

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	1
Grade/Level	Kindergarten	Weeks:	1-2
Unit Name/Title			
School, order safety			
Overview			
Locate the various places within school and how each one of us gets safely to and from school.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.4) Geography. The student understands the concept of location	(B) Locate places on the school campus and describe their relative locations	Office, nurse, library, cafeteria, gym, playground, counselor, art, music, computer lab, restrooms	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(B) identify rules that provide order, security, and safety in the home and school.	Order: <ul style="list-style-type: none"> • Home- clean up room, take out trash, wash dishes • School- clean up after self, push in chairs, pick up trash Security/Safety: <ul style="list-style-type: none"> • Home- lock doors & windows, don't play with weapons or matches • School- walk inside, keep hands, feet, & objects to self 	
(K.14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:	(B) list ways in which technology meets people's needs	Help meet needs such as: Bus and car – get to school Scanners in stores - get groceries faster, keep inventory	
(K.15) 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:	(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;		
(K.15) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a	(C) sequence and categorize information; and		

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variety of sources including electronic technology. The student is expected to:		
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and	
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals including pictures and maps.	
(K.17) 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:	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict action to implement a decision.	

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Subject Area	Social Studies	Bundle #:	2
Grade/Level	Kindergarten	Weeks:	3-4
Unit Name/Title			
Rules, order, security, fairness			
Overview			
Rules help keep us safe. Rules help keep order and security.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and	Constitution Day (Sept. 17)	
(K.9) Government. The student understands the role of authority figures. The student is expected to:	(B) explain how authority figures make and enforce rules.	Such as: Make: Rules voted/agreed upon Enforce: posting rules, consequences for breaking rules Crossing Guards/Safety Patrol	
(K.15) 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:	(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps , computer images, print material, and artifacts;		
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and		

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Subject Area	Social Studies	Bundle #:	3
Grade/Level	Kindergarten	Weeks:	5-6
Unit Name/Title			
Enforcing rules, safety			
Overview			
There are people who help us follow rules in the classroom, at school and at home.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	Such as: Creating order, security, safety Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)	
(K.9) Government. The student understands the role of authority figures. The student is expected to:	(A) identify authority figures in the home, school, and community; and	Such as: Authority figures set standards, enforce the law, maintain social order if there are no laws Home: parents, grandparents, adult relatives School: teachers, principals, and other school personnel Community: mayor, police department, judges	
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals including pictures and maps.		

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Subject Area	Social Studies	Bundle #:	4
Grade/Level	Kindergarten	Weeks:	7-8
Unit Name/Title			
Relative location, technology, transportation			
Overview			
How a location describes a known point. How technology helps us at home and school.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.4) Geography. The student understands the concept of location. The student is expected to:	(A) use terms, including over, under, near, far, left, and right, to describe relative location and such as:	<p>Relative Location - The position of a place in relation to another place is its relative location. Where is the student's home relative to school? Near or far? North, south, east, or west? Where is the school in comparison to the park? All locations are described in relation to some known point.</p> <p>Practice using terms in relationship to their bodies or other objects.</p> <p>(ie: You are near the door, place the pencil on the paper, put your hands over your head.)</p>	
(K.13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:	(A) identify examples of technology used in the home and school; and	<p>Such as:</p> <p>Home: cell phone, DVD, computer, microwave, car</p> <p>School: Computer, calculator, pencil, paper, book</p> <p>Student brainstorm list: examples - light bulb, air conditioning, washing machine, dishwasher, vacuum cleaner, car, telephone, computer, microwave, etc.</p>	
(K.14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:	(A) describe how his or her life might be different without modern technology; and	<p>Such as:</p> <p>Without computers, car, cell phone, video games, television</p> <p>Names the types of transportation used in his or her community (e.g., cars, trucks, buses)</p>	
(K.15) Social studies skills. The student applies critical-thinking skills to organize	(B) obtain information about a topic using a variety of visual sources such as		

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and use information acquired from a variety of sources including electronic technology. The student is expected to:	pictures,-symbols, television, maps, computer images, print material, and artifacts;	
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(B) create and interpret visuals including pictures and maps.	

