

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	1
<b>Grade/Level</b>	1st	<b>Weeks:</b>	1-2
<b>Unit Name/Title</b>			
Citizenship			
<b>Overview</b>			
Characteristics of being a good citizen.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1.2B) compare the observance of holidays and celebrations, past and present;	Include patriotic holidays  EX: Veteran’s Day honoring living military personnel, formerly Armistice Day, poppies, cemetery ceremonies, Memorial Day honoring fallen military, President’s Day, Constitution Day (Sept. 17)	
(1.2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1.2C) identify anthems and mottoes of the United States and Texas.	U.S.: <ul style="list-style-type: none"> <li>• Pledge of Allegiance</li> <li>• motto: E Pluribus Unum (out of many, one)</li> <li>• anthem: Star-Spangled Banner</li> </ul> Texas: <ul style="list-style-type: none"> <li>• Pledge to the Texas Flag</li> </ul>	
(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(1.13B) recite and explain the meaning of the Pledge of Allegiance and the Pledge to the Texas Flag;	Pledge of Allegiance – declaration of patriotism  Pledge to the Texas Flag	
(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(1.13A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;	US flag: symbol of freedom, explain what the stars and stripes represent	

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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	2
<b>Grade/Level</b>	1st		<b>Weeks:</b>	3-4
<b>Unit Name/Title</b>				
Citizenship, maps				
<b>Overview</b>				
Exploring our heritage, customs and community.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(1.2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1.2A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;	Cesar Chavez <a href="http://www.patriotism.org/">http://www.patriotism.org/</a>		
(1.17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;			
(1.5) Geography. The student understands the purpose of maps and globes The student is expected to:	(1.5B) locate places of significance on maps and globes such as the local community, Texas, and the United States.	Local community, including Wylie map (Murphy, Sachse, St. Paul) Texas, including Dallas and Austin United States, such as, Washington, D.C		
(1.5) Geography. The student understands the purpose of maps and globes The student is expected to:	(1.5A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and	Classroom, school (office, cafeteria, nurse, library, playground, gym), Community (post office, park, fire station) State (Capital)		

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	3
<b>Grade/Level</b>	1st	<b>Weeks:</b>	5-6
<b>Unit Name/Title</b>			
Citizenship, maps			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.4) Geography. The student understands the relative location of places. The student is expected to:	(1.4B) describe the location of self and objects relative to other locations in the classroom and school	Relative Location: Next to, above, below, left, right, north, south, east, west  (e.g., The computer is next to the bookshelf; the door is to the right of the teacher's desk.)	
(1.4) Geography. The student understands the relative location of places. The student is expected to:	(1.4A) locate places using the <u>four cardinal directions</u> ; and	Cardinal Directions: North, South, East, West	
(1.12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	(1.12C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.	School's namesake and namesakes of buildings, streets, towns, etc.  parents, teachers, principal, community leaders, such as, Wylie, Sachse, Murphy and St. Paul	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	4
<b>Grade/Level</b>	1st	<b>Weeks:</b>	7-8
<b>Unit Name/Title</b>			
Citizenship			
<b>Overview</b>			
Responsibility and characteristics of good citizenship.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.12) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	(1.12A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;	belief in justice – follow judicial system truth – always tell the truth equality – equal treatment under the law responsibility for self and the common good; responsibilities of adult citizenship: obeys laws, votes in elections, does his or her job, cares about others, is informed about what is happening in the world, functions in the best interest of all citizens	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	5
<b>Grade/Level</b>	1st	<b>Weeks:</b>	9-10
<b>Unit Name/Title</b>			
Government			
<b>Overview</b>			
The roles of the local, state and federal government(s).			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.11) Government. The student understands the role of authority figures and public officials. The student is expected to:	(1.11A) identify leaders in the community, state, and nation including:	Mayor (community) Governor (state) President (nation)	
(1.11) Government. The student understands the role of authority figures and public officials. The student is expected to:	(1.11B) describe the roles of public officials including mayor, governor, and president; and	Mayor – looks out for the best interests of the people living in the community  Governor – looks out for the best interests of people in the state,  President – looks out for the best interests of the people in the country,	
(1.11) Government. The student understands the role of authority figures and public officials. The student is expected to:	(1.11C) identify the responsibilities of authority figures in the home, school, and community	Look out for the best interests of home, school, community  Define and carry out rules (a rule regulates society by providing a framework for correct conduct or action. Rules can be dictated, suggested or self- imposed)  Parents (home), principal (school), mayor, police (community)  Mayor: leader of city;  Governor: leader of state; President: leader of country	

