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# Texas 1 Social Studies

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                                                   |
|------------------|-----------------------------------------------------------------------------------|
| State            | Texas                                                                             |
| Grade            | 1 (Elementary)                                                                    |
| Subject          | Social Studies                                                                    |
| Course category  | Core                                                                              |
| Standards family | Social Studies                                                                    |
| Framework        | Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 113 -- Social Studies |
| Issuing agency   | Texas Education Agency                                                            |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units                         |

Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Needs and Wants

### Unit 3: Needs, Wants and Money · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What is the difference between what I need and what I want?                                                                        |
| Standards          | <b>Using Money for Goods and Services</b> -> <b>1.7(A), 1.7(B), 1.7(C), 1.8(C)</b> — 4 standards; full text in the standards table |
| Learning target    | "I can tell the difference between a need and a want."                                                                             |
| Local dates        | _____ (enter your school dates)                                                                                                    |

### Measurable objectives

- Students will explain the concept of using money to acquire goods and services to satisfy needs and wants.
- Students will distinguish needs from wants.

### Success criteria (student-friendly)

- "I sort items."
- "I explain my sorting."
- "I accept that some are tricky."

### Academic vocabulary

need, want, goods, services, money

### Materials and technology

- Picture cards
- Sorting mats
- Chart paper
- Play money
- Recording sheets

### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Product: child sorts items into needs and wants with reasons.

**Family communication**

Sort a shopping list into needs and wants together.

## Day 41 — Things We Must Have

Week 9, Day 1 · Unit 3 · Standards: 1.7(A), 1.7(B), 1.7(C), 1.8(C)

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Needs.                                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: living things. Teach: needs are essential. Explore: identifying. Apply: sorting. Reflect: term charted.

### Check for understanding

Student identifies a need.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Things We Would Like

Week 9, Day 2 · Unit 3 · Standards: 1.7(A), 1.7(B), 1.7(C), 1.8(C)

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Wants.                                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: needs. Teach: wants are not essential. Explore: identifying. Apply: sorting. Reflect: contrast drawn.

### Check for understanding

Student identifies a want.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

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## Day 43 — The Tricky Ones

Week 9, Day 3 · Unit 3 · Standards: 1.7(A), 1.7(B), 1.7(C), 1.8(C)

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Ambiguous cases.                                       |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: both terms. Teach: some depend on circumstances. Explore: discussing. Apply: reasoning. Reflect: nuance accepted.

### Check for understanding

Student explains why an item could be either a need or a want.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Goods and Services

Week 9, Day 4 · Unit 3 · Standards: 1.7(A), 1.7(B), 1.7(C), 1.8(C)

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Two kinds of purchase.                                 |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: buying. Teach: things versus work done for us. Explore: sorting. Apply: classifying. Reflect: terms charted.

### Check for understanding

Student distinguishes a good from a service.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 45 — Paying for What We Choose

Week 9, Day 5 · Unit 3 · Standards: 1.7(A), 1.7(B), 1.7(C), 1.8(C)

|                   |                                                        |
|-------------------|--------------------------------------------------------|
| Focus             | Money as means of exchange.                            |
| Learning target   | "I can tell the difference between a need and a want." |
| Vocabulary in use | need, want, goods                                      |
| Local date        | _____                                                  |

### Learning sequence

Connect: goods and services. Teach: money buys both. Explore: role-play. Apply: purchasing. Reflect: function named.

### Check for understanding

Student explains that money is used to obtain goods and services.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

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Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
- Standards were transcribed from the official source.
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**Exact TEKS section and course code must be verified in the current TEA web/PDF standards. District course offerings and sequencing vary.**

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## Accessibility

Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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## Source citation

Texas Education Agency. Texas Essential Knowledge and Skills (TEKS), 19 TAC Chapter 113 -- Social Studies. The social studies TEKS were amended effective 1 August 2024 and implemented beginning with the 2024-2025 school year. Texas also adopted English Language Proficiency Standards (19 TAC Chapter 120, Subchapter B) in 2024, implemented beginning with the 2026-2027 school year. They are cross-curricular and apply alongside the standards cited here. Retrieved 2026-07-27 from <https://tea.texas.gov/laws-and-rules/sboe-rules-tac/state-board-education-rules-texas-administrative-code>