



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

Grade Unit Social Studies Exemplar Lesson

Debby Murphy, Wendy Conklin



Grade Unit Social Studies Exemplar Lesson:

Using Literacy Strategies to Enhance Social Studies Education in Elementary Classrooms Kristy A. Brugar, Kathryn L. Roberts, 2025-04-01 Elementary teachers often with their students for most or all of the day have the opportunity to creatively integrate instruction across classes In this text we explore meaningful pedagogical cross over that goes beyond the surface level to build strong foundations and deep connections for teaching and learning in interdisciplinary ways *English Language Arts, Grade 8 Module 1* PCG Education, 2015-10-26 Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation *Argumentative Writing in a Second Language* Alan R. Hirvela, Diane Belcher, 2021-12-13 *Argumentative Writing in a Second Language* is a collection on teaching argumentative writing offering multiple vantage points drawn from the contributors own teaching and research experiences The value of learning how to compose argumentative texts cannot be overstated and yet very little attention has been allocated to the equally important topic of how argumentation is or can be taught in the L2 context Thus this volume shifts attention to teachers and argumentative writing instruction especially within increasingly common multimodal and digital literacy settings While doing so it provides a comprehensive wide ranging view of the L2 argumentative writing

landscape within an instructional lens Part I of the volume is topic oriented and focuses on explorations of important issues and perspectives while Part II features several chapters reporting classroom based studies of a variety of instructional approaches that expand our understanding of how argumentative writing can be taught The book will be of value to pre service and in service teachers in varying instructional contexts as well as teacher educators and L2 writing scholars researchers

Resources in Education ,1997-07 **A Guide for the Elementary Social Studies Teacher** Willard Linwood Chase,Martha Tyler John,1978 Research in Education ,1971-12 *Eighth Grade Students' Reflections on the Relationship Between Art, Culture and Self* Barbara Rogers Bridges,1996 **Using Multicultural Literature to Teach K-4 Social Studies** Barbara Edwards,J. Allen Queen,2002 Using Multicultural Literature to Teach K 4 Social Studies A Thematic Unit Approach will help elementary teachers creatively integrate multicultural literature with K 4 social studies instruction Using the NCSS themes and grade level relevancy the authors have included an annotated bibliography of over 350 titles organized by cultural group Study units include goals objectives for social studies and literacy introductory activities sequenced lessons and assessment activities Stereotypes to avoid in children s literature are also discussed A reader friendly voice and straightforward organization make this a useful tool for any K 4 teacher **The Social Studies Professional** ,2007 What's Next Mark Weichel,Steve Pearce,2022-04-11 Be prepared to enrich students who already know your planned curriculum What s Next provides the tools you need to preassess students and practical strategies to further their learning Concrete examples from different content areas and grade levels illustrate the ideas in action Written for singletons and teacher teams alike this comprehensive resource allows you to test and choose the strategies that work best for your classroom This book will show you how to Recognize the purpose of question 4 within the PLC at Work process What do I do when they already know it Rethink instruction to empower students to further their learning Implement a variety of strategies for students to show what they know Use a different strategy each month and choose what works best Fully implement question 4 by combining the strategies that best suit your classroom Contents Introduction Chapter 1 Showing What I Know With Inventories and Curriculum Compacting Chapter 2 Showing What I Know With Multiple Choice Quizzes and Choice Boards Chapter 3 Showing What I Know With KWL Charts and Alternative Assignments Chapter 4 Showing What I Know With Student Questions and the Question Formulation Technique Chapter 5 Showing What I Know With Drawing and Badges Chapter 6 Showing What I Know With Skimming and Gaming Chapter 7 Showing What I Know With Projects and the Hook Chapter 8 Showing What I Know With Unit Tests and Problem Solving Teams Chapter 9 Pulling It All Together References and Resources Index *Corpus Linguistics Beyond the Word* Eileen Fitzpatrick,2007 This volume will be of particular interest to readers interested in expanding the applications of corpus linguistics techniques through new tools and approaches The text includes selected papers from the Fifth North American Symposium hosted by the Linguistics Department at Montclair State University in Montclair New Jersey in May 2004 The symposium papers represented several

areas of corpus studies including language development syntactic analysis pragmatics and discourse language change register variation corpus creation and annotation and practical applications of corpus work primarily in language teaching but also in medical training and machine translation A common thread through most of the papers was the use of corpora to study domains longer than the word Not surprisingly fully half of the papers deal with the computational tools and linguistic strategies needed to search for and analyze these longer spans of language while most of the remaining papers examine particular syntactic and rhetorical properties of one or more corpora

The How-to Guide for Integrating the Common Core in Language Arts Debby Murphy, Wendy Conklin, 2014-04-01 Find out how to integrate the Common Core in language arts with this easy to use guide This resource will leave teachers feeling empowered to construct their own lessons with easy to follow ideas and suggestions Strategies and ideas are provided to help teachers deliver material while meeting the Common Core and other state standards Instructional shifts in the Common Core State Standards are highlighted and examples of implementation are included with practical tips on how to integrate these standards in a lesson