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<p>(1.10) Government. The student understands the purpose of rules and laws. The student is expected to:</p>	<p>(1.10A) explain the need for rules and laws in the home, school, and community; and</p>	<p>Rules provide safety, protection, and order.</p>
<p>(1.10) Government. The student understands the purpose of rules and laws. The student is expected to:</p>	<p>(1.10B) give examples of rules or laws that establish order, provide security, and manage conflict.</p>	<p>E.g., school and classroom rules, traffic lights</p> <ul style="list-style-type: none"> <li>• identify classroom rules, home rules, community, state, federal</li> </ul> <p>Safety patrol, cross at crosswalks, no speeding, no skateboards in busy places</p> <p>Consequences of laws</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	6
<b>Grade/Level</b>	1st	<b>Weeks:</b>	11-12
<b>Unit Name/Title</b>			
Government			
<b>Overview</b>			
Elections (voting) and politicians at the local, state and national levels.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(1.13C) use voting as a way of making choices and decisions; and	Majority rules, all agree  Other methods: teacher or other individual decides, small group decides, all participate in decision (secret vote, raise hands, vocal assent, etc.) During election year participate in mock elections	
(1.19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(1.19B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.		
(1.13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:	(1.13D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.	Independence Day – custom to wear red, white, blue; hold parade; set off fireworks; symbol is flag, Uncle Sam  Veterans Day – customs: honoring military personnel, parade, flags in yards, decorate cemetery; symbol: flag, poppy  Bald eagle – symbol of America  Statue of liberty – freedom, individuality  Local celebrations, such as, Fourth of July parade  Pride in our flag Pledge of Allegiance = The Pledge of Allegiance is a declaration of American patriotism	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	7
<b>Grade/Level</b>	1st	<b>Weeks:</b>	13-14
<b>Unit Name/Title</b>			
Culture			
<b>Overview</b>			
The similarities and differences in cultures and families.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.6) Geography. The student understands various physical and human characteristics of the environment. The student is expected to:	(1.6C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.	types of houses: one-story, two-story, apartment, RV, mobile home, cabin, house on stilts, houseboat  how jobs are influenced by geographical location, such as, agriculture in the South, fishing in coastal areas  Also games, languages, religion, schedules, foods, governments with student input	
(1.14) Culture. The student understands how families meet basic human needs. The student is expected to:	(1.14A) describe ways that families meet basic human needs; and	Family – a group of people who care about you  Basic Human Needs- All humans require three things to survive: food, clothing and shelter. People need food to eat, clothes to wear and a house to live in  Jobs around the house: help your family, take care of brother/sister, play together, celebrate together, provide meals and a place to live, rules for family	
(1.14) Culture. The student understands how families meet basic human needs. The student is expected to:	(1.14B) describe similarities and differences in ways families meet basic human needs	same/different: Some people experience better standards of living, they eat better food, wear nicer clothes and live in better houses than other people. While people can be happy with less, those who do not meet all three basic needs; may not survive.  Where people live (houses, apartments, mobile homes, trailers), family celebrations, ways to help in your family/jobs in family, types of food, ways to play	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	8
<b>Grade/Level</b>	1st	<b>Weeks:</b>	15-16
<b>Unit Name/Title</b>			
Culture			
<b>Overview</b>			
Understanding beliefs, customs and traditions.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.15) Culture. The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:	(1.15A) describe various beliefs, customs, and traditions of families and explain their importance; and	Such as: food, songs, celebrations- specifics will come from student input	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	9
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	17-18
<b>Unit Name/Title</b>			
Character, value of work, goods & services			
<b>Overview</b>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:	(C) Compare the similarities and differences among the lives and activities of historical figures who have influenced the community, state, and nation.	Local people who have influenced the community, such as, Rita Smith, Harry & Retha Tibbals, etc.  State: S. Houston, G. Bush and other present-day figures  Nation: George Washington, Abraham Lincoln,. Martin Luther King, Jr.	
(1.2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(1.2A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, <del>Independence Day, and Veterans' Day;</del>	Martin Luther King, Jr. Day – pay tribute to civil rights leader, “I Have A Dream” speech, segregation, non-violent fight for equal rights  <a href="http://www.patriotism.org/mlk/">http://www.patriotism.org/mlk/</a>	
1.9 Economics. The student understands the value of work.	(1.9B) describe how specialized jobs contribute to the production of goods and services.	Dairy farmer, to truck driver, to pasteurization, to bottler, to truck driver, to the market	
1.9 Economics. The student understands the value of work.	(1.9A) describe the requirements of various jobs and the characteristics of a job well-performed; and	Be on time, meet expectations, attitude, work with others  To be a teacher requires a need to like children, graduate from college, pass state test, interview and be chosen  Job well-performed:  teacher – students learn, works well with teachers and children and community and parents, do your best, feel good about your job  Student: go to school, learn, read, write, do math	

