present, and future;
- create a calendar or timeline;
- use vocabulary related to chronology, including *yesterday*, *today*, and *tomorrow* ;
- locate places using the four cardinal directions;
- create and use simple maps to identify the location of places in the classroom, school, community, and beyond;
- locate places of significance on maps and globes such as the local community, Texas, and the United States;
- identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;
- identify examples of and uses for natural resources in the community, state, and nation;
- identify and describe the human characteristics of places such as types of houses and ways of earning a living;
- identify examples of goods and services in the home, school, and community;
- identify ways people exchange goods and services;
- identify the role of markets in the exchange of goods and services;
- identify examples of people wanting more than they can have;
- explain why wanting more than one can have requires that people make choices;
- identify examples of choices families make when buying goods and services;
- describe the requirements of various jobs and the characteristics of a job well-performed;
- describe how specialized jobs contribute to the production of goods and services;
- identify leaders in the community, state, and nation;
- describe the roles of public officials including mayor, governor, and president;
- identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;

- identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness;
- explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom;
- describe ways that families meet basic human needs;
- describe similarities and differences in ways families meet basic human needs;
- describe various beliefs, customs, and traditions of families and explain their importance;
- retell stories from selected folktales and legends such as Aesop's fables;
- describe how household tools and appliances have changed the ways families live;
- describe how technology has changed communication, transportation, and recreation;
- describe how technology has changed the way people work;
- obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;
- obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;
- sequence and categorize information;
- express ideas orally based on knowledge and experiences;
- create visual and written material including pictures, maps, timelines, and graphs;
- 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;
- 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.

## Handwriting

Handwriting is taught in the Language Arts course. However, good handwriting skills are necessary in all subjects including social studies. In Kindergarten, Grade 1, and Grade 2, manuscript is the preferred technique. When teaching your child handwriting, please consider the appropriate letter formation and spacing. Please refer to the manuscript chart included on the next page to assist you in appropriately teaching your child handwriting. Please reinforce the importance of good handwriting in all subject areas.



# Traditional Manuscript

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

0 1 2 3 4 5 6 7 8 9



# Books and Materials for Social Studies This Semester

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## Textbook

- Field et al., *Harcourt Horizons: About My World* (Harcourt, Inc., 2003), ISBN 978-0-15-334228-8

## Other Required Books

These books can be purchased from any book vendor or borrowed from your public library.

- Adler, *A Picture Book of Abraham Lincoln* (Holiday House, 1990), ISBN 0823408019
- Adler, *A Picture Book of Christopher Columbus* (Holiday House, 1994), ISBN 082340949X
- Adler, *A Picture Book of Martin Luther King, Jr.* (Holiday House, 1991), ISBN 0823408477
- Altman, *Amelia's Road* (Lee and Low Books, 1995), ISBN 188000027X
- dePaola, *The Legend of the Bluebonnet* (Putnam, 1996), ISBN 0698113594
- dePaola, *Merry Christmas, Strega Nona* (Voyager Books, 1991), ISBN 01523184X
- dePaola, *The Legend of the Poinsettia* (Putnam Publishing Group, 1997), ISBN 0698115678
- Joose, *Mama, Do You Love Me?* (Chronicle Books, 1991), ISBN 087701759X
- McGovern, *Aesop's Fables* (Scholastic, 1990), ISBN 0590438808
- Moore, *The Night Before Christmas* (HarperCollins, 2002), ISBN 006081600
- Oberman, *The Always Prayer Shawl* (Puffin Books, 1997), ISBN 0140561579
- Rattigan, *Dumpling Soup* (Megan Tingley, 1998), ISBN 0316730475
- Robbins, *Make Me a Peanut Butter Sandwich* (Scholastic, 1992), ISBN 0590435507
- Rockwell, *Career Day* (Harper Collins, 2000), ISBN 0060275650
- Viorst, Alexander, *Who Used to be Rich Last Sunday* (Simon & Schuster Adult Publishing Group, 1980), ISBN 0689711999
- Waters, *Samuel Eaton's Day* (Scholastic, 1996), ISBN 0590480537
- Waters, *Sarah Morton's Day* (Scholastic, 1993), ISBN 0590474006
- Waters, *Tapenum's Day* (Scholastic, 1996), ISBN 0590202375

## Internet Site

- [Aesop's Fables](#)

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## Materials

- *A Picture Book of Christopher Columbus* by David A. Adler, or another easy book about Columbus
- any story from Aesop's Fables
- bread
- cans, 2
- Christmas card, craft supplies, or *The Night Before Christmas* by Clement C. Moore, depending on which activity you choose (Day 87)
- craft knife
- craft or baking supplies, depending on which activity you choose (Day 86)
- crayons
- empty containers, cartons, cans, and boxes
- family recipe
- globe
- gloves, plastic, several pairs
- glue
- hammer
- household items
- jelly
- knives
- magazines or catalogs
- markers
- nail
- paper clips, 2
- paper plates
- paper sack
- paper: construction, drawing, writing
- peanut butter
- pencils
- play money
- poster board
- price tags
- scissors
- string, 12 feet



- tape
- tape recorder (optional)
- *The Legend of the Poinsettia* by Tomie dePaola and/or craft supplies, depending on which activity you choose (Day 88)
- video or book *Merry Christmas, Strega Nona* by Tomie dePaola, a glass or plastic Christmas ball, and/or craft supplies, depending on which activity you choose (Day 89)
- world map (optional)



# Grading Procedures and Unit Assignment Checklists

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Grades are calculated for Unit 4, Unit 5, and Unit 6. The semester grade is an average of the three unit grades. The unit grades will include a test and a project for each unit. The Units 4 and Unit 5 Tests and Projects are located in their respective Unit folders in this online course; the Unit 6 Test and Project are the Final Exam folder.

The Unit Tests and Unit Projects will be submitted **separately** to Texas Tech University K-12 to be graded. After the student has finished the Unit Test, scan or take digital photographs of the assigned pages, showing his or her work. Combine the images into a **single PDF** (see “Requirements for Creating PDFs” on the course home page).

Scan or photograph each Unit Project. (For audio or video projects, see “Audio Help” and “Video Help” on the course home page for information about saving these formats for upload.) Combine multiple images into a **single PDF**.

When you save your documents, use the naming convention given for each Unit Test or Unit Project as the name of your file. Upload the file according to the instructions given in the assignment.

## Schedule for tests and projects

### Unit 4:

- Day 98: Unit 4 Test
- Days 99–100: Unit 4 Project (choose one of the projects)

### Unit 5:

- Day 123: Unit 5 Test
- Days 124–125: Unit 5 Project (choose one of the projects)

### Unit 6:

- Days 148–149: Unit 6 Project (choose one of the projects)
- Day 150: Unit 6 Test

## Unit Projects

Your student must complete a project for each unit. The student has the option of creating his or her own project or choosing one of those listed in **Suggested Projects** in this course. If the student chooses a topic, he or she must choose a topic based on the information presented in the

unit, and it must be approved by Texas Tech University K-12. The student must also complete a **Unit Topic Planner**. Please submit these to Texas Tech University K-12 no later than one week after your student begins the unit.

The student's teacher will send feedback regarding whether or not your project has been approved. You will find it in the **My Grades** area of this course.