



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES

1ST GRADE

6 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6		

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: CITIZENSHIP

TIMELINE: 5 WEEKS - 1ST NINE WEEKS

Unit Summary: Learners will understand what it means to be a good citizen and traits of good citizenship.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- The positive outcomes of having order and fairness in a classroom and community.
- Decisions have consequences.
- There are people in authoritative roles that enforce rules (parents, teachers, police officers, judges).
- Rules and laws are in place to protect the safety of people (wearing a helmet when riding a bike, using a crosswalk, etc and maintain order.
- There are various ways to become involved with the community.

Students will be skilled at...

- Obtaining information, apply effective decision-making strategies when faced with a rule-breaking situation, expressing ideas orally based on knowledge and experiences; and creating and interpret visual and written information

UNIT 2: GOVERNMENT

TIMELINE: 5 WEEKS - 1ST AND 2ND NINE WEEKS

Unit Summary: National and state symbols can remind us about important events in the past. Democracy gives us freedom to choose our leaders.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- The US Flag, Texas Flag Statue of Liberty, Bald Eagle, Alamo & Liberty Bell are patriotic symbols and are important to our country and state..
- Voting is how our country chooses leaders.
- Our community, state and nation have public officials.
- The Pledge of Allegiance is recited to show respect to our nation.
- They can recite the Pledge of Allegiance.
- They can identify the Patriotic Symbols: US Flag, Texas Flag, The Alamo, Statue of Liberty, Liberty Bell, Bald Eagle

Students will be skilled at...

- Using problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- Using a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.

UNIT 3: CULTURE

TIMELINE: 6 WEEKS - 2ND NINE WEEKS

Unit Summary: Learners will examine different family traditions and customs and share them with their classmates. Learners will explore patriotic and cultural holidays.

- **Transfer Goal:** Examine the traditions of cultures to gain insight into people and their impact on our world.

Students will know...

- Different cultures have different beliefs.
- Folktales and legends such as, Aesop's fables, reflect beliefs, customs, language, and traditions of communities
- Technology affects our daily life.

Students will be skilled at...

- Identifying and comparing the observance of holidays and celebrations
- Communicating in oral, visual, and written forms.
- Expressing ideas orally based on knowledge and experiences; and
- Creating and interpreting visual and written material.

UNIT 4: HISTORY

TIMELINE: 5 WEEKS - 2ND AND 3RD NINE WEEKS

Unit Summary: Learners will understand that everything that happens today connects to the past.

- **Transfer Goal:** Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.

Students will know...

- The difference between past, present, and future.
- How significant individuals have impacted our community, state, and nation.

Students will be skilled at...

- Obtaining information about a topic using a variety of valid oral sources such as conversations, interviews, and music;
- Obtaining information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.

UNIT 5: ECONOMICS

TIMELINE: 7 WEEKS - 3RD AND 4TH NINE WEEKS

Unit Summary: Learners will understand that a society's economic system is determined by the needs and wants of its population. **Needs** are goods and services that individuals use to survive (such as food, shelter and clothing) and **wants** are goods and services that individuals would like to have but do not need to survive.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- Needs and Wants are different from person to person
- There are various ways to meet basic needs
- Wanting more than you can have requires you to make a decision
- There are different ways to earn, save, and spend money.

Students will be skilled at...

- Using problem-solving and decision-making skills, working independently and with others, in a variety of settings.
- Using a problem-solving process to identify a problem, gathering information, listing and considering options, considering advantages and disadvantages, choosing and implementing a solution, and evaluating the effectiveness of that solution

UNIT 6: GEOGRAPHY

TIMELINE: 5 WEEKS - 4TH NINE WEEKS

Unit Summary: Learners will understand that geography organizes our world and defines the space we live in. Maps and globes help us understand our place in our world. Learners will understand the importance of taking care of the earth's natural resources.

- **Transfer Goal:** Investigate places and regions and the connections among them.

Students will know...

- Land and Water compose our Earth
- Landforms are not man-made
- Maps can help you locate yourself in relation to other places
- They can locate Texas on a map

Students will be skilled at...

- Creating simple maps
- Identify and describe the physical characteristics of landforms, bodies of water, and natural resources
- Communicating in oral, visual, and written forms.