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<p>(1.19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(A) 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; <del>and</del></p>	
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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	10
<b>Grade/Level</b>	1 <sup>st</sup>		<b>Weeks:</b>	19-20
<b>Unit Title</b>				
Character/Value of Work/Goods & Services				
<b>Overview</b>				
People make important decisions about their wants and needs when utilizing goods and services.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(1.7) <b>Economics.</b> The student understands the concepts of goods and services.	(1.7B) identify ways people exchange goods and services; and	Need to define exchange = Buy/sell, barter/trade  Exchange goods and services Buy milk (a good) – cow is milked (service), milk is bottled (service), milk is taken to store (service), milk is sold by cashier (service) <b>Goods and Services</b> Goods and services are both useful to people. Goods are things people can touch and feel such as groceries, toys, and computers. Services are not physical things. Instead, people provide services to other people, through activities such as waiting tables, carrying bags, or programming computers to respond to requests for information.		
(1.7) <b>Economics.</b> The student understands the concepts of goods and services.	(1.7C) identify the role of markets in the exchange of goods and services.	Market: brings buyers and sellers together. Including physical place (shopping center) or mechanism (telephone, internet)  <b>Markets</b> A market is a physical location such as a shopping district in a town or state, or a mechanism such as telephones, the telegraph, or the internet which brings buyers and sellers together. Markets serve local, regional, national, or global regions.		
(1.8) <b>Economics.</b> The student understands the condition of not being able to have all the goods and services one wants	(1.8A) identify examples of people wanting more than they can have;	Wanting: fancier bike, newer computer, CD player/MP3, vacation to XYZ, too much food		
(1.8) <b>Economics.</b> The student	(1.8B) explain why wanting more than	Wants may cost more than people can afford; people have		

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understands the condition of not being able to have all the goods and services one wants	they can have requires that people make choices; and	to choose between what they want and what can be afforded.
(1.8) <b>Economics.</b> The student understands the condition of not being able to have all the goods and services one wants	(1.8C) identify examples of choices families make when buying goods and services.	Best price, convenience of location and availability

### Subject Area

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	11
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	21-22
<b>Unit Title</b>			
Goods & Services/Technology			
<b>Overview</b>			
The ways we purchase goods and services have changed with technology.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1.7) <b>Economics.</b> The student understands the concepts of goods and services.</p>	<p>(A) identify examples of goods and services in the home, school, and community;</p>	<p>Goods: A tangible item that can be bought or sold  <b>Goods and Services</b> Goods and services are both useful to people. Goods are things people can touch and feel such as groceries, toys, and computers. Services are not physical things. Instead, people provide services to other people, through activities such as waiting tables, carrying bags, or programming computers to respond to requests for information.</p> <p>Home – Farmer’s garden, hay                      School – project (story)                      Community –computers and crops</p> <p>Services: things people do                      Home – home based business, chores                      School – education, nurse/health care, food service, PTO/PTA                      Community - (newspaper delivery, mail carrier delivering mail, fix the air conditioner, volunteer to help at the library)</p>	
<p>(1.1) <b>History.</b> The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p>	<p>(A) identify contributions of historical figures such as Sam Houston and <b>Abraham Lincoln</b> who have influenced the community, state, and nation;</p>	<p>Lincoln: 16<sup>th</sup> president of the U.S. during the Civil War, freed slaves, the South did not want him to win the presidency  <b>Abraham Lincoln</b> (1809-1865) Abraham Lincoln served as president of the United States during the Civil War. He</p>	

