1st Grade Social Studies 2011
Social Studies

Course Description
The first grade social studies curriculum teaches a greater understanding of laws and rules, general economic concepts, and historical events through the use of social science resources. The course teaches students that they are members of society. It develops historical and cultural awareness through the introduction of significant individuals, events, and symbols.

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Course Rationale
The first grade social studies course enables students to develop an understanding of the world in which they live. The course provides students with an understanding of why laws and rules are necessary. The students gain a knowledge of general economic concepts, historical figures, and events that shaped our society.

Enduring Understandings
Laws and rules help us live as responsible citizens.
Significant symbols, individuals, and events contributed to our country and the world.
Learning tools and artifacts teach us about the world and our past.

Board Approval Date
April 28, 2011

Unit: Citizenship, Government and Democracy
Duration: 4 Week(s)

Unit Overview
This unit will focus on the principles of democracy in the United States including laws and rules, rights and responsibilities, peaceful resolutions, authoritative decisions and significant national symbols.

Enduring Understandings
Laws and rules are made to promote the common good.
The United States has national symbols.
Citizens have rights and responsibilities that are protected.

Essential Questions
Why do we follow rules?
Why are symbols important?
What are you allowed to do?
How can you show responsibility?

Example Assessment Items
The student will identify what happens when classroom rules are not followed.
The student will role play how to follow the classroom/school rules.

Given a picture of a national symbol, the student will identify the symbol.
Draw a picture of a national symbol and state the significance.

Given a graphic organizer, the student will distinguish between rights and responsibilities.
The student states who protects our rights and responsibilities.

Academic Vocabulary
authoritative
resolution
dispute
Nation's Capitol
White House
Statue of Liberty
United States
citizen
rights
voting
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**Topic:** Civil and Criminal Legal Systems (Laws and Rules)  
**Duration:** 5 Day(s)

**Learning Targets**
- The student will explain how laws and rules are made and changed to promote the common good.
- The student will propose peaceful resolutions of disputes in the classroom and the playground.
- The student will describe how authoritative decisions are made, enforced and interpreted within schools.

**Topic:** Symbols of the United States  
**Duration:** 1 Week(s)

**Learning Targets**
- The student will recognize and explain the significance of the following national symbols: Statue of Liberty, Nation's Capitol, White House, United States.

**Topic:** Rights, Responsibilities and Participation in the Political Process  
**Duration:** 10 Day(s)

**Learning Targets**
- The student will identify and explain rights and responsibilities of citizens.
- The assessment involves giving index cards with rights or responsibilities written/drawn on them, the student will place cards on class T-chart in correct column depicting it as a right or a responsibility. Student earns a three for explaining why he/she placed it on right or responsibility side.
- Student states who helps protect rights or responsibilities (e.g., voting for president 1. Right, 2. It is a right because every grown-up American citizen can vote for the president, 3. Police officers would stop someone who tried to keep someone from voting, e.g., a parent volunteer in the classroom 1. Responsibility, 2. Grown-ups help kids in the classroom because they care about them 3. Teachers and principals let volunteers work with kids and show them how to help.)
- The student will examine how individual rights are protected.

**Unit:** Economic Concepts and Principles  
**Duration:** 2 Week(s)

**Unit Overview**
This unit will focus on economic concepts, specifically private goods and services and the relationship between consumers, consumption, producers and production.

**Enduring Understandings**
Goods and services are a part of an economic system.
A relationship exists between consumers, consumption, producers, and production.

**Essential Questions**
- What are some things you buy?
- Who are people that help you in your community?
- How do producers and consumers work together?
- Where does our food come from?

**Example Assessment Items**
- Given a t-chart, the student will sort pictures of private goods and services.
- Given props such as garden tools and plastic vegetables, a group of students will role play the consumer and producer.

**Academic Vocabulary**
- consumers
- producers
- goods
- services

**Topic:** Economic Concepts  
**Duration:** 5 Day(s)

**Learning Targets**
- The student will describe the relationships among consumers, consumption, producers, and production.
- The student will describe examples of private goods and services.
**Unit: Elements of Geographical Themes and Analysis**

**Duration:** 2 Week(s)

### Unit Overview
This unit will focus on map skills.

### Enduring Understandings
- Maps help us determine the location of a specific place.
- Cardinal directions help us read maps.