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Subject Area	Social Studies	Bundle #:	5
Grade/Level	Kindergarten	Weeks:	9-10
Unit Name/Title			
Economics and culture			
Overview			
All humans need food, clothing and shelter to survive.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.6) Economics. The student understands that basic human needs are met in many ways.	(A) identify basic human needs;	food, clothing, shelter, safety, love/belonging	
(K.6) Economics. The student understands that basic human needs are met in many ways.	(B) explain how basic human needs of food, clothing, and shelter can be met.	Such as: Food: growing, buying, trading Clothing: making, buying Shelter: building, renting, buying Safety: wear protective gear (bicycle helmet), know 911, know address, phone number, etc. Bike, skateboard and skate safety Love/belonging: hugging, kind words, helping others, family	
(K.11) Culture. The student understands similarities and differences among people. The student is expected to:	(A) identify personal attributes common to all people such as physical characteristics; and	Such as: Skin, eye, hair color; hair type (curly, straight); facial features, disabilities, etc. Heart, lungs, 2 feet, 10 toes, 2 hands, etc.	
(K.15) 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;		

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<p>(K.15) 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:</p>	<p>(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;</p>	
<p>(K.15) 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:</p>	<p>(D) identify main ideas from oral, visual, and print sources.</p>	
<p>(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences; and</p>	
<p>(K.17) 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; and</p>	

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Subject Area	Social Studies	Bundle #:	6
Grade/Level	Kindergarten	Weeks:	11-12
Unit Name/Title			
Rules, order, security, fairness			
Overview			
Classroom and school routine provide order and keep people safe.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and	Veterans' Day, (Freedom Week,- week of 11/11) – WWII – for those who are living	
(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:	(B) identify ordinary people who have shaped the community.	characteristics of a leader (e.g., honest, brave, calm, thoughtful), and local people who exhibit these qualities Suggestions for local leaders and how they helped shape the local community:	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	Such as: Creating order, security, safety Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)	
(K.15) 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;		
(K.15) 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:	(D) identify main ideas from oral, visual, and print sources.		

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Subject Area	Social Studies	Bundle #:	7
Grade/Level	Kindergarten	Weeks:	13-14
Unit Name/Title			
Places, jobs, local customs, physical characteristics			
Overview			
Jobs help us meet our needs. People in neighborhoods area like and different and have important customs, symbols and celebration.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:	(B) identify the human characteristics of places such as types of houses and ways of earning a living.	Such as: types of houses: one-story, two-story, apartment, RV, mobile home, cabin, house on stilts, houseboat ways of earning a living in different areas: cities – offices/home office, restaurants, hospitals, stores, trade workers (landscapers, construction workers, electricians, painters, etc.) farms/ranches-animals, raise crops near ocean-fishing, tourist (vacationers)	
(K.11) Culture. The student understands similarities and differences among people. The student is expected to:	(B) identify differences among people.	Skin color, physical characteristics, gender – there are different types of families, homes, and communities (urban, rural, suburb) respect the differences among people	
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(C) describe customs of the local community.	Customs of local community such as: Wylie, Murphy, Sachse, St. Paul	
(K.15) 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;		

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<p>(K.15) 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:</p>	<p>(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;</p>	
<p>(K.15) 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:</p>	<p>(C) sequence and categorize information; and</p>	
<p>(K.15) 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:</p>	<p>(D) identify main ideas from oral, visual, and print sources.</p>	
<p>(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences; and</p>	
<p>(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:</p>	<p>(B) create and interpret visuals including pictures and maps.</p>	

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Subject Area	Social Studies	Bundle #:	8
Grade/Level	Kindergarten	Weeks:	15-16
Unit Name/Title			
Jobs, customs, holidays			
Overview			
Jobs help us meet our needs. People in classrooms have important customs, symbols and celebration to honor people and events from the present and past.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.7) Economics. The student understands the importance of jobs.	(A) identify jobs in the home, school, and community	<p>Such as:</p> <p>jobs at school adults: principal, teacher, librarian, counselor, secretary, nurse, custodian, cafeteria worker, and bus driver</p> <p>child: student-complete work, take care of supplies & room</p> <p>jobs of people who work in businesses (e.g., hospitals, banks, stores, gas stations)</p> <p>jobs of people who work in government: police officers, firefighters, mail carriers, sanitation workers, librarians, and transportation workers</p> <p>work done by family members – Parent/guardian cook, laundry, pay bills; child take out trash, clean your room, sibling responsibilities</p>	
(K.7) Economics. The student understands the importance of jobs	(B) explain why people have jobs	To earn money, to feel happy, to make the world a better place	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	<p>Such as:</p> <p>Creating order, security, safety</p> <p>Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)</p>	