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		<p>managed to preserve the unity of the United States and took steps to abolish slavery, but was assassinated before he could implement post-war plans. He began his political career by serving four terms in the Illinois legislature beginning in 1834. He served one term as representative from Illinois to the U.S. House of Representatives. He was elected the sixteenth President in 1860, re-elected in 1864, and assassinated in 1865. He helped build the Republican Party, which replaced the Whig Party in the 1850s, from obscurity to the party of choice by 1860. His Gettysburg Address, delivered in November 1863 at the dedication of the national cemetery at the Civil War battlefield, called for national unity despite obstacles. He began the process of freeing slaves in the Confederate states when he issued his Emancipation Proclamation in 1863. His most lasting influence remains the Thirteenth Amendment, ratified in December 1865, months after his death. It banned slavery throughout the United States. His likeness is one of four presidents carved into the monument at Mount Rushmore, South Dakota. Presidents' Day, a federal holiday, occurs on the third Monday in February, near his birthday, February 12.</p>
<p>(1.7) <b>Economics.</b> The student understands the concepts of goods and services.</p>	<p>(C) identify the role of markets in the exchange of goods and services.</p>	<p>Market: brings buyers and sellers together. Including physical place (shopping center) or mechanism (telephone, internet)  <b>Markets</b> is a physical location such as a shopping district in a town or state, or a mechanism such as telephones, the telegraph, or the internet which brings buyers and sellers together. Markets serve local, regional, national, or global regions.</p>
<p>(1.16) <b>Science, technology, and society.</b> The student understands how technology has affected daily life, past and present. The student is expected to:</p>	<p>(A) describe how household tools and appliances have changed the ways families live;</p>	<p>Including: science – observe and classify facts  Washing machine, telephone, stove, microwave, remote control, inside plumbing, Washing machine – faster. Used to take all day to do by hand  <b>Technology</b> is the application of processes, methods, or</p>

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		<p>knowledge to achieve a specific purpose. Scientists and engineers develop technology with positive outcomes in mind such as increasing production and improving communication. Products of technology including computers, telephones, radios, and scientific equipment affect human conditions. Many believe the influences are positive, but some consider the negative ramifications of technology. For example, citizens differ in their viewpoints of nuclear energy. Does it provide safe fuel, or do the risks of disaster override its potential?</p>
<p>(1.16) <b>Science, technology, and society.</b> The student understands how technology has affected daily life, past and present. The student is expected to:</p>	<p>(B) describe how technology has changed communication, transportation, and recreation; and</p>	<p>Communication: cell phone, <del>Email</del>-computer, OnStar, 911, Transportation: carriage, train, automobile, airplane, Super Sonic Transport (SST), jet Recreation: TV, gaming systems, RVs, camping equipment, sports equipment,</p>
<p>(1.16) <b>Science, technology, and society.</b> The student understands how technology has affected daily life, past and present. The student is expected to:</p>	<p>(C) describe how technology has changed the way people work.</p>	<p>Work from home using computers and telephones; electric lights – longer time to work/stay awake; video conferencing</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	12
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	23-24
<b>Unit Title</b>			
Geography			
<b>Overview</b>			
There are physical characteristics of the environment including landforms, bodies of water and natural resources.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1.6) <b>Geography.</b> The student understands various physical and human characteristics of the environment. The student is expected to:</p>	<p>(A) identify and describe the physical characteristics of places such as including landforms, bodies of water, natural resources, and weather;</p>	<p>Landforms: features of earth’s surface (plains, mountains, deserts, hills, valleys, coastal regions)  <b>Landforms</b> are features of the Earth’s surface which include plains, mountains, deserts, hills, and canyons.</p> <p>Bodies of water: water accumulates in natural or man-made depressions (tanks, ponds, lakes, oceans, rivers)  <b>Bodies of Water</b> accumulates in natural or man-made depressions. Bodies of water result, ranging in size from small tanks or ponds to lakes, seas, and oceans.</p> <p>Natural resources: items provided by nature from which people produce goods and provide services (water, soil, trees, oil)  <b>Natural Resources</b> are items provided by nature from which people produce goods and provide services. Some examples of natural resources include water, soil, trees and oil as well as minerals and metals such as gold and iron ore. Even abundant fish can be a natural resource.</p> <p>Natural Hazards; fire, flood, and tornado</p> <p>Weather; seasonal patterns such as spring, summer, autumn, and winter</p> <p>Shape physical characteristics of place: climate, temperature, precipitation, wind  <b>Physical Characteristics of Places</b> Physical characteristics of places are features such as soil, landforms, bodies of water, types of vegetation and</p>	

