

First Grade Social Studies

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: February 21, 2019

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment which develops a sense of personal and school pride, cultural awareness and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Francis Howell School District Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Social Studies Graduate Goals

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

- Civics: To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past develops an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies

Course Rationale

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The

primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

Social Studies Curriculum Team

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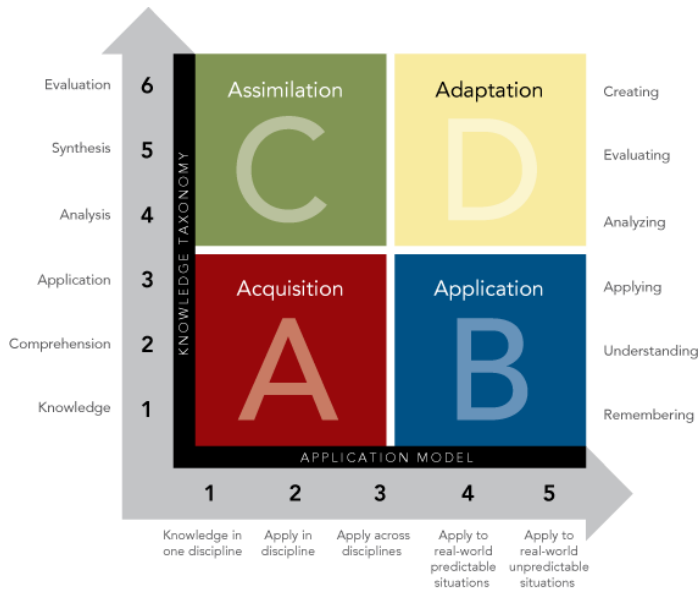
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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only with understandings and standards but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and a basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent an action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem-solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is an expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards-aligned to this course can be found:

[Social Studies Standards](#)

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Semester 1 **Semester 2**

Unit 1: We are Citizens!	Unit 2: Famous Americans and Symbols	Unit 3: Maps, Goods, and Services
<p>In this unit, students will begin by discussing their emotions about starting a new school year. They will identify how their emotions and emotional needs are similar to others in their classroom. They will learn how the choices they make can positively and/or negatively affect their self and others, and that positive resolution will help strengthen the classroom community. Students will discuss rights and responsibilities, why it is important to have rules, and take part in creating rules for their classroom community.</p>	<p>In this unit, students will learn about famous Americans and their contributions. Students will learn about equal rights and what some Americans have done to protect these rights. They will also learn what symbols are, and about National symbols and their significance, with a focus on the Statue of Liberty and our Nation’s Capital.</p>	<p>In this unit, students will learn to identify various types of maps, including globes. Students will learn to use a compass rose to identify cardinal directions. They will also be able to locate a place on a map by pointing it out and describe its location by explaining its relation to one or more other places. Students will then discuss why people work, and discover the importance of goods and services.</p>
PE Assessment:	PE Assessment:	PE Assessment:
<p>The teacher will read or show the beginning of <i>The Playground Problem</i>, stopping at the page where Emma is really mad. The teacher will tell students to share how they would respond to the problem in a peaceful way. The students could draw, label, and caption a picture, or they could verbally share using a publishing tool like SeeSaw.</p> <p>Materials Needed: <i>The Playground Problem</i>: https://www.youtube.com/watch?v=f16k2obDv4Y</p>	<p>Students will create a report of some type on a famous American. Options can be: students make a class book, writing a report, create a display or project (i.e. diorama, a puppet with a piece of writing, report, technology-students create a picture then record themselves talking about the facts, etc).</p> <p>Mastery: 3--Report includes famous American’s name, an action the famous American has done that has had a positive impact on America,</p>	<p>Using the “map” created during the What are Goods and Services? Activity, have students add a compass rose labeled N, S, E, W. This could be a copied compass rose that students glue to their map or students could draw a compass rose. Using their compass rose, students will describe directions from one building on their town to other using cardinal directions.</p> <p>Mastery: 1- The student correctly uses cardinal directions to describe directions between two buildings.</p>

<p><i>The Playground Problem</i> by Margaret McNamara</p> <p><u>Mastery</u> 1- The student describes a peaceful resolution to the playground problem. A peaceful resolution could be that Emma expresses how she is feeling to the boys by telling them that hurts her feelings and that she wants to play, Emma gets a teacher for help, or Emma asks a different friend to play, etc. 0- The student describes a resolution that is not peaceful or does not give a resolution at all.</p>	<p>an action the student can do to have a positive impact on their school community or classroom community. 2--Report includes 2 of the 3 criterion 1--Report includes 1 of the 3 criterion 0--Report does not include any correct criterion</p>	<p>0- The student is unable to correctly use cardinal directions to describe directions between two buildings.</p>
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Course Map

