



Social Studies, Grade 1 (SOCS) 1B Syllabus

Course Name

SOCS 1B

Social Studies, Grade 1 – Semester B

Course Information

SOCS 1B is the second semester of this two-semester course.

In this course, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

- In **Unit 4**, students will address the contributions made by historical figures as citizens. Examining the contributions of historical figures provides students with a foundational understanding of how history is about changes. During this, students learn about the concept of chronology and why it is important in studying the past, as well learning about the contributions of significant historical American political leaders and scientists.
- In **Unit 5**, students will learn about making basic economic decisions. An understanding of the nature of goods, services, and scarcity is important for students to comprehend the basics of economics. During this unit, students expand their economic understanding beyond needs and want to study the nature of goods and services and how scarcity forces people to make economic choices.
- Student expectations in **Unit 6** relate to geography of places. It is important for students to create and interpret maps to develop spatial reasoning. An examination of the physical and human geographic characteristics of places is important for understanding geographic patterns in the world.

Course Delivery Method

Online

Contacting Your Instructor

You may contact your instructor through the Blackboard messaging system. Technical support is available 24/7 at [TTU K-12](#).

Course Objectives

After completing this course, you should be able to:

1. compare the lives of historical figures who have influenced the state and nation;
2. describe how technology has affected communication, transportation, and recreation;
3. identify contributions of historical figures including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr., who have influenced the state, and nation;
4. identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan;
5. describe the location of self and objects relative to other locations in the classroom and school using spatial terms;
6. locate places using the four cardinal directions;
7. create and use simple maps such as maps of the home, classroom, school, and community;
8. describe how technology has affected the ways families live;
9. describe how technology has affected communication, transportation, and recreation;
10. use a simple timeline to distinguish among past, present, and future;
11. describe ways that families meet basic human needs;
12. identify examples of goods and services in the home, school, and community;
13. identify ways people exchange goods and services (trade and barter);
14. identify the roles of markets in the exchange of goods and services;
15. identify examples of people wanting more than they can have, and explain why that requires people to make choices;
16. identify examples of choices families make when buying goods and services;
17. describe the tools of various jobs and the characteristics of a job well performed;
18. describe how various jobs contribute to the production of goods and services;
19. identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather; and
20. identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

SOCS 1 addresses the required Texas Essential Knowledge and Skills (TEKS). These can be found at the [Texas Education Agency](#) website.

Textbook and Materials

Textbook(s)

There is no required textbook for this course.

Materials

- scissors
- glue
- pencils
- crayons

Technical Requirements

- Internet access – preferably high speed (for accessing Blackboard)
- Email
- Word processing software such as Microsoft Word
- Adobe Reader (download from Adobe.com)
- Audio and video capabilities (for watching/listening to course content)
- PDF app (free options available)
- Digital camera or camera phone

Technical Skill Requirements

Be comfortable with the following:

- using a word processor
- Internet search engines and browsers
- creating PDFs (see **Requirements for Creating PDFs** in the Syllabus section of your course)

Course Organization

The course is structured in Units, Weeks, and Lessons. Each Unit covers content for the period of 5 or 6 weeks, and in each week, you will find approximately 5 lessons. Complete each lesson in its entirety before moving on to the next lesson.

Each lesson contains some of the following:

- Introduction and Instructions
- Learning Objectives and Curriculum Standards
- Assignments
- End of Unit Assessments

Each lesson includes several activities that present content knowledge. Each lesson also includes multiple graded assignments to ensure that you learn the content that has

been presented in the activities. Some of the assignments are automatically-graded quizzes, and some are written assignments or activities that your instructor will grade. Be sure you read all instructions carefully and ask your instructor for help if something is not clear.

Course Outline

Please note that some assignments will be hidden from you when you start the course. As you move through the lessons and complete assignments, more will unlock for you.

Unit	Week	Topic
4	19	Inventions vs. Innovations
	20	Martin Luther King, Jr.
	21	Inventors
	22	Timelines & Inventor Research
	23	Contributions of National Leaders: Abraham Lincoln
	24	Contributions of National Leaders: George Washington
5	25	Contributions of Government Leaders
	26	Needs & Wants
	27	Goods & Services
	28	Economic Terms: Earn, Spend, & Save
	29	Producers & Consumers/Scarcity
6	30	Map Skills
	31	Locations & Cardinal Directions
	32	Creating Maps
	33	ID the Characteristics of Place
	34	Continents & Oceans
	35	Memorial Day & Holidays

Assignment Schedule

Each of the following must be completed to complete the course. Items with an asterisk (*) indicate that these are summative assessments for the course.

