



Kindergarten Social Studies Unit 01 Exemplar Lesson 02: Authority Figures and the Rules They Enforce

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 lesson focuses on the concept of authority figures as part of students' foundational understanding of how societies (communities) work and govern themselves. Students identify school authority figures and understand the purpose of their jobs in ensuring school safety. This lesson builds on learning in the previous lesson, where students learned about the need for rules.

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=6148>.

K.4 Geography. The student understands the concept of location. The student is expected to:

K.4B Locate places on the school campus and describe their relative locations.

K.9 Government. The student understands the role of authority figures. The student is expected to:

K.9A Identify authority figures in the ~~home, school, and community.~~

K.9B Explain how authority figures make and enforce rules.

Social Studies Skills TEKS

K.15 Social studies skills. The student communicates in oral and visual forms. The student is expected to:

K.15A Express ideas orally based on knowledge and experiences.

GETTING READY FOR INSTRUCTION

Performance Indicators

Kindergarten Social Studies Unit 01 PI 02 Name authority figures in the school. Standard(s): K.9A , K.9B , K.15A ELPS ELPS.c.3D
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Key Understandings

- Leaders make and enforce rules necessary to ensure safety, order, and fairness.
 - Who are leaders in the school that make and enforce rules?
 - Who are authority figures in school?
 - How do the authority figures in your school make and enforce rules?
- Groups can make fair decisions by voting.
 - How do we vote?
 - Why do we vote?
 - When do we vote?
 - How does voting help ensure fair decisions?

Vocabulary of Instruction

- authority figure
- leader
- rules

Materials

- map of school
- photographs of the authority figures in the school

Suggested Duration: 2 days

- pocket chart
- sentence strips with the names of local school authority figures

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

 [Teacher Resource: Authority Figure Flashcards](#)

Resources

- None identified

Advance Preparation

1. Become familiar with content and procedures for the lesson.
 2. Refer to the Instructional Focus Document for specific content to include in the lesson.
 3. Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
 4. Preview resources and websites according to district guidelines.
 5. Prepare materials and handouts as needed.
- Take and prepare photographs of authority figures in the school to be affixed to the Teacher Resource: **Authority Figure Flash Cards** during the lesson. Do this by cutting them out to a size that will fit the card and preparing with tape or Velcro to be attached.
 - Prepare the Teacher Resource: **Authority Figure Flash Cards**. Print on card stock, cut out, and laminate if possible. It is recommended that the clip art pictures on the flash cards be replaced with digital photographs of local school authority figures.
 - Create or locate a map of the school. The map should be at least 11 X 17 so students can easily see the locations of the front door, classroom, principal's office, assistant principal's office, library and librarian's office and other key locations.
 - Make smaller copies of the pictures of the school authority figures and prepare them to be affixed to the map during the Elaborate section.
 - Prepare pocket chart and sentence strips.

Background Information

Rules and Laws – a rule regulates society by providing a framework for correct conduct or action. Rules can be dictated, suggested, or self-imposed. A law is a regulation or custom which is formally recognized as binding by a controlling authority, and implies the obligation of obedience on the part of all subjects to that authority.

Authority figures – set standards, enforce the law, or maintain social order in the absence of laws. Most people respect authority and comply with the written or spoken rules. Authority figures include parents and grandparents, school teachers and principals, police officers, clergy, military officers, and others in positions of authority

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

<p>Instructional Procedures ENGAGE – Who are the people who enforce rules at school?</p>	<p>Notes for Teacher NOTE: 1 Day = 30 minutes Suggested Day 1 – 5 minutes</p>
<ol style="list-style-type: none"> 1. Show students photographs of school authority figures. 2. Ask questions such as: <ul style="list-style-type: none"> • Do you know who this is? (<i>Yes, she is Ms. Jones.</i>) • What does she do at our school? (<i>She is in charge of our school.</i>) • What does it mean to be in charge? • What do you think is her most important job at Sunnydale Elementary? (<i>She keeps us safe so we can learn.</i>) 3. Place the photograph in the pocket chart. 4. Show the sentence strip with the authority figure's name written on it. Place the sentence strip in the pocket chart next to the appropriate photograph. 	<p>Materials:</p> <ul style="list-style-type: none"> • photographs of the authority figures in the school • sentence strips with the names of local school authority figures • pocket chart
<p>EXPLORE – What are authority figures, and what do they do?</p>	<p>Suggested Day 1 (cont'd) – 5 minutes</p>

