Kindergarten Unit 1--*Government and Citizenship*

Kirkwood EQ: What are communities? Why do we have them?

Guiding Questions: Why do communities make rules? Why are rules important?
Why do people agree to follow rules? Can you think of citizens/people that help our community? How can we solve disagreements peacefully? How can we take care of our classroom community? School? What is a Change Maker?

Constitution Day is 9/17-So some little read along about the Rules of America are in Constitution.

State Standards that must be addressed in this unit:

Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

K.PC.1.B-Identify reasons for making rules within the school.
K.PC.1.C-Discuss the concept of individual rights.
K.PC.1.E-Describe the character traits of role models within your family and school.
K.PC.1.F.a-Identify the flag as a symbol of the nation.
K.PC.1.F.b-Recite the Pledge of Allegiance.

Knowledge of the principles and processes of governance systems:

K.GS.2.C-Describe why groups need to make decisions and how those decisions are made in families and classrooms.
K.GS.2.D-Describe the roles and responsibilities of people in authority in families and groups.

Knowledge of continuity and change in history of Missouri and the United States:

K.H.3.C-Describe the contributions of people typically studied in K-5 programs associated with national holidays like George Washington, Abraham Lincoln, Squanto….and our Change makers.

Knowledge of relationship of the individual and groups to institutions and cultural traditions:

K.RI.6.B-Explain how to resolve disputes peacefully in the classroom and on the playground.

Knowledge of Social Science Inquiry:

K.TS.7.A.a-Use artifacts to share information on social studies topics.
K.TS.7.B-Use visual tools to communicate information.
K.TS.7.D-Share findings about a social studies topic
K.TS.7.E-Ask questions and find answers, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

Kindergarten Unit 2--*Culture and Geography*

Kirkwood EQ: What is childhood like around the US 4 Places
How do citizens show patriotism?
What traditions do people celebrate?

Guiding Questions: What are stories that are special to my family? Why? Compare similarities and differences between families. What makes a family a family? What is childhood like across America? St. Louis, New York (huge and near ocean), Rochester, MN(small and rural but some industry), and Chico, CA (interior California-Farming), Laredo, TX (boarder town) or 4 similar towns.

Thanksgiving, Voting/Elections…

Cultural Universals addressed:
1. Food, Clothing and Shelter; 2. Family and Kinship; 3. Attitudes toward Unknown/Religion; 4. Technology and Communication.

State Standards that must be addressed in this unit:

Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
K.PC.1.E-Describe the character traits of role models within your family and school.

Knowledge of the principles and processes of governance systems:
K.GS.2.D-Describe the roles and responsibilities of people in authority in families and groups.

Knowledge of continuity and change in history of Missouri and the United States:
K.H.3.C-Describe the contributions of people typically studied in K-5 programs associated with national holidays.

Knowledge of economic concepts:
K.E.4A.a-Describe examples of scarcity within your family and school.
K.E.4.A.c-Describe examples of needs and wants within your family and school.

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
K.EG.5A.a-Identify maps as representations of real places.
K.EG.5.A.b-With assistance, read, construct and use maps of familiar places such as classroom, bedroom, home.

Knowledge of relationships of the individual and groups to institutions and cultural traditions:
K.RI.6.A-Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.
K.RI.6.C-Share stories related to your family cultural traditions and family lore.
K.RI.6.D.4-Describe how you and your family remember and commemorate your cultural heritage.

Knowledge of Social Science Inquiry:
K.TS.7.A.b-Use artifacts to share information on social studies topics.
K.TS.7.B-Use visual tools to communicate information.
K.TS.7.D-Share findings about a social studies topic
K.TS.7.E-Ask questions and find answers about a topic, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

Kindergarten Unit 3--*History-Past and Present*

Kirkwood EQ: How has your family changed over time? What do you wonder about the future?

Guiding Questions: What is **history** and how is the **past** different from the **present**? What is a map and where are we on a map? What does the US look like? Why do we use maps/globes to learn about places?

State Standards that must be addressed in this unit:

Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
K.PC.1.E-Describe the character trails of role models within your family and school.