Unit	Week	Assignments
4	19	Checkpoint 1 (non-graded) Lesson 19.1: Invention vs. Innovation Write About (non-graded)

Unit	Week	Assignments
		Lesson 19.2: No Toys Write About (non-graded) Lesson 19.2: Kids Can Create Lesson 19.3: Police Officers Brainstorm (non-graded) Lesson 19.3: Law Enforcement Officer Thank You Letter Lesson 19.4: Write about Garrett Morgan (non-graded) Lesson 19.5: Garrett Morgan: Research a Famous Inventor
	20	Lesson 20.1: All About Dr. Martin Luther King, Jr. Lesson 20.1: Venn Diagram: Martin Luther King, Jr. (non-graded) Lesson 20.2: Martin Luther King, Jr., Poster Lesson 20.3: Martin Luther King, Jr., Quiz Lesson 20.3: Write About “I have a dream...” (non-graded) Lesson 20.4: MLK Mini-Book (non-graded) Lesson 20.5: Martin Luther King, Jr.’s Timeline Lesson 20.5: Acrostic Poem (non-graded)
	21	Lesson 21.1: Inventions List (non-graded) Lesson 21.2: Timeline of the Telephone (non-graded) Lesson 21.3: I see... I think... I wonder... Lesson 21.4: Alexander Graham Bell’s Timeline Lesson 21.4: Telephone Acrostic Poem (non-graded) Lesson 21.5: Thomas Edison Quiz Lesson 21.5: Bio Body – Thomas Edison (non-graded)
	22	Lesson 22.1: Kid’s Timeline Posters Lesson 22.2: Invention Timeline (non-graded) Lesson 22.2: Tin Can Phone (non-graded) Lesson 22.3: Inventions List (non-graded) Lesson 22.3: Timeline of Your Life Lessons 22.4-22.5: Invention Planning Guide
	23	Lesson 23.1: All About Abraham Lincoln Lesson 23.2: Honest Abe (non-graded) Lesson 23.3: Abraham Lincoln Quiz Lesson 23.4: Abe Lincoln’s Hat (non-graded) Lesson 23.5: Lincoln’s Timeline
	24	Lesson 24.1: George Washington: Fact or Opinion? (non-graded) Lesson 24.2: All About George Washington Lesson 24.3: George Washington Quiz Lesson 24.3: Cause & Effect Book (non-graded) Lesson 24.4: George Washington Timeline (non-graded) Lesson 24.4: Father of Our Country (non-graded)

Unit	Week	Assignments
		Lesson 24.5: Venn Diagram (non-graded) Lesson 24.5: Research Project *Unit 4 Summative Assessment
5	25	Lesson 25.1: Anchor Chart (non-graded) Lesson 25.1: Purpose of Government (non-graded) Lesson 25.2: Write a Letter to Your Mayor Lesson 25.3: Governor Graphic Organizer Lesson 25.4: President Facts Lesson 25.5: Three Levels of Government Essay (non-graded)
	26	Lesson 26.1: Needs & Wants - Drag & Drop (non-graded) Lesson 26.1: Needs & Wants Drawing Lesson 26.2: Needs & Wants Worksheet (non-graded) Lesson 26.3: Those Shoes – Needs and Wants Lesson 26.4: Needs and Wants Quiz Lesson 26.4: Basic Needs Anchor Chart (non-graded) Lesson 26.5: Wants and Needs Bingo (non-graded) Lesson 26.5: Making Decisions at the Grocery Store (non-graded) Lesson 26.5: Meeting Basic Needs Quiz
	27	Lesson 27.1: Good or Service Practice Lesson 27.2: Fill-in-the-Blanks Activity Lesson 27.2: All Around the Neighborhood Lesson 27.3: Goods & Services Quiz Lesson 27.4: Goods & Services Anchor Chart (non-graded) Lesson 27.5: Exchanging Goods and Services (non-graded)
	28	Lesson 28.1: Creating Sentences (non-graded) Lesson 28.2: A Chair For My Mother Activities (non-graded) Lesson 28.3: Saving for a Birthday Gift (non-graded) Lesson 28.3: How Do People Earn an Income? Lesson 28.4: Spend or Save Activity Lesson 28.4: Spending and Saving Money Free Draw (non-graded) Lesson 28.5: What Can I Buy? Quiz Lesson 28.5: \$1000 List (non-graded)
	29	Lesson 29.1: My Future Job (non-graded) Lesson 29.2: Consumers & Producers Worksheet (non-graded) Lesson 29.2: Producer's Story (non-graded) Lesson 29.3: Draw & Write About Producers & Consumers Lesson 29.4: Write About Scarcity Lesson 29.5: Scarcity Book