Teaching with Clarity Tony Frontier, 2021-06-24 Feeling overwhelmed constantly on a daily basis has unfortunately become the status quo among educators But it doesn't have to be Schools need to stop adding more programs strategies activities resources projects assessments and meetings Though they are often implemented with the best intentions these things ultimately end up as clutter that which inhibits our ability to help students learn Instead teachers need more clarity which emerges when we prioritize our efforts to do less with greater focus This isn't simply a matter of teachers doing less Rather teachers need to be intentional and prioritize their efforts to develop deeper understanding among students In Teaching with Clarity Tony Frontier focuses on three fundamental questions to help reduce curricular and organizational clutter in the interest of clarity and focus What does it mean to understand What is most important to understand How do we prioritize our strategic effort to help students understand what is most important By prioritizing clear success criteria intentional design meaningful feedback and a shared purpose teachers can begin to clear away the curricular clutter that overwhelms the profession and embrace the clarity that emerges

Advancing School-University Partnerships and Professional Development Schools through National Research Joseph R. Feinberg, Susan L. Oglethorpe, 2024-07-30 This book offers a comprehensive guide to the impact of professional development schools and school university partnerships PDSs SUPs articulating both the major issues that confront PDSs SUPs and the various research methods shaping the field Stemming from a national PDS research conference and project funded by the American Educational Research Association this collaborative effort presents a vision aimed at promoting inclusive equity focused research within PDSs SUPs and delves into the insights of researchers as they examine revitalized perspectives persistent challenges and emerging areas of study This volume will appeal to scholars teachers teacher educators university students and education policymakers with interest in social justice in research teacher education and P-12 partnerships

Discourse and Power in Educational Organizations David Corson, 1995 In

today's post modern and post traditional institutions power is mainly exercised through the generation of consent through the distribution of ideologies and through the subtle indoctrination of self disciplining practices rather than through the use of force or brute authority This change in the nature of institutional practices focuses the role that language has always had in the exercise of power To address the topic as it affects educational organisations the editor combines two central traditions in contemporary social science inquiry concern for the post modern and post positivist condition of the contemporary world and concern for the praxis of critical theory Contributors to the book's 14 chapters approach their topics from either or both of these traditions In his introductions to the two parts of the book the editor suggests how these traditions can combine and at the same time respond to the challenges of educational concerns within the post modern condition This book's style and content should appeal to students and researchers in educational research curriculum studies policy studies and educational administration The authors are all noted for their contributions to the analysis of discourse and its power co ordinates They will introduce some readers to new worlds the worlds of teacher supervision female leadership critical language awareness the signing deaf and minority outgroups **Resources in Education** ,1997

Approaches to Inclusive English Classrooms Kate Mastruserio Reynolds,2015-03-02 This book provides educators with an accessible guide to best practices concerning content based instruction CBI models and their use in English learner inclusive classrooms The author effectively bridges the gap between theory and practice with a critical analysis of practical examples and diverse strategies for the inclusion of English learners into K 12 general education courses The book also raises controversial questions regarding who is qualified to teach English learners and who is responsible for doing so looking at the difficulties faced by both general educators and ESL teachers in Inclusive Classrooms By providing a lens through which both ESL teachers and general educators are able to analyze compare and contrast a range of widely employed CBI methods this book allows teachers to make informed decisions in their EL program development and work with English learners in K 12 schools What's Hot in Literacy Evan Ortlieb,Stephanie Grote-Garcia,Jack Cassidy,Earl H.

Cheek Jr,2020-09-30 This book showcases hot topics in literacy providing teachers with practices for literacy improvement The international scholars which comprise the author line up for this edited collection describe the evidence based research findings from their research in K 12 schools to demonstrate how literacy success is fostered across the globe **Digital Age**

Linda Leveque Bennett,Michael J. Berson,2007 **The Self-Regulated Learning Guide** Timothy J. Cleary,2018-02-01 The Self Regulated Learning Guide introduces K 12 teachers to the basics of self regulation Highly practical and supported by cutting edge research this book offers a variety of techniques for seamlessly infusing self regulated learning principles into the classroom and for nurturing students motivation to strategize reflect and succeed Featuring clear explanations of the psychology of self regulation these nine chapters provide teachers with core concepts realistic case scenarios reflection activities and more to apply SRL concepts to classroom activities with confidence

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web details and specific considerations id chief complaint always identify the patient by name age and gender for the chief complaint use the informant's own words if possible identify any crucial identifiers of the patient that are pertinent to the diagnosis example this is a 6 year old boy with ss disease who presented with fever of one

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web pediatric h p cc the patient is a 3 year old boy who is admitted at the request of their primary care physician for a high fever and suspected meningitis the patient s mother is the source of the history hpi the patient was acting totally normal and healthy until they developed some congestion and a fever yesterday the fever initially was controlled with