First Grade Curriculum Sequence

	Unit Description	PE Summary	PE Standards
Unit 1: We are Citizens 3-4 weeks	In this unit, students will begin by discussing their emotions about starting a new school year. They will identify how their emotions and emotional needs are similar to others in their classroom. They will learn how the choices they make can positively and/or negatively affect their self and others, and that positive resolution will help strengthen the classroom community. Students will discuss rights and responsibilities, why it is important to have rules, and take part in creating rules for their classroom community.	The teacher will read or show the beginning of <i>The Playground Problem</i> , stopping at the page where Emma is really mad. The teacher will tell students to share how they would respond to the problem in a peaceful way. The students could draw, label, and caption a picture, or they could verbally share using a publishing tool like SeeSaw. Materials Needed: <i>The Playground Problem:</i> https://www.youtube.com/watch?v=f16k2obDv4Y <i>The Playground Problem</i> by Margaret McNamara <u>Scoring Criteria</u> 1- The student describes a peaceful resolution to the playground problem. A peaceful resolution could be that Emma expresses how she is feeling to the boys by telling them that hurts her feelings and that she wants to play, Emma gets a teacher for help, or Emma asks a different friend to play, etc. 0- The student describes a resolution that is not peaceful or does not give a resolution at all.	1.PPG.2A
Unit 2:	In this unit, students will learn about famous	Students will create a report of some type on a	1.USH.3aG

<p>Famous Americans and Symbols</p> <p>3-4 weeks</p>	<p>Americans and their contributions. Students will learn about equal rights and what some Americans have done to protect these rights. They will also learn what symbols are, and about National symbols and their significance, with a focus on the Statue of Liberty and our Nation’s Capital.</p>	<p>famous American. Options can be: students make a class book, writing a report, create a display or project (i.e. diorama, the puppet with a piece of writing, report, technology-students create a picture then record themselves talking about the facts, etc).</p> <p>Scoring Criteria: 3--Report includes famous American’s name, an action the famous American has done that has had a positive impact on America, an action the student can do to have a positive impact on their school community or classroom community. 2--Report includes 2 of the 3 criterion 1--Report includes 1 of the 3 criterion 0--Report does not include any correct criterion</p>	
<p>Unit 3: Maps, Goods, and Services</p> <p>2-3 weeks</p>	<p>In this unit, students will learn to identify various types of maps, including globes. Students will learn to use a compass rose to identify cardinal directions. They will also be able to locate a place on a map by pointing it out and describe its location by explaining its relation to one or more other places. Students will then discuss why people work, and discover the importance of goods and services.</p>	<p>Using the “map” created during the What are Goods and Services? Activity, have students add a compass rose labeled N, S, E, W. This could be a copied compass rose that students glue to their map or students could draw a compass rose. Using their compass rose, students will describe directions from one building on their town to other using cardinal directions.</p> <p>Scoring Criteria 1- The student correctly uses cardinal directions to describe directions between two buildings. 0- The student is unable to correctly use cardinal directions to describe directions between two buildings.</p>	<p>1.EGS.5A</p>

Unit 1: We Are Good Citizens!

Content Area: Social Studies	Course: First Grade	UNIT: We Are Good Citizens!
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Unit Description: In this unit, students will begin by discussing their emotions about starting a new school year. They will identify how their emotions and emotional needs are similar to others in their classroom. They will learn how the choices they make can positively and/or negatively affect their self and others, and that positive resolution will help strengthen the classroom community. Students will discuss rights and responsibilities, why it is important to have rules, and take part in creating rules for their classroom community.	Unit Timeline: 3-4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Contribute to living in a democratic society successfully and peacefully.

Understandings – *Students will understand that... (Big Ideas)*

1. Citizens have right and responsibilities within their community.
2. Rules and laws are made to help meet our physical, social, and emotional needs.

Essential Questions: *Students will keep considering...*

- What behaviors will show that I am a good friend and citizen?

Standard	Students will know...	Students will understand...	Students will be able to ...
1.PPG.2A	rights -personal freedoms and opportunities (i.e. freedom of speech, religion, etc. right to vote and assemble, etc.)	Rights are for the common good of the people.	Examine how individual rights are protected.
1.RIG.6A	needs -requirements necessary for you to function and live	People have common physical, social, and emotional needs: water, shelter, food, air, love, etc.	Explain how people have common physical, social, and emotional needs.
1.PPG.2C	rules -statements that tell people how to behave	Rules affect individuals and others.	Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases).
1.PR.1B	responsibility -doing what is expected rights -personal freedoms and opportunities (i.e. freedom of speech, religion, etc. right to vote and assemble, etc.)	Our actions affect others and it's important to consider the effects of our choices.	List the rights and responsibilities of citizens.
1.PPG.2A	peaceful -not argumentative or violent resolution -solving or resolving something	Disputes solved peacefully have better results in the end. Everyone have a voice and opinion for a reason, active listening is important to resolve conflicts.	Propose peaceful resolutions of disputes in the classroom and on the playground.
1.PPG.2C	authoritative decisions -decisions made by leaders	Authoritative decisions are made keeping the common good in mind.	Describe how authoritative decisions are made, enforced and interpreted within schools.
1.PR.1A	laws -teach us how to behave properly and inform us of the rules	Rules and laws are important for a safe and productive society.	Explain how laws and rules are made and changed to promote the common

	we all must follow rules -statements that tell people how to behave common good -for the benefit or interest of all		good.
1.TSSI.7A	resource -something that supports	Different resources can be used to support our learning. Not all resources can be used for the same purpose.	Identify library and media resources (videos, electronic resources, books, and periodicals).
ISTE 1a	learning goals -next steps for learning	Setting goals helps us improve. Different types of technology can be used for different purposes.	Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