Unit	Week	Assignments
		Lesson 29.5: Scarcity Situation (non-graded) *Unit 5 Summative Assessment Checkpoint 2 (non-graded)
6	30	Lesson 30.1: Draw Symbols on the Map (non-graded) Lesson 30.2: Directions Activity Lesson 30.3: My Map Skills Book Lesson 30.4: Maps and Globes Coloring (non-graded) Lesson 30.4: Map of My Community Lesson 30.4: Mapping Out the Farm (non-graded) Lesson 30.5: Map of My Home (non-graded) Lesson 30.5: Location of My Home (non-graded)
	31	Lesson 31.1: Maps and Globes Cloze Activity (non-graded) Lesson 31.2: Cardinal Directions Activity Lesson 31.3: Maps Show Directions Lesson 31.3: Following Directions Lesson 31.4: Using Directions Quiz Lesson 31.4: Location on a Grid (non-graded) Lesson 31.5: Play with Map Symbols (non-graded) Lesson 31.5: I've Got the Key! (non-graded)
	32	Lesson 32.1: Backyard Map Lesson 32.2: Fantasy Island Map (non-graded) Lesson 32.3: How I Became a Pirate – Map Lesson 32.3: Create Your Own Treasure Map! (non-graded) Lesson 32.4: City Map Questions Lesson 32.4: Create Your City Map (non-graded) Lesson 32.5: Map of My Home Activity (non-graded)
	33	Lesson 33.1: Story Mapping: The Three Billy Goats Gruff (non-graded) Lesson 33.2: Jack and the Beanstalk Lesson 33.3: Video Notes (non-graded) Lesson 33.3: Walk Around the Neighborhood Lesson 33.4: Landform Can, Have, Are Lesson 33.4: Landform Drawing (non-graded) Lesson 33.5: Natural Resources Quiz Lesson 33.5: Natural Resources Scavenger Hunt (non-graded)
	34	Lesson 34.1: Seven Large Lands Quiz Lesson 34.1: Continent Drawing (non-graded) Lesson 34.2: Continents and Oceans Activity (non-graded) Lesson 34.3: Our World Review Questions

Unit	Week	Assignments
		Lesson 34.4: Geography Passport, Part I Lesson 34.5: Geography Passport, Part II
	35	Lesson 35.1: My Favorite Military Branch (non-graded) Lesson 35.1: Acrostic Poem (non-graded) Lesson 35.1: Thank You Note (non-graded) Lesson 35.3: Holiday Timeline Poster Project, Part I Lesson 35.3: Holiday Timeline Poster Project, Part II Checkpoint 3 (non-graded)
Final		*Unit 6 Summative Assessment

Course Credit

The course grade will be calculated as follows:

- 50% coursework average;
- 50% summative assessment average (for Lessons 1-6), including the final exam;
- A passing course grade is 70 or higher.

Students must attempt all assignments in the course. The final exam will not be available until all assignments have been accepted and graded by the teacher.

Students who score below 70% on the final exam will be eligible for one re-exam opportunity.

Coursework

The graded assignments within each lesson are formative in nature. This means that they are designed to assist you in applying and demonstrating the lesson concepts, as well as identifying areas in which you need additional review. You may use all the lesson's learning activities to assist you as you complete the graded assignments.

Summative Assessments

Summative assessments are those that allow you to demonstrate mastery of the course objectives. For summative assessments, you will NOT be allowed to use the learning materials. These are opportunities for you to show what you have learned by that point in the course.

Summative assessments may be proctored using the online proctoring system Proctorio. Information about Proctorio is provided in **Remote Proctoring** in the Syllabus section of your course. The summative assessments for this course are as follows:

- Summative Assessments (**20% of Course Grade**)
 - Unit 4 Summative Assessment

- Unit 5 Summative Assessment
- Final Exam: Unit 6 Summative Assessment **(30% of Course Grade)**

Course Completion

- Students may not complete the course in less than 30 days.
- All courses expire six months after the enrollment date.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Student Expectations

You will be expected to log into the Blackboard course regularly to be aware of possible announcements/reminders and to pace your progress in the course.

Students are expected to maintain an online environment conducive to learning, which includes “netiquette” (Internet etiquette). Please review the basic rules for [Online Discussion Netiquette](#). Ensure that your email messages, discussion board postings, and other electronic communications are thoughtful and respectful. Diverse opinions are welcome in this course, and you are expected to demonstrate an open mind and courtesy when responding to the thoughts and ideas of others.

The following are prohibited:

- making offensive remarks in email or the discussion board;
- using inappropriate language or discussing inappropriate topics online;
- spamming;
- hacking;
- using TTU or Blackboard email or discussion boards for commercial purposes;
- using all caps (considered shouting in online communications); and
- cyber-bullying or online harassment of any type.

Inappropriate behavior shall result in consequences ranging from a request to correct the problem, to removal from the course or even the university, depending on the severity of the behavior. Disciplinary actions will be taken according to the TTU K-12 Student Handbook.

Communication

- You can expect a reply from your instructor within 2 business days.
- Use the Blackboard Course Messages tool for sending messages to your instructor.

Submitting Assignments

You will submit all assignments through the Blackboard Assignment Tool, rather than by mail or email.

Technical Difficulties

Getting Help

For student assistance with Blackboard, visit [TTU K-12 Support](#).

Computer Problems

A working computer is necessary for online coursework. Computer problems will not be accepted as a valid reason for failure to complete course activities within the allotted time frame. Identify a second computer, before the course begins, that you can use if you experience computer problems.

Server Problems

When the Blackboard server needs to be taken down for maintenance, the Blackboard administrator will post an announcement in your course informing you of the time and date. If the server experiences unforeseen problems, your course instructor will notify you.

Lost or Corrupted Files

You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of technology failure (e.g., Blackboard server crash or virus infection, students' own computer problems, loss of files in cyberspace, etc.) or any disputes, the instructor may request or require you to resubmit the files. In some instances, the instructor may need to open another attempt within Blackboard, so communication with your instructor is critical in these circumstances.