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<p>(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:</p>	<p>(A) identify family customs and traditions and explain their importance;</p>	<p>Such as: Customs are routine practices and habits of a family which become tradition: perhaps family holiday and birthday celebrations Traditions come from transmitting knowledge and practices through generations without written instructions: perhaps family religious practices or celebrations, cultural traditions, ethnic foods etc. Specifics will come from student input</p>
<p>(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:</p>	<p>(B) compare family customs and traditions; and</p>	<p>Such as: Holidays- such as: Chinese New Year, Cinco de Mayo, Kwanza, St. Patrick's Day Holiday(s) 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. birthdays, other customs Specifics will come from student input</p>
<p>(K.15) 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:</p>	<p>(A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music;</p>	

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<p>(K.15) 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:</p>	<p>(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;</p>	
<p>(K.15) 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:</p>	<p>(C) sequence and categorize information; and</p>	
<p>(K.17) 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>(B) 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.</p>	

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Subject Area	Social Studies	Bundle #:	9
Grade/Level	Kindergarten	Weeks:	17-18
Unit Name/Title			
Technology			
Overview			
Technology can help people with their jobs and in school. There are several different kinds of technology available to help people meet their needs.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:	(A) identify examples of technology used in the home and school; and	Such as: Home: cell phone, DVD, computer, microwave, car School: Computer, calculator, pencil, paper, book Student brainstorm list: examples - light bulb, air conditioning, washing machine, dishwasher, vacuum cleaner, car, telephone, computer, microwave, etc.	
(K.13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:	(B) describe how technology helps accomplish specific tasks	Such as: Home: cell phone-keeps people in touch, DVD movies at home,-takes up less room	
(K.15) 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:	(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps , computer images, print material, and artifacts;		
(K.16) Social studies skills. The student communicates in oral and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences; and		

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Subject Area	Social Studies	Bundle #:	10
Grade/Level	Kindergarten	Weeks:	19-20
Unit Title			
History/Culture			
Overview			
Customs and traditions are celebrated differently within our cultures.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:	(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and	Historical Figures - People associated with past happenings who achieve some notability are historical figures. Such as: Martin Luther King, Jr.	
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(A) identify family customs and traditions and explain their importance;	Such as: Customs are routine practices and habits of a family which become tradition: perhaps family holiday and birthday celebrations Traditions come from transmitting knowledge and practices through generations without written instructions: perhaps family religious practices or celebrations, cultural traditions, ethnic foods etc. Specifics will come from student input	
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(B) compare family customs and traditions; and	Such as: Holidays- such as: Chinese New Year, Cinco de Mayo, Kwanzaa, St. Patrick's Day Holiday(s) 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	

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		<p>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>birthdays, other customs</p> <p>Specifics will come from student input</p>
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Subject Area	Social Studies	Bundle #:	11
Grade/Level	Kindergarten	Weeks:	21-22
Unit Title			
Historical figures and chronological order of events			
Overview			
Historical figures helped to shape our country. Placing events in chronological order makes sense.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:	(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and	Historical Figures - People associated with past happenings who achieve some notability are historical figures. Black History such as: Ruby Bridges, Rosa Parks, George Washington Carver, Garrett Morgan, Harriett Tubman, American Girl – Addie	
(K.3) History. The student understands the concept of chronology. The student is expected to:	(A) place events in chronological order; and	Including: Events of the day, week, month – schedule for school or home School calendar such as: Yesterday, Today, Tomorrow Continue throughout the year. For example: Thanksgiving comes before New Year	
(3) History. The student understands the concept of chronology. The student is expected to:	(B) use vocabulary related to time and chronology, including before, after, next, first, and last.	Use daily school schedule, story sequence, etc.	