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		<p>climate. These result from climatic and tectonic processes. Forces within the Earth (tectonic) cause volcanic activity and earthquakes which result in mountains and other natural features of the landscape. Climate, including effects of temperature, precipitation, and wind, also shape the physical characteristics of places. Fertile deltas result from repeated flooding, for instance.</p>
<p>(1.6) <b>Geography.</b> The student understands various physical and human characteristics of the environment. The student is expected to:</p>	<p>(B) identify examples of and uses for natural resources in the community, state, and nation; and</p>	<p>Community: trees, such as, new construction            State: oil, such as, refineries, etc.            Nation: agriculture ,such as, crops for food</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	13
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	25-26
<b>Unit Title</b>			
Texas History			
<b>Overview</b>			
Historical figures and symbols that shaped Texas.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.1) <b>History.</b> The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:	(A) identify contributions of historical figures such as <b>Sam Houston</b> and Abraham Lincoln who have influenced the community, state, and nation;	Houston: President of the Republic of Texas, commander-in-chief during Texas Revolution, campaigned for Texas to join the Union, city of Houston is named after him <b>Sam Houston (1793-1863)</b> Sam Houston provided leadership for more than 25 years in Texas, commanding the army, and serving as president of the Republic, U.S. senator, and then governor. He was already a notable American when he came to Texas in 1832. Born in Virginia, he lived for several years in Tennessee learning from the Cherokee. He served in the army under the command of General Andrew Jackson. After his military service he was a representative to the Tennessee Congress and served as governor. Because of his knowledge of and appreciation for the Cherokee, he often represented the United States in attempts to settle disputes	
(1.2) <b>History.</b> The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(C) identify anthems and mottoes of the United States and <b>Texas.</b>	Texas: <ul style="list-style-type: none"> <li>• Pledge to the Texas Flag</li> </ul> <b>Pledge of Allegiance to the Texas Flag</b> In 1965, Governor John Connally approved the Pledge to the Texas Flag: “Honor the Texas flag. I pledge allegiance to thee, Texas, one state, under God, one and indivisible.” <b>Flags of Texas</b> Six flags have flown over Texas. These represent the different nations which occupied Texas territory beginning with Spain, then France, Mexico, the Republic of Texas, the Confederate States of America, and the United States of America. The Republic	

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		<p>adopted a flag on December 10, 1836, but later, in 1839, approved the Lone</p> <ul style="list-style-type: none"> <li>• state song: Texas, Our Texas</li> <li>• motto: Friendship</li> <li>• “Remember the Alamo”</li> </ul> <p><b>Mottoes</b> A motto is a short expression of a guiding principle. The Boy Scout motto “Be prepared,” and the rallying cry of the Texas Revolution, “Remember the Alamo,” are examples.</p>
<p>(1.13) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(A) explain selected national and <b>state</b> patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo;</p>	<p>Texas Flag: explain the meaning of the lone star; explain that the Texas flag can be flown at the same level</p> <p>Texas symbols: state flower-Bluebonnet, state bird-Mockingbird and state tree-Pecan</p>

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	14
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	27-28
<b>Unit Title</b>			
Inventors			
<b>Overview</b>			
Inventors and inventions that changed history.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1.1) History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</p>	<p>(B) identify historic figures such as Alexander Graham Bell and Thomas Edison who have exhibited a love of individualism and inventiveness; and</p>	<p>Bell: invented telephone, created SBC  <b>Alexander Graham Bell</b> (1847-1922) invented the telephone. Born in Scotland, Bell sought a greater understanding of deafness by studying sound and the mechanics of speech. He was influenced by his father who invented visible speech, a code of symbols used to teach deaf people to speak. The younger Bell moved to Boston, Massachusetts, to work at the Boston School for the Deaf in 1871 but he quickly opened his own school. By 1873 he was teaching vocal physiology at Boston University. Bell understood the concept of the telephone by 1874 but was not successful in transmitting a voice message until March 10, 1876, three days after the patent for his invention was issued. He and partners formed Bell Telephone Company in 1877. He helped develop <i>Science</i>, the journal of the American Association for the Advancement of Science. He assisted in founding the National Geographic Society and supported experiments in aviation.</p> <p>Wright Brothers: invented airplane</p> <p>George Washington Carver: created many uses for the peanut</p> <p>Edison: invented telegraph, motion picture equipment, incandescent light bulb  <b>Thomas Alva Edison</b> (1847-1931) one of the greatest inventors of all time, received more than 1,300 patents for</p>	