Unit 1: Assessment

EVIDENCE of LEARNING

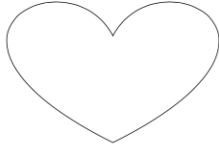
<u>Understanding</u>	<u>Standards</u>	Unit Performance Assessment: The teacher will read or show the beginning of <i>The Playground Problem</i> , stopping at the page where Emma is really mad. The teacher will tell students to share how they would respond to the problem in a peaceful way. The students could draw, label, and caption a picture, or they could verbally share using a publishing tool like SeeSaw. Materials Needed: <i>The Playground Problem</i> : https://www.youtube.com/watch?v=f16k2obDv4Y <i>The Playground Problem</i> by Margaret McNamara <u>Scoring Criteria</u>	R/R Quadrant 21 Century B/C Critical Thinking Communication
1, 2	1.PPG.2A		

		<p>1- The student describes a peaceful resolution to the playground problem. A peaceful resolution could be that Emma expresses how she is feeling to the boys by telling them that hurts her feelings and that she wants to play, Emma gets a teacher for help, or Emma asks a different friend to play, etc.</p> <p>0- The student describes a resolution that is not peaceful or does not give a resolution at all.</p>	
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Unit 1: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2	1.RIG.6A	<p>Title: First Day Jitters</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know the names of common emotions. ● Understand that people have common physical, social, and emotional needs. ● Be able to identify common emotions. <p>Activity:</p> <ol style="list-style-type: none"> a. The teacher will read <i>First Day Jitters</i> to the class. As you read, think-aloud about feelings about first days (e.g. nervous, scared, excited, happy, etc.). b. After reading, the students will turn and talk to discuss how they were feeling at the start of the day. c. The students will draw their face, illustrating their emotion at the start of the day. d. The class will create a pictograph showing the common feelings amongst their new peers. e. The students will turn and talk to discuss the similarities and differences amongst their class feelings/emotions. <p>Materials Needed: <i>First Day Jitters</i></p> <p>Appendix: Sample Feelings Graph</p>	<p style="text-align: center;">Cooperative Learning</p> <p style="text-align: center;">Non-Linguistic Representation</p> <p style="text-align: center;">Cooperative Learning Similarities and Differences</p>	<p>B/C Creativity Collaboration Communication Citizenship Character</p>

		<p>Appendix: Blank Heart</p> 		
1	1.PPG.2C 1.PR.1.A	<p>Title: We Need Rules! Objective: We will:</p> <ul style="list-style-type: none"> ● Know that rules keep people safe. ● Understand why rules are important. ● Be able to create classroom rules that keep us safe. <p>Activity:</p> <ol style="list-style-type: none"> a. The teacher will tell the students to think of a rule that they have at their house. Tell them to think of a time that they or someone in their family didn't follow the rule. Have them turn and talk with a partner to share what happened (the consequence). b. The teacher will read a book of their choice that demonstrates the importance of following rules (i.e. the book <i>The Worst Day of My Life Ever</i> by Julia Cook). c. The students will share examples from the story explaining why rules are important (i.e. in the story <i>The Worst Day of My Life Ever</i>, RJ wakes up with gum in his hair because he didn't follow the rule of spitting it out before bed). d. Connect the book to the importance of school and classroom rules. e. The teacher will give each student a post-it note and guide students to write down 1 idea for a classroom rule that will help keep us safe. f. The students will write 1 idea for a classroom rule. g. The teacher will collect the post-it notes or place them on chart paper to use with upcoming lessons. <p>Materials: Link to <i>The Worst Day Ever</i> on youtube: https://www.youtube.com/watch?v=JvpSbW1e5lw Post-its</p>	<p>Cooperative Learning</p> <p>Similarities & Differences</p>	<p>B/C</p> <p>Communication Critical Thinking Citizenship Character</p>