Suggested Duration: 2 days

<ol style="list-style-type: none"> Show students the Teacher Resource: Authority Figure Flash Cards one at a time. Read the title of the authority figure and the definition of the job he/she does. Ask: <ul style="list-style-type: none"> How does this person keep the students at our school safe? Why do we need these people at school? (<i>Possible answers: They write rules and then make people follow the rules. We need them so our school will be orderly. When students follow the rules, then we feel safe and we are able to learn.</i>) After reading each definition, allow students to decide which school authority figure matches that definition and assist in placing the vocabulary flash card in the correct pocket on the pocket chart. Ask: <ul style="list-style-type: none"> How do authority figures make and enforce rules? Facilitate a discussion where students speculate on how and why rules are made. (<i>Possible answers include: A problem is observed, and a rule is created to fix it; then people in charge enforce the rule. Example: A child could get hurt if other children are pushing in line at the water fountain, so a rule is made that will keep children safe at the water fountain. Children follow the rule and authority figures make sure it is followed.</i>) 	<p>Materials:</p> <ul style="list-style-type: none"> pocket chart <p>Attachments:</p> <ul style="list-style-type: none"> Teacher Resource: Authority Figure Flash Cards <p>Purpose: Vocabulary development, introduction to print. Students make the connection between the authority figures in the school and the definition of their jobs.</p> <p>TEKS: K.4B, K.9A, K.9B, K.15A</p>
<p>EXPLAIN – Express ideas orally based on knowledge and experiences.</p>	<p>Suggested Day 1 (cont'd) – 5 minutes</p>
<ol style="list-style-type: none"> Students tell about a time when they followed a rule and who the authority figure was who enforced the rule. 	
<p>ELABORATE – Where do we find school authority figures? Instructional Procedures</p>	<p>Suggested Day 1 (cont'd) – 10 minutes Notes for Teacher</p>
<ol style="list-style-type: none"> Show a map of the school to students. Lead students to explore the map by spending a few minutes asking questions and pointing out locations on the map, such as: <ul style="list-style-type: none"> Who knows what this is? (A map.) Yes, it is a map. It is a map of our school. Pointing to map, say: <ul style="list-style-type: none"> This is the front of the school. This is our classroom, near the library, which is here. The library is where we might find the librarian. This is the principal's office, to the left of the cafeteria. That is where the principal does some of her work. Continue in this manner, pointing out locations in the school where school authority figures can be found. 	<p>Materials:</p> <ul style="list-style-type: none"> map of school <p>Purpose: Introduce the idea of using a map as a tool and to help students become more familiar with the school and the authority figures in the school.</p> <p>TEKS: K.4B, K.9A, K.9B, K.15A</p> <p>Instructional Note: Question the location of each authority figure. Be sure to guide students to use terms related to relative location. If they do not use these words, model the appropriate language; for example, "The principal's office is to the left of the front door of the school," or "The librarian's office is near the library." As the map is introduced, use as many location words as possible. Include: over, under, near, far, left, and right. Note that the use of a map in this lesson is for introductory purposes only, to allow students to become familiar with the idea of a map. Maps are used more extensively in units 2 and 13.</p>
<p>EVALUATE</p>	<p>Suggested Day 1 (cont'd) – 10 minutes</p>
<p>Kindergarten Social Studies Unit 01 PI 02 Name authority figures in the school. Standard(s): K.9A , K.9B , K.15A ELPS ELPS.c.3D</p> <ol style="list-style-type: none"> Ask: Who are the authority figures in our school? Students name the authority figures in the school. Use a rubric to determine mastery. 	<p>Instructional Note: During the lesson, the teacher can have a clip board with the students' names listed. As the student demonstrates mastery, the teacher can indicate mastery on the sheet.</p>

Authority Figure Flash Cards

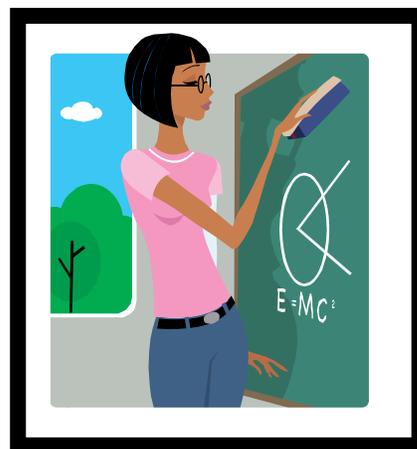
principal

The leader or head of a school.



teacher

Someone who teaches in a school.



Authority Figure Flash Cards

librarian

A person who works
in a library.



assistant principal

The person who helps
the principal of a school.



Authority Figure Flash Cards