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		<p>a range of items including the automatic telegraph machine, the phonograph, improvements to the light bulb, a modernized telephone, and motion picture equipment. He concentrated on electrical inventions and opened his first “invention factory” in Newark, New Jersey, in 1870. In 1876 he opened his lab in Menlo Park where he and his workers developed and patented the incandescent light bulb, a transmitter for the telephone, and the phonograph, his favorite invention. He operated the world’s first electric power station on Pearl Street in New York City, opened in 1882. By 1887 he expanded operations to West Orange, New Jersey, where workers averaged one patented invention every five days.</p>
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<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	15
<b>Grade/Level</b>	1 <sup>st</sup>		<b>Weeks:</b>	29-30
<b>Unit Title</b>				
Timelines				
<b>Overview</b>				
The journey from the past to the present.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
(1.3) <b>History.</b> The student understands the concepts of time and chronology. The student is expected to:	(A) distinguish among past, present, and future;		Transportation: horses and wagons, cars, bikes, airplanes Communication: letter, telephone (past), telephone, computer (present), computer and predictions (future)	
(1.3) <b>History.</b> The student understands the concepts of time and chronology. The student is expected to:	(B) create a calendar or timeline;		- timeline for self and daily schedule <b>Timeline</b> is a chronological listing of events. Arranging events in order can help clarify the sequence in which events occurred, and can indicate cause and-effect relationships.	
(1.3) <b>History.</b> The student understands the concepts of time and chronology. The student is expected to:	(C) use vocabulary related to chronology, including yesterday, today, and tomorrow.		such as, describing events that happened yesterday, today and will happen in the future	

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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	16
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	31-32
<b>Unit Title</b>			
Legends, folktales and fables			
<b>Overview</b>			
Legends, folktales and fables have been passed down orally and now are available in written form.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(1.15) <b>Culture.</b> The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:</p>	<p>(B) retell stories from selected folktales and legends such as Aesop's fables.</p>	<p>folktales: Little Red Hen, Three Little Pigs, Chicken Little</p> <p><b>Folktales</b> A folktale is a tale told to friends and acquaintances which is believed to be true but is usually anonymous, timeless, and placeless. Traditional folktales pass orally from one generation to another. Folklorists collect folktales, write them down, document them, and sometimes determine the parts of the tale which are based in fact compared to the parts based in myth or imagination. Regardless of their degree of truth, folktales convey moral as well as spiritual meaning and provide examples of good and bad behavior. They serve important educational as well as social functions.</p> <p>Legends: Johnny Appleseed, Pecos Bill, Legend of the Indian Paintbrush.</p> <p><b>Legends</b> A legend is a story describing an amazing event, passed down from generation to generation. Unlike myths, legends have a basis in historic fact, perhaps not verifiable.</p> <p>Fables: The Boy Who Cried Wolf, The Tortoise and the Hare, The Fox and the Grapes, The Grasshopper and the Ant</p> <p><b>Aesop's Fables</b> A group of stories attributed to the Greek storyteller Aesop which remain popular. Animals are the main characters. The experiences they endure and their responses to challenges provide moral lessons. Examples</p>	

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		include “The Boy Who Cried Wolf,” “The Tortoise and the Hare,” and “The Fox and the Grapes.”
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	17
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	33-34
<b>Unit Title</b>			
Cinco de Mayo/Alamo			
<b>Overview</b>			
The Cinco de Mayo celebration and Alamo are significant events in the history of Texas.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.2) <b>History.</b> The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(C) identify anthems and mottoes of the United States and <b>Texas</b> .	<p>“Remember the Alamo”</p> <p><b>The Alamo</b> The Alamo, located in San Antonio, was a mission held by Texans and captured by the Mexicans in 1836. It became a symbol of Texas independence during the Texas Revolution.</p> <p><b>Cinco de Mayo celebration</b></p> <p><b>Customs</b> Customs are ways of doing things within a group or society which become habit and are adopted as tradition.</p> <p><b>Holiday(s)</b> A holiday is a day when one is free from work or school. Legal holidays at the state or national level pay respect to the accomplishments of historical figures (Martin Luther King or Presidents George Washington and Abraham Lincoln) or to groups of people (Memorial Day, Veteran’s Day, and Labor Day). Holidays also commemorate significant events (Fourth of July, Texas Independence, and Juneteenth). These are secular holidays as distinct from religious holidays or holy days, examples of which include Christmas, Hanukkah, and Passover. Thanksgiving is a legal holiday recognized by the U.S. government as the official day to give thanks for the good things in life.</p>	
(1.13) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations represent American beliefs and principles and contribute to	(A) explain selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the <b>Alamo;</b>	Including, Alamo: mission in San Antonio, symbol of Texas independence during the Texas Revolution	