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Subject Area	Social Studies	Bundle #:	12
Grade/Level	Kindergarten	Weeks:	23-24
Unit Title			
Historical significance of George Washington			
Overview			
George Washington was the “Father of our Country” and the leader of the American Army during the American Revolutionary War.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day ; and	Presidents' Day – Washington’s birthday has been celebrated since 1796. Washington’s birthday is a national holiday celebrated the third Monday in February (HR 15951 in 1961). It has popularly become known as Presidents’ Day to celebrate Lincoln’s birthday (also in February) as well as other presidents. Celebrates contributions by presidents to our nation. Presidents’ Day is a state holiday in many states, including Texas.	
(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:	(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and	Historical Figures - People associated with past happenings who achieve some notability are historical figures. Washington: “Father of Our Country”, first president, face is on the dollar bill and the quarter, leader of the American Army during the American Revolution Such As: Abraham Lincoln: 16 th President that is known for the Emancipation Proclamation that ended slavery in the US.	
(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:	(B) identify ordinary people who have shaped the community.	characteristics of a leader (e.g., honest, brave, calm, thoughtful), and local people who exhibit these qualities Suggestions for local leaders and how they helped shape the local community: Authority Figures 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	

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		and grandparents, school teachers and principals, police officers, clergy, military officers and others in positions of authority.
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	Such as: Creating order, security, safety Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(A) identify family customs and traditions and explain their importance;	Such as: Customs are routine practices and habits of a family which become tradition: perhaps family holiday and birthday celebrations Traditions come from transmitting knowledge and practices through generations without written instructions: perhaps family religious practices or celebrations, cultural traditions, ethnic foods etc. Specifics will come from student input
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(B) compare family customs and traditions; and	Such as: Holidays- such as: Chinese New Year, Cinco de Mayo, Kwanza, St. Patrick’s Day Holiday(s) 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

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		<p>the good things in life.</p> <p>birthdays, other customs</p> <p>Specifics will come from student input</p>
<p>(K.13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:</p>	<p>(A) identify examples of technology used in the home and school; and</p>	<p>Such as:</p> <p>Home: cell phone, DVD, computer, microwave, car</p> <p>School: Computer, calculator, pencil, paper, book</p> <p>Student brainstorm list: examples - light bulb, air conditioning, washing machine, dishwasher, vacuum cleaner, car, telephone, computer, microwave, etc.</p>
<p>(K.13) Science, technology, and society. The student understands ways technology is used in the home and school. The student is expected to:</p>	<p>(B) describe how technology helps accomplish specific tasks</p>	<p>Such as:</p> <p>Home: cell phone-keeps people in touch, DVD movies at home,-takes up less room</p> <p>School: pencil-can erase if make a mistake, paper-portable lightweight, book- portable, easy access to information, etc.</p> <p>(Light bulb: allows work at night, Air conditioning: keeps comfortable and allows work indoors in summer)</p>

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Subject Area	Social Studies	Bundle #:	13
Grade/Level	Kindergarten	Weeks:	25-26
Unit Title			
Texas History-Stephen F. Austin			
Overview			
Stephen F. Austin is considered the “Father of Texas” and brought the first American settlers to Texas.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
<p>(K.2) History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:</p>	<p>(A) identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p>	<p>Historical Figures - People associated with past happenings who achieve some notability are historical figures.</p> <p>Including: Austin: “Father of Texas”, brought first American settlers to Texas</p> <p>Social Studies Center bio: Stephen F. Austin (1793-1836) Stephen F. Austin is considered the “Father of Texas” due to his continued efforts to settle the territory. His father Moses Austin contracted with the Spanish government to colonize a portion of northern Mexico. When Moses died in June 1821, the contract transferred to the younger Austin. Stephen selected a site for his colony along the Brazos and Colorado rivers and began recruiting families in 1821. Progress was slow because of difficulty in transporting supplies into the area and because of changing Mexican politics. Austin frequently discussed the future of his colony with Mexican officials and he earned their trust.</p> <p>By 1825, 297 families lived in Austin’s Colony. They were called the “Old Three Hundred.” Austin continued to negotiate with the Mexican government and represent residents. He also secured other land grants. In ten years he helped more than 1,500 families settle in Texas. At first the leadership of Antonio López de Santa Anna pleased Austin, but as Santa Anna assumed more and more control, he limited the freedom of the Texans. Austin supported the organized opposition to the absolute power of Santa Anna. This opposition led to the Texas Revolution.</p>	