1, 2	1.PR.1B	<p>Title: Being a Good Citizen</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know the meaning of citizen. ● Understand that a good citizen is a positive part of a community. ● Be able to demonstrate good citizenship. <p>Activity:</p> <ol style="list-style-type: none"> a. The teacher will read the book <i>Being a Good Citizen</i> to the class asking students to indicate when they see someone being a good citizen in the book (for example, students can put their thumb on their knee or in the air). b. The students will turn and talk to a partner about ways they have seen others be a good citizen at school. c. The teacher and students will create and display an anchor chart, class matrix, or graffiti wall as a class. (For example, in the center of the chart draw a picture of a personal representative of a “good citizen”. Around the person, chart ways to be a good citizen in different areas of the school, i.e. library, hallway, recess, classroom, cafeteria.) <p>Materials: <i>Being a Good Citizen</i> by Mary Small You may also wish to read or view the book, <i>What If Everybody Did That</i> by Colleen M. Madden https://www.youtube.com/watch?v=NvH5XsNDZw4 Example of the anchor chart Visit http://www.readinga-z.com/ - <i>Laws for Kids</i> (Level G)</p>	<p>Cooperative Learning</p> <p>Cues, Questions, Organizers</p>	<p>B</p> <p>Critical Thinking Communication Collaboration Citizenship Character</p>
1, 2	1.PPG.2C	<p>Title: Creating Classroom Rules</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know that rules keep people safe. ● Understand why rules are important. ● Be able to create classroom rules that keep us safe. <p>Activity:</p> <ol style="list-style-type: none"> a. The teacher and students will reference the post-it notes of suggested rules from the We Need Rules Lesson. b. Collectively sort the rules to decide which rules were most important to the students. c. The teacher and students will create a list of classroom rules that best 	<p>Categorizing</p> <p>Summarizing</p>	<p>C</p> <p>Collaboration Communication Character Citizenship</p>

		fits their classroom community by summarizing their categories. Materials: <i>Caring</i> by Mary Small <i>Being a Good Citizen</i> by Mary Small <i>Being Respectful</i> by Mary Small		
1	1-TSSI-7A	Title: Learning Commons Scavenger Hunt Objective: We will: <ul style="list-style-type: none"> • Know the meaning of resource. • Understand that there are different kinds of resources. • Be able to identify various library and media resources. Activity: <ol style="list-style-type: none"> The teacher and students will visit the school Learning Commons and identify resources such as books, websites, apps, the check out station, videos and/or periodicals (resources may vary according to your school). Talk about the purpose of each resource and how it can be used. <i>The teacher may wish to consult and team up with your Library Media Specialist for this lesson or have it added to the lessons in the Learning Commons this quarter.</i>	Setting Objectives Provide Practice	A/ B Critical Thinking
1, 2	1.PPG.2C ISTE 1	Title: We ARE Good Citizens Objective: We will <ul style="list-style-type: none"> • Know the meaning of citizen. • Understand that a good citizen is a positive part of a community. • Be able to demonstrate good citizenship. 3. Activity: <ol style="list-style-type: none"> Recall the previous learning about citizens reviewing what a citizen is and how someone can be a good citizen in the “community” of school. The teacher will read or view the read-aloud of <i>David Goes to School</i> by David Shannon to the students. As the teacher is reading, have students give a “no” gesture/thumbs down when David is not being a good citizen. Students can turn and talk about what David could do differently to be a positive citizen of his classroom. After reading and discussing the book, pair students up to role play specific choices that exemplify good citizenship at school (i.e. putting 	Cooperative Learning	B, C Communication Collaboration Creativity Character Citizenship

Example of the [anchor chart](#) (for the Being a Good Citizen lesson)

Visit <http://www.readinga-z.com/> - *Laws for Kids* (Level G)

Book - *Caring* by Mary Small

Book - *Being a Good Citizen* by Mary Small

Book - *Being Respectful* by Mary Small

David Goes to School youtube:

<https://www.youtube.com/watch?v=txjmOsDwL44>

Book - *David Goes to School* by David Shannon

Chatterpix App

The Playground Problem: <https://www.youtube.com/watch?v=f16k2obDv4Y>

Book - *The Playground Problem* by Margaret McNamara

Student Resources:

- Variety of texts
- Materials and documents listed in sample learning activities

Vocabulary:

authoritative decisions-decisions made by leaders

citizen-member of a city, town, or country

common good-for the benefit or interest of all

community-a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage

consequence-effect, result, or outcome of something occurring earlier

laws-teach us how to behave properly and inform us of the rules we all must follow

learning goals-next steps for learning

needs-requirements necessary for you to function and live

peaceful-not argumentative or violent

resolution-solving or resolving something

responsibility-doing what is expected

rights-personal freedoms and opportunities (i.e. freedom of speech, religion, etc. right to vote and assemble, etc.)

rules-statements that tell people how to behave

Unit 2: Famous Americans and Symbols

Content Area: Social Studies	Course: First Grade	UNIT: America the Beautiful
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Unit Description: In this unit, students will learn about famous Americans and their contributions. Students will learn about equal rights and what some Americans have done to protect these rights. They will also learn what symbols are, and about National symbols and their significance, with a focus on the Statue of Liberty and our Nation's Capital.	Unit Timeline: 3-4 weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Support the rights Americans have and why it is important that all citizens have equal rights.
- Live in a way that exemplifies the freedoms and pride the United States was founded on.
- Make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – *Students will understand that... (Big Ideas)*

1. There are symbols, places, and people in United States history that show significance and pride for its citizens.
2. Citizens have rights that are protected.
3. We can use resources to find information about a topic

Essential Questions: *Students will keep considering...*

- What connections can we make between famous Americans, events, and symbols that shaped our nation?
- What rights and responsibilities do I have as a citizen?
- What resources can I use to find information on a topic and where can I find the resources?

