

## Social Studies Curriculum

<b>Subject Area: Social Studies First Grade</b>					
<b>Strand: Principles of the Republic</b>					
<b>Big Idea 1: Knowledge of the principles expressed in documents shaping republic in the United States</b>					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Principles of the republic in the United States</b>	explain how laws and rules are made and changed to promote the <b>common good</b> .	SS 1 1.10	Skill/ Concept	<p>Read Aloud a book such as "Miss Nelson is Missing", or "No, David", and discuss how it relates to our laws(rules).</p> <p>Make a Class list of rules and discuss why we need them.</p> <p>Discuss PBIS rules and/ or Boys' Town social skills.</p>	Students will describe the cause/ effect of a particular event (i.e., "What would happen if we all ran in the hall?").

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<b>B</b>	<i>The students will:</i>				
<b>Role of citizens and governments in carrying out constitutional principles</b>	list the <b>rights</b> and <b>responsibilities</b> of citizens.	SS 1 1.10	Skill/ Concept	Tell the rights and responsibilities of students in the classroom.  Read Journeys Lesson 3, <i>Curious George at School</i> .	Students will participate in round table discussion on rights and responsibilities.

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<b>D</b>	<i>The students will:</i>				
<b>Knowledge of the symbols of our nation</b>	<p>recognize and explain the significance of the following national symbols:</p> <p><b>a. Statue of Liberty</b>  <b>b. Nations capitol</b>  c. American Flag  d. White House  e. Liberty Bell</p>	SS 1 1.10	Skill/ Concept	<p>Read Journeys Lesson 25, <i>Symbols of Our Country</i>.</p> <p>Visit Ben's Guide to US Government-  <a href="http://bensguide.gpo.gov/k-2/symbols/index.html">http://bensguide.gpo.gov/k-2/symbols/index.html</a></p> <p>Visit online matching game-  <a href="http://www.primarygames.com/holidays/july4/games/match_up/start.htm">http://www.primarygames.com/holidays/july4/games/match_up/start.htm</a></p>	Students will label and match the correct symbol name to picture.

## Social Studies Curriculum

<b>Subject Area: Social Studies First Grade</b>					
<b>Strand: Principles and Processes of Governance Systems</b>					
<b>Big Idea 2: Knowledge of the principles and processes of governance systems</b>					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Principles and purposes of government</b>	<p>1. explain how individual rights are protected.</p> <p>2. state peaceful resolutions of disputes in the classroom and on playground.</p>	<p>SS 2 1.9</p> <p>SS 2 3.3</p>	Skill/Concept	<p>1.Explain through role play how familiar conflicts can be solved.</p> <p>2. State and draw a conflict story that depicts a conflict and its solution.</p> <p>Read Journeys Lesson 6, <i>Jack and the Wolf</i>.</p> <p>Read Journeys Read Aloud Lesson 10, <i>Chipper Chips In</i>.</p>	Interpret through role play how familiar conflicts are solved.

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<b>Big Idea 2: Knowledge of the principles and processes of governance systems</b>					
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Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>C</b>	<i>The students will:</i>				
<b>Processes of governmental systems</b>	<p>1. describe how <b>authoritative</b> decisions are made, enforced and interpreted within schools.</p> <p>2. explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases).</p>	<p>SS 2 1.10</p> <p>SS2 1.6, 1.10</p>	Skill/Concept	<p>1. Teachers and students will discuss and make a poster of rules for the classroom.</p> <p>2. Discuss PBIS rules and/ or Boys' Town social skills.</p>	<p>Students will identify and implement good choices in the classroom that demonstrate an understanding of school rules.</p>

## Social Studies Curriculum

<b>Subject Area: Social Studies First Grade</b>					
<b>Strand: Missouri, United States and World History</b>					
<b>Big Idea 3a: Knowledge of continuity and change in the history of Missouri and the United States</b>					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>G</b>	<i>The students will:</i>				
<b>Knowledge of contributions of non-Missourians</b>	describe the contributions of non-Missourians: George Washington, Abraham Lincoln and Martin Luther King Jr.	SS 3 1.10	Skill/Concept	<p>Read books pertaining to these non-Missourians.</p> <p>Egg Activity: Using a Venn Diagram, the children will compare and contrast a brown egg and a white egg. Crack open eggs to see that the eggs are the same on the inside. Children will conclude that people look different on the outside, but we are all the same on the inside.</p>	Draw a picture of each person and write a sentence to describe their respective contribution.