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<p>(K.14) Science, technology, and society. The student understands ways in which technology has changed how people live. The student is expected to:</p>	<p>(A) describe how his or her life might be different without modern technology; and</p>	<p>Such as: Without computers, car, cell phone, video games, television Names the types of transportation used in his or her community (e.g., cars, trucks, buses)</p>
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Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	14
Grade/Level	Kindergarten	Weeks:	27-28
Unit Title			
Geography and the environment			
Overview			
The physical characteristics of earth are shaped by many events.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:	(A) identify the physical characteristics of places such as landforms , bodies of water, natural resources, and weather ; and	Physical Characteristics of Places Physical characteristics of places are features such as soil, landforms, bodies of water, types of vegetation and 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. Landforms: features of earth’s surface (plains, mountains, deserts, hills, islands)	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	15
Grade/Level	Kindergarten	Weeks:	29-30
Unit Title			
Geography-bodies of water			
Overview			
Differing types of bodies of water can be used to help describe the geography of an area.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	Such as: Creating order, security, safety Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)	
(K.5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:	(A) identify the physical characteristics of places such as landforms, bodies of water , natural resources, and weather; and	Bodies of Water Water accumulates in natural or man-made depressions. Bodies of water result, ranging in size from small tanks or ponds to lakes, seas, and oceans. Bodies of water: water accumulates in natural or man-made depressions (tanks, ponds, rivers, lakes, oceans, creeks) such as: Brazos River, Guadalupe River, Colorado River	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	16
Grade/Level	Kindergarten	Weeks:	31-32
Unit Title			
Geography-natural resources			
Overview			
The earth provides natural resources and we need to be responsible for taking care of them.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.5) Geography. The student understands the physical and human characteristics of the environment. The student is expected to:	(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources , and weather; and	Natural Resources Natural resources 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. Natural resources: items provided by nature from which people produce goods and provide services (water, soil, trees, oil) Taking care of our natural resources: recycling, littering, pollution	
(K.8) Government. The student understands the purpose of rules. The student is expected to:	(A) identify purposes for having rules; and	Such as: Creating order, security, safety Fairness, equality such as: Six Character Traits (Responsibility, Respect, Caring, Trustworthiness, Fairness, Citizenship)	

Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	17
Grade/Level	Kindergarten	Weeks:	33-34
Unit Title			
Citizenship			
Overview			
The US and Texas have flags that we say the pledge to every day.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.10) 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:	(A) identify the flags of the United States and Texas;	Current flags of U.S. and Texas	
(K.10) 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:	(B) recite the Pledge of Allegiance; and	Pledge to the United States and Texas Flag	
(K.12) Culture. The student understands how people learn about themselves through family customs and traditions. The student is expected to:	(B) compare family customs and traditions; and	Such as: Holidays- such as: Chinese New Year, Cinco de Mayo, Kwanzaa, St. Patrick’s Day, Flag Day Holiday(s) 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.	

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Wylie ISD Curriculum

		birthdays, other customs- Specifics will come from student input
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Wylie ISD Curriculum

Subject Area	Social Studies	Bundle #:	18
Grade/Level	Kindergarten	Weeks:	35-36
Unit Title			
Patriotic Holidays			
Overview			
Holidays are celebrations of special events and we celebrate them with many customs.			
TEKS - Texas Knowledge & Skills			
Knowledge & Skill Statement	Student Expectation	Student Learning Outcome Clarification	
(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(A) explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day ; and	Memorial Day – formerly Decoration Day for decorating graves of WWI soldiers – for those who are not living Independence Day; commemorates the signing of the Declaration of Independence on July 4, 1776. First celebrated 1777.	
(K.1) History. The student understands that holidays are celebrations of special events. The student is expected to:	(B) identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	Parades such as: local and televised parades Fireworks By the early 1800s the traditions of parades, picnics, and fireworks were established as the way to celebrate America's birthday	