Standard	Students will know...	Students will understand...	Students will be able to ...
1.PPG.2A	rights -personal freedoms and opportunities (i.e. freedom of speech, religion, etc. right to vote and assemble, etc.)	Individual rights should be protected for the common good for all.	Examine how individual rights are protected.
1.USH.3aG	contribution -to give to something else	Our community has been affected by people who did not live in Missouri.	Describe the contributions of non-Missourians typically studies in K-4 programs, e.g., George Washington, Abraham Lincoln.
1.PR.1D	symbol -an object that stands for or represents something else	The Statue of Liberty is a universal symbol of freedom and democracy. The Nation's Capital honors the commitment to democracy and political freedoms, while honoring the history of the United States.	Recognize and explain the significance of the following national symbols: <ul style="list-style-type: none"> ● Statue of Liberty ● Nation's Capital
1.TSSI.7A	resource -something that supports the learning	Different resources can be used to support our learning. Not all resources can be used for the same purpose.	Identify and use primary and secondary sources (diaries, letters, people, interviews, journals, and photos).

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
3	1.USH.3aG	<p>Description of Assessment Performance Task(s): Students will create a report on a famous American. Options can be: students make a class book, writing a report, create a display or project (i.e. diorama, a puppet with a piece of writing, report, technology-students create a picture then record themselves talking about the facts, etc).</p> <p>Scoring Criteria: 3--Report includes famous American's name, an action the famous American has done that has had a positive impact on America, an action the student can do to have a positive impact on their school community or classroom community. 2--Report includes 2 of the 3 criterion 1--Report includes 1 of the 3 criterion 0--Report does not include any correct criterion</p>	<p>B/D</p> <p>21 Century critical thinking communication creativity</p>

		Nonfiction book We Are Citizens http://auth.grolier.com/login/bkflixi/login.php Post-Its Chart Paper		
1, 2, 3	1.USH.3a 1.TSSI.7A	<p>Title: Martin Luther King Jr.</p> <p>Objective: Students will</p> <ul style="list-style-type: none"> • Know Dr. Martin Luther King Jr.. • Understand that Martin Luther King Jr. wanted people to be kind to one another. • Be able to identify ways we treat people kindly despite the ways we are the same and different. <p>Activity:</p> <ul style="list-style-type: none"> • Read a Martin Luther King Jr book (for example: <i>Martin's Big Words: The Life of Martin Luther King Jr</i> by Doreen Rappaport). • Teacher leads the class as they discuss ways they are the same and different and we are still kind to them. • Discuss MLK Jr.'s dream; students will identify ways to treat people kindly. • Students will complete the sentence, "I have a dream..." <p>Appendix: Brainpop Jr. - https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/ Bookflix-People and Places-tab 9-12-Fiction book Martin's Big Words, nonfiction book, Martin Luther King Jr. http://sdm-bkflixi.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226 Bookflix-People and Places-tab 1-4-nonfiction book, Martin Luther King Jr. Day</p>	Setting Objectives Similarities & Differences	B Creativity Communication Collaboration Character
1	1.USH.3aG	<p>Title: Presidents and their Contributions (3-5 days)</p> <p>Objective: Students will</p> <ul style="list-style-type: none"> • Know that George Washington and Abraham Lincoln are the 1st and 16th President of the United States of America. • Understand that George Washington and Abraham Lincoln are significant individuals in U.S. history that made a difference in our country. • Be able to compare and contrast George Washington and Abraham Lincoln and their contributions to the U.S. 	Setting Objective	B/C Creativity Communication Collaboration Critical Thinking Citizenship