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our national identity. The student is expected to:		
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<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	18
<b>Grade/Level</b>	1 <sup>st</sup>	<b>Weeks:</b>	35-36
<b>Unit Title</b>			
US symbols and historical figures			
<b>Overview</b>			
There are US symbols that represent freedom and historical figures that made important contributions to our country.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(1.2) History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(A) describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as including <del>Martin Luther King, Jr. Day</del> , Independence Day, and Veterans' Day;	Independence Day – celebrating the birth of our nation, colony, Declaration of Independence, US independence from Britain in 1776  <a href="http://www.fourth-of-july-celebrations.com/">http://www.fourth-of-july-celebrations.com/</a>	
(1.2) <b>History</b> . The student understands the origins of customs, holidays, and celebrations. The student is expected to:	(C) identify anthems and mottoes of the <b>United States</b> and Texas.	U.S.: <ul style="list-style-type: none"> <li>• Pledge of Allegiance</li> <li>• motto: E Pluribus Unum (out of many, one)</li> <li>• anthem: Star-Spangled Banner</li> </ul> <b>Anthems</b> Songs or hymns of praise or gladness are called anthems. Most states and nations adopt a patriotic song celebrating its people and their accomplishments as the state or national anthem. “Texas, Our Texas” is the Texas anthem and “The Star Spangled Banner” is the U.S. national anthem.	
(1.12) <b>Citizenship</b> . The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	(B) identify historic figures such as including Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and	Barton: taught school, supported cause of international cooperation and sought congressional approval for support for the Red Cross (granted 1882) <b>Clara Harlow Barton</b> (1821-1912) Clara Barton taught school for nearly two decades before becoming one of the first female employees of the federal government, working in the Patent Office. After viewing the unprepared	

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		<p>Union troops and inadequate care of the sick following the Battle of Bull Run, she organized donations and shipments of supplies to battlegrounds in Virginia and Maryland during 1862. While Dorothea Dix and the U.S. Sanitary Commission concentrated on organizing nurses, Barton worked with procurement and distribution. In 1865, with President Abraham Lincoln's support, she opened an agency to search for missing soldiers and marked the graves of nearly 13,000 men who died at Andersonville prison camp in Georgia. Following the Civil War, during a trip to Europe, she learned about the International Committee of the Red Cross, formed in Switzerland in 1863. She supported the cause of international cooperation and sought congressional approval for governmental support for the Red Cross, which was finally granted in 1882.</p> <p>Hale: volunteered to spy on British, "I only regret that I have but one life to give for my country."</p> <p><b>Nathan Hale</b> (1755-1776) An American soldier in the Revolution, Nathan Hale volunteered to spy on the British on Long Island. He was captured and hung on September 22, 1776. His last words, paraphrased from Addison's play, <i>Cato</i>, were, "I only regret that I have but one life to lose for my country." These words quickly became an inspiration for Patriots during the Revolution and remain part of the American story of the quest for independence.</p> <p>Roosevelt: influential First Lady, supported women and working-class people, reform causes (Jane Addams), worked for civil rights/equality (Marian Anderson/DAR incident), chaired Human Rights Commission</p> <p><b>Eleanor Roosevelt</b> (1884-1962) Considered by many the most influential First Lady and one of the most significant American women of the 20th century, Anna Eleanor Roosevelt married her cousin Franklin Delano Roosevelt in 1905. Eleanor was timid and not involved in</p>
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		<p>politics and competed with her mother-in-law for the attention of her husband. Her approach changed when Franklin was struck by polio in 1921. Thereafter she and F.D.R.’s campaign advisor Louis Howe coordinated efforts to cast Mr. Roosevelt as a national leader. She realized the importance of the role of women in politics, organizing the Democratic national campaign for women in 1928 as her husband competed for the governorship of New York state. She politicized the plight of African-American men and women and working-class whites, supported the reform causes of Jane Addams and others, and promoted the political careers of women. During World War II she continued striving for civil rights, believing that people of all races have inviolate rights and that democracy in the United States could not exist as long as democracy was not extended to African-Americans. President Harry S. Truman appointed her as a delegate to the United Nations. She chaired the Human Rights Commission which drafted the Universal Declaration of Human Rights, adopted on December 10, 1948. President John F. Kennedy appointed her to the United Nations and she chaired his Commission on the Status of Women.</p> <p><b>Historical Figures</b> People associated with past happenings who achieve some notability are historical figures.</p>
<p>(1.13) <b>Citizenship.</b> The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p>(D) explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>	<p>Independence Day – custom to wear red, white, blue; hold parade; set off fireworks; symbol is flag, Uncle Sam</p> <p><b>Citizenship</b> To have citizenship is to be an official member of a politically defined region. A citizen owes allegiance to his or her country and expects to be protected by the government and from unfair use of governmental power. A “good citizen” supports his or her government, obeys the law, and functions in the best interest of all the citizens. The term “citizen” can have broader meanings. Students can be citizens of their</p>