### Essential Questions
- What does your family do when they get lost?
- How do you use a map?

### Example Assessment Items
- Given a map, the students will state the relative location of a specific place.
- Students will verbally give cardinal directions to get from one place to another within the school.

*Students will use a compass rose to state the directions.*
*Students will design a compass rose.*

### Academic Vocabulary
- cardinal directions
- relative location (including right and left)
- map key
- compass rose
- city
- country
- United States

**Topic: Use of Maps and Measurement Tools**

**Duration:** 5 Day(s)

### Learning Targets
- The student will use a compass rose to identify cardinal directions.

*Assessment:*
- Given a model of a map (e.g., park, playground, room) the student will use the compass rose to label symbols by their cardinal directions. Then the student describes each location (e.g., The swings are north of the bush). Suggest five locations.

*The student will locate a place by pointing it out on a map and by describing its relative location.*

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**Unit: Tools of Social Science Inquiry**

**Duration:** 2 Week(s)

### Unit Overview
This unit will focus on the use of social science tools.

### Enduring Understandings
- Resources help us learn about the past.

### Essential Questions
- How do we learn about the past?

### Example Assessment Items
- The student will bring an artifact (picture, quilt, antique toy, etc) from their home and explain its purpose.
- Student finds a picture of an artifact (clay, pottery, etc.) from a culture and states it purpose and how it was useful.

### Academic Vocabulary
- artifact
- globe
- map
- equator

**Topic: Social Science Inquiry**

**Duration:** 5 Day(s)

### Learning Targets
- The student will describe artifacts and their purpose.

*Assessment:*
- Student finds a picture of or illustrates or builds (e.g., clay, dough, popsicle sticks) an artifact from a culture and states it purpose by sharing/presenting to the class. Purpose should include how it helped the community by being useful for cooking, entertaining, building, etc. for student to earn a 3.0.

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**Topic: Visual, Graphic and Auditory Aids**

**Duration:** 5 Day(s)

### Learning Targets
- The student will identify visual, graphic and auditory aids.
The student will describe the difference between a globe and a map.

**Topic:** Library and Media Resources  
**Duration:** 5 Day(s)

**Learning Targets**
The student will identify and use primary and secondary sources.

**Assessment:**
- Student chooses one of the following: dairy, letter, person to interview, journal or photo. Students identify the source as primary or secondary and finds out at least one fact from the resource. (e.g., interview a parent to find out about his/her job or use a magazine picture to write about a cultural art such as Native American blanket pattern).
- Use the *World Book Kids* on-line encyclopedia (Park Hill has licenses for use, web-site found in student u-drive) to write down 3 sentences about a topic (e.g., research an animal and its geographical location before a zoo field trip).
- Fill out a KWL chart together before and after showing a video from an electronic resource like Safari Montage or United Streaming (Park Hill has licenses for use, contact your school's media specialist for instructions).

The student will use library and media resources.

**Unit:** U.S. and Missouri State History  
**Duration:** 1 Week(s)

**Unit Overview**
This unit will focus on significant individuals in U.S. History.

**Enduring Understandings**
Significant individuals contributed to our society.

**Essential Questions**
Who are some people that make a difference in our country?

**Example Assessment Items**
Given a Venn Diagram, the students will compare and contrast George Washington and Abraham Lincoln. Using a web, the students will identify important contributions that each made to the United States.

**Academic Vocabulary**
George Washington  
Abraham Lincoln  
past

**Topic:** Significant Individuals and Events  
**Duration:** 5 Day(s)

**Learning Targets**
The student will describe the contributions of Non-Missourians.

**Assessment:**
- After teacher reads biographies about these two presidents, teacher models a Venn Diagram to compare/contrast George Washington to Abraham Lincoln and the contributions each made to better the United States. During discussion, student will explain they were both presidents, both important leaders during wars for people's freedoms, both known for integrity. Washington was a general before he was President, Lincoln was a lawyer, etc. Compare/contrast to current president.