		<p>Activity:</p> <ul style="list-style-type: none"> • Day 1: Build background information by reading a biography/books about George Washington and identifying his contributions to his country; for ex: <i>George Washington</i> by Wil Mara, <i>George Washington and the General's Dog</i> by Frank Murphy , or refer to the Book Flix link in the Resources - Using a web, the students will identify important contributions that each made to the United States. • Day 2: build background information by reading a biography/books about Abraham Lincoln and identifying his contributions to his country; for ex: <i>Abe Lincoln's Hat</i> by Martha Brenner, <i>A. Lincoln and Me</i> by Louise Borden, or refer to the Book Flix link in the Resources - Using a web, the students will identify important contributions that each made to the United States. • Day 3: After teacher reads biographies about these two presidents, using webs from Day 1 and Day 2 as a resource, teacher and students create a Venn Diagram to compare/contrast George Washington to Abraham Lincoln and the contributions each made to better the United States. During the discussion, the 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. <p>Resources: Brainpop Jr - Abraham Lincoln https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/ Brainpop Jr. - George Washington https://jr.brainpop.com/socialstudies/biographies/georgewashington/ Bookflix-People and Places-tab 5-8 - nonfiction book, Abraham Lincoln http://sdm-bkflix.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226 Bookflix-People and Places-tab 17-20 - nonfiction book, George Washington http://sdm-bkflix.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226 Bookflix-Family and Community-tab 41-44- nonfiction title, What Does the President Do? http://sdm-bkflix.digital.scholastic.com/pb/bkcat06b?authCtx=U.600070226</p>	<p>Cooperative Learning</p> <p>Identify Similarities & Differences</p>	
1,3	1.PR.1D 1.TSSI.7A	<p>Title: Nation's Symbols (3-5 days) Objective: Students will</p>		B/C

	1.TSSI.7A	<ul style="list-style-type: none"> ● Know what a symbol is. ● Understand that the Nation’s Capital and Statue of Liberty are U.S. Symbols. ● Be able to identify the Nation’s Capital and Statue of Liberty. <p>Activity:</p> <ul style="list-style-type: none"> ● Introduce The Nation’s Capital and The Statue of Liberty as U.S. symbols. ● Show students pictures of the Nation’s Capitol and the Statue of Liberty. ● Pass out Post-It notes or paper for children to take notes. ● Watch the Brainpop Jr. video on the Statue of Liberty and students will write 1-3 facts. ● After the video, students will turn and talk to share the facts they recorded. ● The teacher will lead a discussion about the Statue of Liberty and review students’ notes. ● Read a book about the Statue of Liberty, such as The Statue of Liberty by Lloyd G. Douglas and/or use a website as a resource to find facts https://kidzfeed.com/statue-of-liberty-facts-for-kids/ to continue the discussion. ● Discuss and create a classroom symbol that represents your class and/or what your class stands for. Review the values and rules you created as a class. (Examples of symbols could be: build a 3D object with blocks if you have them, create symbol using IPAD, make a class picture, each child can create their own symbol then put together to make a class quilt, etc.) ● Can hang symbol outside the classroom door or display 3D object in the classroom. <p>Appendix: Brainpop Jr., Statue of Liberty - https://jr.brainpop.com/socialstudies/citizenship/statueofliberty/ Brainpop Jr., U.S. Symbols - https://jr.brainpop.com/socialstudies/citizenship/ussymbols/</p>	<p>Setting Objective</p> <p>Cooperative Learning</p> <p>Note-taking</p> <p>Nonlinguistic Representation</p>	<p>Creativity Communication Collaboration Critical Thinking Citizenship</p>
1, 2	1.USH.3aG	<p>Title: People Who Made a Contribution to Our Country</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> ● Know specific Americans who impacted America today. 		<p>B/C Creativity Communication</p>

UNIT RESOURCES

Teacher Resources:

<https://www.youtube.com/watch?v=G3u-jUvANN8>

<http://www.bucketfillers101.com/have-you-filled-a-bucket-today.php>

Bookflix-Family and Community- tab 17-20-fiction book, Do Unto Otters, nonfiction book, We Are Citizens

<http://auth.grolier.com/login/bkflix/login.php>

Brainpop Jr. - <https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>

Bookflix-People and Places-tab 9-12-fiction book, Martin's Big Words, nonfiction book, Martin Luther King, Jr.

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226>

Bookflix-People and Places-tab 1-4-nonfiction book, Martin Luther King, Jr. Day

Brainpop Jr - Abraham Lincoln <https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>

Brainpop Jr. - George Washington <https://jr.brainpop.com/socialstudies/biographies/georgewashington/>

Bookflix-People and Places-tab 5-8 - nonfiction book, Abraham Lincoln

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226>

Bookflix-People and Places-tab 17-20 - nonfiction book, George Washington

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat09b?authCtx=U.600070226>

Bookflix-Family and Community-tab 41-44- nonfiction title, What Does the President Do?

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat06b?authCtx=U.600070226>

Brainpop Jr., Statue of Liberty - <https://jr.brainpop.com/socialstudies/citizenship/statueofliberty/>

Brainpop Jr., U.S. Symbols - <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/>

Brainpop, Jr - Rosa Parks - <https://jr.brainpop.com/socialstudies/biographies/rosaparks/>

Brainpop Jr - Harriet Tubman - <https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

Brainpop Jr - Jackie Robinson - <https://jr.brainpop.com/socialstudies/biographies/jackierobinson/>

Bookflix-Family and Community-tab 1-4, nonfiction title, People of Character Jackie Robinson