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		<p>classroom entitled to protection by their student government. Citizens can be natural born or naturalized. In most cases, when naturalized, they vow their allegiance to their adopted country and cease being legal citizens of their homeland.</p> <p>Bald eagle – symbol of America</p> <p><b>Symbol(s)</b> A symbol is something which stands for or suggests something else. It can be a visible sign of something which is intangible. The Statue of Liberty, for example, is a symbol of freedom.</p> <p>Statue of liberty – freedom, individuality</p> <p><b>Patriotic Symbols</b> A patriotic symbol is something which stands for or suggests a love for and defense of country. Patriotic symbols are visible signs of the intangible feelings of national pride. For instance, Uncle Sam, the U.S. flag, and the Statue of Liberty are examples of patriotic symbols.</p> <p><b>Liberty Bell</b> The Liberty Bell is an international symbol of liberty. It originally hung in the Pennsylvania State House, was cast in 1753 by Philadelphia iron founders Pass and Stow (their last names) and was rung to communicate important news, fires, the arrival of ships, and likely the first reading of the Declaration of Independence in 1776. The bell is inscribed “By order of the Assembly of the Province of Pensylvania [sic] for the State House in Philadelphia.” It was first used as a symbol of liberty by abolitionists in 1830s. Today the Liberty Bell is exhibited near Independence Hall in Philadelphia and is a major tourist attraction.</p> <p>Local celebrations, such as, Fourth of July parade</p> <p><b>Holiday(s)</b> A holiday is a day when one is free from work or school. Legal holidays at the state or national level pay respect to the accomplishments of historical</p>
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		<p>figures (Martin Luther King or Presidents George Washington and Abraham Lincoln) or to groups of people (Memorial Day, Veteran’s Day, and Labor Day). Holidays also commemorate significant events (Fourth of July, Texas Independence, and Juneteenth). These are secular holidays as distinct from religious holidays or holy days, examples of which include Christmas, Hanukkah, and Passover. Thanksgiving is a legal holiday recognized by the U.S. government as the official day to give thanks for the good things in life.</p> <p>Pride in our flag</p> <p>Pledge of Allegiance = <del>promise</del> The Pledge of Allegiance is a declaration of American patriotism</p> <p><b>Pledge of Allegiance</b> The Pledge of Allegiance is a declaration of American patriotism, originally published in 1892 in <i>The Youth’s Companion</i>, and probably written by one of the magazine’s editors, Francis Bellamy. The original words read: “I pledge allegiance to my Flag and the Republic for which it stands; one nation indivisible, with liberty and Justice for all.” The phrase “my Flag” became “the flag of the United States of America” in 1924, and in 1942, the U.S. government officially recognized the pledge. Twelve years later, in 1954, the phrase “under God” was added and a law codified the proper behavior to adopt when reciting the pledge: stand straight, remove any headgear, and place the right hand over the heart. “I pledge allegiance to the flag of the United States of America, and to the republic for which it stands: one nation under God, indivisible, with liberty and justice for all.”</p>
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