



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES - KINDER

KINDER

5 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 6 weeks	Unit 2 8 weeks	Unit 3 9 weeks	Unit 4 7 weeks	Unit 5 8 weeks			

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: Government: Me and My World

TIMELINE: 6 WEEKS-1ST GRADING PERIOD

Unit Summary: The learner will explore rules, jobs, and responsibilities of citizenship in a community environment such as school, home, and city.

- **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...

- Jobs in the home include: Washing dishes, cleaning your room, and doing laundry.
- Jobs in school include: teacher, principal, counselor, and nurse.
- Jobs in the community include: policemen, firemen, paramedics, construction workers.
- Why we have rules and why they are important
- Authority figures at home include: parents, grandparents, or trusted adults.
- Authority figures at school include: teachers, principals
- Authority figures in the community include: policemen and mayor.

Students will be skilled at...

- Expressing ideas orally based on knowledge and experiences.
- Creating and interpreting visuals such as thinking maps and pictures.

UNIT 2: Citizenship: Land I Love

TIMELINE: 8 WEEKS: 1ST AND 2ND GRADING PERIODS

Unit Summary: The learner will explore patriotic symbols, historical figures, and national holidays. The learner will explore chronological order of events.

- **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...

- There is a difference between needs and wants.
- People have jobs in order to meet their basic needs.
- Technology has changed the way we live.

Students will be skilled at...

- Expressing their ideas orally based on knowledge and experience.
- Creating thinking maps and pictures.

UNIT 3: Culture: How We Live and Celebrate

TIMELINE: 9 WEEKS: 2ND AND 3RD GRADING PERIODS

Unit Summary: The learner will explore similarities and differences of people in relation to clothes, food, customs, and celebrations.

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

Students will know...

- Communities are built of people who have different traditions including: music, food, and dress.
- Different families celebrate traditions in different ways including: birthdays, losing teeth, holidays.

Students will be skilled at...

- Categorizing differences in communities.
- Gather information about different traditions using different sources such as books and electronic resources.
- Identifying similarities and differences.

UNIT 4: Geography: Learning About my World

TIMELINE: 7 WEEKS-3RD GRADING PERIOD

Unit Summary: The learner will explore the geography of the world around them including landforms. The learner will explore how to read and create simple maps in relation to geography.

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

Students will know...

- How to use terms including :over, under, near, far, left, and right, to describe relative location.
- Tools help find and describe location
- Different physical characteristics can be used to describe locations.

Students will be skilled at...

- express ideas orally based on knowledge and experiences; and
- create and interpret visuals, including pictures and maps.

UNIT 5: Economics: Learning About my Needs and Wants

TIMELINE: 8 WEEKS-4TH GRADING PERIOD

Unit Summary: The learner will explore basic needs and wants in different communities and how the needs are met.

- **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...

- There is a difference between needs and wants.

- People have jobs in order to meet their basic needs.
- Technology has changed the way we live.

Students will be skilled at...

- use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- use 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 the decision.