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat06b?authCtx=U.600070226>

Bookflix-Family and Community-tab 53-56, nonfiction title, Harriet Tubman

<http://sdm-bkflix.digital.scholastic.com/pb/bkcat06b?authCtx=U.600070226>

Student Resources:

- Access to a variety of texts

Vocabulary:

biography-written account of another person's life

contribution-to give to something else

peace-freedom from upsetting thoughts or feelings, freedom from disputes

peaceful-not argumentative or violent

primary source-any piece of information that was created by someone who witnessed first hand or as part of the historical events that are being described (i.e. journals, diaries, notes, etc)

resource-something that supports

rights-personal freedoms and opportunities (i.e. freedom of speech, religion, etc. right to vote and assemble, etc.)

secondary source-piece of information created using second-hand information

speech-communication or expression of thoughts in spoken words to the community or a group of people

symbols - something that stands for something else

Unit 3: Maps, Goods, and Services

Content Area: Social Studies	Course: First Grade	UNIT: Maps, Goods, and Services
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<p>Unit Description: In this unit, students will learn to identify various types of maps, including globes. Students will learn to use a compass rose to identify cardinal directions. They will also be able to locate a place on a map by pointing it out and describe its location by explaining its relation to one or more other places. Students will then discuss why people work, and discover the importance of goods and services.</p>	<p>Unit Timeline: 2-3 weeks</p>
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DESIRED Results

Transfer Goal - Students will be able to independently use their learning to.....

- Engage in a big world that is diverse and full of history in culturally relevant ways.
- Make informed decisions.
- Make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings – Students will understand that... (Big Ideas)

1. There are a variety tools that can help us locate places and describe locations.
2. Goods and services are necessary for wants and needs within a community.

Essential Questions: Students will keep considering...

- What tools can I use to help me locate a place, and/or directions?

Standard	Students will know...	Students will understand...	Students will be able to ...
1.EGS.5A	cardinal direction -four main, or cardinal, points of the	Tools can help us determine how we can get from one place to another.	Use a compass rose to identify cardinal directions.

	<p>compass—north, south, east, and west</p> <p>compass-a handheld tool that helps you figure out in what direction you are going</p>		
1.TSSI.7A	<p>map-a drawing of all or part of Earth's surface. Its basic purpose is to show where things are</p> <p>globe-a sphere on which a map of the earth is represented</p> <p>visual aide-an instructional device that can be seen (i.e. chart, graphic, map, or model)</p> <p>auditory aide-an instructional device that can be heard (i.e. video, recording, etc)</p>	<p>Instructional aides can help us understand what we are learning.</p> <p>Map and globes are used for different purposes.</p>	Identify visual, graphics, and auditory aids (globes, maps).
1.EGS.5A	<p>relative direction-words used to describe a position (for example, left, right, forward, backward, up, or down)</p>	Understanding location helps us get from one place to another.	Locate a place by pointing it out on a map and by describing its relative location (description of a location by explaining where the place is in relation to one or more other places).
1.EGS.5A	<p>map-a drawing of all or part of Earth's surface. Its basic purpose is to show where things are</p>	Reading a map helps us determine how to get from one place to another.	Read maps
1.ECP.4A	<p>consumer-one who uses a good or service</p> <p>producer-one who creates/provides a good or service</p>	Relationships in economics drive production.	Describe the relationships between consumers, consumption, producers, and production.
1.ECP.4A	<p>goods-items people want and buy, such as food, clothing, toys, furniture, and toothpaste</p>	Goods and services can be purchased or bartered.	Identify examples of private goods and services.

	<p>services-action that a person does for someone else, such as haircuts, medical check-ups, mail delivery, car repair, and teaching</p>		
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Unit 3: Assessment

EVIDENCE of LEARNING


<p><u>Understanding</u></p> <p style="text-align: center;">1</p>	<p><u>Standards</u></p> <p>1.EGS.5A</p>	<p><u>Unit Performance Assessment:</u> Using the “map” created during the What are Goods and Services? Activity, have students add a compass rose labeled N, S, E, W. This could be a copied compass rose that students glue to their map or students could draw a compass rose. Using their compass rose, students will describe directions from one building on their town to other using cardinal directions.</p> <p><u>Scoring Criteria</u> 1- The student correctly uses cardinal directions to describe directions between two buildings. 0- The student is unable to correctly use cardinal directions to describe directions between two buildings.</p>	<p><u>R/R Quadrant</u> B</p> <p><u>21st Century</u> Critical thinking Communication</p>
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	1.TSSI.7A	<p>Title: What's a Map?</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know definitions of map and globe. ● Understand that there are various types of maps. ● Be able to identify the type of map we are using. <p>Activity:</p> <ol style="list-style-type: none"> a. The teacher will ask students, "Have you ever heard of a map before? If so, put your thumb on your knee." As students' thumbs pop up on their knees, ask the students, "Where have you seen a map before?" Tell students to turn and talk with a partner to share places they have seen maps. b. Call on a few students to share where they have seen maps. Tell the students that today you want them to know that there are many kinds of maps. People use maps to help them get different places. There are maps of schools, zoos, neighborhoods, and even more! c. The teacher will pull up a variety of maps on the SmartBoard. The teacher can use Google Earth to show a satellite view of their school, a map of the St. Louis Zoo, an illustrated map of a neighborhood, or maps of other significant places to the students. <ol style="list-style-type: none"> a. The teacher could then pull up a global view of Earth using Google Voyager. b. The teacher will then tell the students that there is a type of map called a globe. Tell the students that a globe is spherical (just like our Earth) and shows a map of the entire planet! c. The teacher will tell students that in this unit, they will get to read maps! Tell the students to turn and talk and share why reading maps will be important in their everyday life. Share a few of the reasons. <p>Resources: Google Voyager</p>	<p>Cooperative Learning</p> <p>Setting Objectives</p> <p>Advance Organizer</p> <p>Setting Objectives</p> <p>Cooperative Learning</p>	<p>B/C Critical Thinking Citizenship</p>

