

Grade 01 Social Studies Unit 04 Exemplar Lesson 02: Jobs at Home

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

This is the second lesson in the Relating to Others: Family Unit. In this lesson students discuss some of the many roles and responsibilities that family members take on to maintain a properly functioning family. What is the difference between a need and a want? What do families need? What jobs need to be done in the family? Who does them? How have the jobs changed over time?

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=5148>.

1.8	<i>Economics. The student understands the concepts of goods and services. The student is expected to:</i>
1.8A	Identify examples of goods and services in the home, school, and community.
1.8B	Identify ways people exchange goods and services.
1.10	<i>Economics. The student understands the value of work. The student is expected to:</i>
1.10A	Describe the components of various jobs and the characteristics of a job well performed.
1.15	<i>Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to:</i>
1.15B	Explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities.

Social Studies Skills TEKS

1.18	<i>Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:</i>
1.18A	Express ideas orally based on knowledge and experiences.
1.18B	Create and interpret visual and written material.

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 01 Social Studies Unit 04 PI 02

Illustrate two jobs you can do at home. Explain orally the criteria for doing the jobs well.

Standard(s): 1.8B , 1.10A , 1.15A , 1.15B

ELPS: ELPS.c.1C , ELPS.c.3D

Key Understandings

- Family members contribute to the family community and help the family meet needs in different ways, which often change over time.
 - What are the needs of a family?
 - What is the difference between a want and a need?
 - How are those needs met?
 - What are some roles and responsibilities of family members?
 - Who in my family completes certain tasks?
 - What happens if the tasks are not accomplished?
 - Are there consequences related to not taking responsibility?

Vocabulary of Instruction

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JL Elias



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Social Studies for Secondary Schools Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers Based in practice and experience it offers systematic support and open honest advice for new teachers is conversational not pedantic and provides lots of examples While the structure and most of the topics remain largely the same as before this Third Edition presents new lesson ideas in every chapter especially designed to help new teachers to address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice Research in Education ,1973

Resources in Education ,2001-04 *Resources in Education* ,1996 The Parallel Curriculum in the Classroom, Book 2 Carol Ann Tomlinson, Sandra N. Kaplan, Jeanne H. Purcell, Jann H. Leppien, Deborah E. Burns, Cindy A. Strickland, 2005-09-08 Learn to design exemplary Parallel Curriculum Units from the experts classroom teachers What is the best way to incorporate the four parallels into your Parallel Curriculum Unit How do teachers using the Parallel Curriculum Model PCM craft units based on the PCM and why do they utilize certain elements and downplay others What does a complete Parallel Curriculum Unit look like This compilation of Parallel Curriculum Units provides a close up look into the development of PCM units and how those units work in actual classroom settings The Parallel Curriculum in the Classroom Book 2 reflects a variety of Parallel Curriculum units spanning primary elementary middle and high school levels of instruction and encompassing the disciplines of social studies science art math and language arts Across each unit the authors present a framework of three essential components in an effective Parallel Curriculum Unit The big picture of grade level subject goals and standards The unpacking or step by step explanation of the unit The reasoning behind the unit design Whether using each parallel independently or combining all four parallels into curriculum design teachers will find the units included here are exemplary models for creating their own parallel curriculum units Use them as professional development tools to help plan thoughtful curriculum based upon the Parallel Curriculum Model Directory of Distance Learning Opportunities Modoc Press, Inc., 2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by

Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

Lessons on the Federalist Papers John J. Patrick, Clair W. Keller, 1987 Studying ideas from the Federalist papers provides high school students with an opportunity to examine the first principles of U S civic culture By increasing their knowledge and appreciation of the basic ideas in the Federalist papers students develop civic literacy that is likely to enhance their participation in a free society This volume contains teaching plans for ten lessons 1 Federalists versus Antifederalists 2 What Is The Federalist 3 Limited Government and the Rule of Law in The Federalist Numbers 23 51 53 70 4 Federalism and Republicanism in The Federalist Numbers 9 and 39 5 Separation of Powers with Checks and Balances in The Federalist Numbers 47 48 51 6 Judicial Review in The Federalist Numbers 78 80 81 7 National Security with Liberty in The Federalist Numbers 4 23 41 8 Popular Sovereignty and Free Government in The Federalist Numbers 10 39 51 9 Hamilton Madison and the Bill of Rights and 10 Chronology of Main Events Associated with the Origin and Writing of The Federalist The content and purposes of the lessons their characteristics and how to select and use them are thoroughly explained in the notes to teachers Selected papers from The Federalist are included in the appendix KWL Dissertation Abstracts International ,1970 **The Social Studies** ,1928 *Curriculum Development Library* ,1980 **Manual for Teachers of History and Other Social Studies** August Charles Krey, Mary Sydney Gold, Louis Arthur Tohill, 1928 **School and Society** ,1933 **Journal of Social Studies Research** ,2003 Social Studies Curriculum Resource Handbook ,1992 *Databases in the Humanities and Social Sciences, 4* Lawrence J. McCrank, 1989 **The Journal of the National Education Association** National Education Association of the United States, 1928 *Junior-high-school Procedure* Frank Charles Touton, Alice Ball Struthers, 1926 *The Dictionary Catalog of the Vivian G. Harsh Collection of Afro-American History and Literature, the Chicago Public Library* Chicago Public Library, 1978 **Subject Guide to Books in Print** ,2001 *The High School Teacher* ,1925

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