## Social Studies Curriculum

**Subject Area: Social Studies First Grade**  
**Strand: Economic Concepts and Principles**  
**Big Idea 4: Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)**

[Show Me Standards](#)

Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events</b>	1. identify examples of <b>private goods</b> and <b>services</b> .	SS 4 1.6	Skill/Concept	1. Invite guest speakers from a place that provides a service and one from a place that provides a good to tell about their job.	1. Invite children to tell what they learned from the guest speaker in two or three sentences.
	2. describe the relationships among <b>consumers, consumption, producers, and production</b> .			2. Junior Achievement lessons.  Journeys Lesson 4, <i>Lucia's Neighborhood</i> .	2. Relate jobs with the goods and services they provide through the Junior Achievement lessons.

## Social Studies Curriculum

Subject Area: Social Studies First Grade					
Strand: Elements of Geographical Study and Analysis					
Big Idea 5: Knowledge of major elements of geographical study and analysis (such as location, place, movement, and regions) and their relationship to changes in society and the environment					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Reading and constructing maps</b>	<p>1. read maps. --locate Missouri on a map</p> <p>2. use a compass rose to identify cardinal directions.</p>	<p>SS 5 1.4,1.5</p> <p>SS 5 1.10</p>	Recall	<p>1. Journeys lesson 5, <i>City Zoo</i>.</p> <p>2. Using Google Maps, find students' addresses to see satellite and map view.</p>	<p>1. Use school map to locate different rooms in the school. Locate Missouri on a map of the U.S.</p>

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Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>B</b>	<i>The students will:</i>				
<b>Understanding the concept of location to make predictions and solve problems</b>	locate a <b>place</b> by pointing it out on a map and by describing its <b>relative location</b> (description of a location by explaining where the place is in relation to one or more other places).	SS 5 1.5, 1.6, 1.4	Recall	Journeys lesson 5, <i>City Zoo</i> .  Using Google Maps, find students' addresses to see satellite and map view.	Use school map to locate different rooms in the school.

## Social Studies Curriculum

Subject Area: Social Studies First Grade					
Strand: Relationships of Individuals and Groups to Institutions and Traditions					
Big Idea 6: Knowledge of relationships of the individual and groups to institutions and cultural traditions					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Cultures meeting the needs of people</b>	explain how people have common physical, social and emotional needs.	SS 6 1.10	Skills/ Concept	<p>Explain the five basic needs of humans (water, food, shelter, clothing and love).</p> <p>Read aloud a book on feelings (<i>Chrysanthemum, Alexander and the No Good...</i>).</p> <p>Junior Achievement lessons</p> <p>Read, Journeys Back to School Lesson, <i>Jack's Talent</i>.</p>	Students can draw or cut out magazine pictures to classify them as needs and wants.

## Social Studies Curriculum

Subject Area: Social Studies First Grade					
Strand: Tools of Social Science Inquiry					
Big Idea 7: Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
<a href="#">Show Me Standards</a>					
Concepts	Grade Level Expectation	Show Me Standards	DOK	Instructional Strategies Student Activities/Resources	Assessment
<b>A</b>	<i>The students will:</i>				
<b>Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry</b>	1. identify visual, graphic, and auditory aids (globes, maps).	SS 7 1.10	Recall	1. Search for YouTube videos to support lessons as needed.	1. Use school map to locate different rooms in the school
	2. identify and use <b>primary</b> and <b>secondary sources</b> (diaries, letters, people interviews, journals and photos).	SS 7 1.5, 1.10		2. Read Lesson 9 of <i>Journeys, Dr. Seuss</i> . Interview family members and/ or school personnel. Write letters to staff and friends.	2. Observation of performance
	3. identify library and media resources (videos, electronic resources, books, and periodicals).	SS 7 1.10		3. Read Lesson 26 of <i>Journeys, Artists Create Art</i> . Library and Media Specialist lessons will support classroom objectives.	3. Observation of performance
	4. identify artifacts (building structures, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).	SS 7 1.10		4. Read Lesson 8 of <i>Journeys, A Musical Day and Drums</i> . Art teacher lessons will support classroom objectives. Read Lesson 3, <i>School Long Ago</i> .	4. Students distinguish between past and present artifacts (items or pictures).