		Neighborhood St. Louis Zoo Google Earth		
1	1.EGS.5A 1.EGS.5A 1.EGS.5A	<p>Title: We Can Read Maps!</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know that a compass rose is used to tell a direction. ● Understand how a compass rose helps people when traveling. ● Be able to use a compass rose to describe the location of a place in a relation to one or more other places. <p>Activity:</p> <ol style="list-style-type: none"> Tell the students that today they will learn how to read maps and how to use a compass rose. Play the Reading Maps video on BrainPop Jr. and discuss. The teacher will show the students a map of a neighborhood with a compass rose. The teacher will determine points on a map, and ask the students how to get from location A to location B, using cardinal directions. After doing one aloud together, choose two new locations. Have the students turn and talk with their partner, describing how to get from location A to location B using cardinal directions. The teacher will listen in and provide feedback to partnerships. Optional Technology Integration: The teacher could download a compass rose app to their iPhone or iPad. The students can use the compass rose to determine how to get from one part of the school to another using the cardinal directions. <p>Resources: Reading Maps BrainPop Jr.</p>	<p>Setting Objectives Advance Organizer</p> <p>Cooperative Learning</p> <p>Providing Feedback</p>	<p>B/C Collaboration Critical Thinking</p>
2	1.ECP.4A	<p>Title: What are Goods and Services?</p> <p>Objective: We will:</p> <ul style="list-style-type: none"> ● Know definition of goods and services. ● Understand why we need goods and services. ● Be able to describe the differences between goods and services. <p>Activity:</p> <ol style="list-style-type: none"> Pose the question, “Why do people work?”. Students will turn and talk to a partner to answer the question. Have a few students share what they discussed with their partner gearing the discussion toward the fact that 	<p>Cooperative Learning</p>	<p>B Critical Thinking Collaboration Citizenship</p>

		<p>people work to make money.</p> <p>b. As a class, create a web with money in the middle and brainstorm together things people spend their money on. (For example: food, clothing, doctor visits, toys, haircuts, etc.)</p> <p>c. Read aloud <i>Goods and Services</i> by Janeen R. Adil highlighting the differences between goods and services or watch the Brainpop Jr video over Goods and Services.</p> <p>d. Using ideas from the class created web or prepared picture examples, sort the ideas or pictures onto a T-Chart labeled with Goods and Services.</p> <p>e. Give children white construction paper with prepared strips of black paper. They will glue the black paper on down the middle of the white paper making the black paper into a road adding dashed lines to create the road.</p> <p>f. On one side of the road, the students should illustrate places where they could purchase goods and on the other side students should illustrate places they could receive services.</p>  <p>4. Appendix: <i>Goods and Services</i> by Janeen R. Adil BrainPop Jr Goods and Services Video</p>	<p>Similarities and Differences</p> <p>Categorizing</p>	
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UNIT RESOURCES

Teacher & Student Resources:

[Google Voyager](#)

[Neighborhood](#)

[St. Louis Zoo](#)

[Google Earth](#)

[Reading Maps](#) BrainPop Jr.

Goods and Services by Janeen R. Adil

[BrainPop Jr](#) Goods and Services Video

Vocabulary:

cardinal direction-four main, or cardinal, points of the compass—north, south, east, and west

compass-a handheld tool that helps you figure out in what direction you are going

compass rose-a feature on a map that also tells people in what direction to go to find certain places on the map

consumer-one who uses a good or service

direction-way in which one may face or travel

globe-a sphere on which a map of the earth is represented

goods-items people want and buy, such as food, clothing, toys, furniture, and toothpaste

location-place or position, where something or someone is

map-a drawing of all or part of Earth's surface. Its basic purpose is to show where things are

producer-one who creates/provides a good or service

relative direction-words used to describe a position (for example, left, right, forward, backward, up, or down)

services-action that a person does for someone else, such as haircuts, medical check-ups, mail delivery, car repair, and teaching