Knowledge of continuity and change in history of Missouri and the United States:
K.H.3.B.a-Create a personal history.
K.H.3.B.b-Compare your family's life in the past and present. Hypothesize/Wonder about the future?
K.H.3.C-Describe the contributions of people typically studied in K-5 programs associated with national holidays.

Knowledge of economic concepts:
K.E.4.A.a-Describe examples of scarcity within your family and school
K.E.4.A.b-Describe examples of opportunity cost within your family and school
K.E.4.A.c-Describe examples of needs and wants within your family and school

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
K.EG.5.A.a-Identify maps as representations of real places.
K.EG.5.A.b-With assistance, read, construct and use maps of familiar places such as classroom, bedroom, home.

Knowledge of relationships of the individual and groups to institutions and cultural traditions:
K.RI.6.A-Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.
K.RI.6.B-Share stories related to your family cultural traditions and family lore.
K.RI.6.D.4-Describe how you and your family remember and commemorate your cultural heritage.

Knowledge of Social Science Inquiry:
K.TS.7.A.a-Label and analyze different social studies' sources with guidance and support from an adult.
K.TS.7.A.b-Use artifacts to share information on social studies topics.
K.TS.7.B-Use visual tools to communicate information.
K.TS.7.D-Share findings about a social studies topic
K.TS.7.E-Ask questions and find answers, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

Kindergarten Unit 4--*Geography, Culture and Economics*

Kirkwood EQ: Why and how do we make choices? What consequences do my choices have?

Guiding Questions: How do children around the world live similarly and/or differently from you?
What is the difference between a want and a need? What do maps tell you? How do you read a map?

State Standards that must be addressed in this unit:

Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

K.PC.1.F.a-Identify the flag as a symbol of our nation. (Look at other flags)

Knowledge of the principles and processes of governance systems:

K.GS.2.C-Describe why groups need to make decisions and how those decisions are made in families and classrooms.
K.GS.2.D-Describe the roles and responsibilities of people in authority in families and groups.

Knowledge of continuity and change in history of Missouri and the United States:

K.H.3.C-Describe the contributions of people typically studied in K-5 programs associated with national holidays like George Washington, Abraham Lincoln, Squanto….and our Change makers.

Knowledge of economic concepts:

K.E.4.A.a-Describe examples of scarcity within your family and school
K.E.4.A.b-Describe examples of opportunity cost within your family and school
K.E.4.A.c-Describe examples of needs and wants within your family and school

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

K.EG.5.A.a-Identify maps as representations of real places.
K.EG.5.A.b-With assistance, read, construct and use maps of familiar places such as classroom, bedroom, home.
K.EG.5.A.c-Match legend symbols to map features
K.EG.5.B-Apply position words to locations within the classroom

Knowledge of relationships of the individual and groups to institutions and cultural traditions:

K.RI.6.A-Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.
K.RI.6.B-Explain how to resolve disputes peacefully in the classroom and on the playground.
K.RI.6.C-Share stories related to your family cultural traditions and family lore.
Describe how you and your family remember and commemorate your cultural heritage.

Knowledge of Social Science Inquiry:

K.TS.7.A.a-Label and analyze different social studies' sources with guidance and support from an adult.
K.TS.7.A.b-Use artifacts to share information on social studies topics.
K.TS.7.B-Use visual tools to communicate information.
K.TS.7.D-Share findings about a social studies topic
K.TS.7.E-Ask questions and find answers, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

1st Grade Unit 1--*Citizenship and Government.*

Kirkwood EQ: How do all members of a community work together to make changes?

Guiding Questions: What is a community? What roles do family members have? What is my role in my family? How are families different? How are they also the same? What do you value in your classmates? Why do we have rules in our classroom? How are decisions are made, enforced and interpreted within schools? What is a citizen? What can a citizen do? What are roles/responsibilities of citizens?

Constitution Day is 9/17-So some little read along about the Rules of America are in Constitution.

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

1.PC.1.B-Identify and explain why cities make laws.
1.PC.1.C-Discuss how individual rights are protected.
1.PC.1.D-Give examples of being an active and informed citizen in your classroom or community.
1.PC.1.E-Describe the character traits of role models within your community (last year it was school)

2. Knowledge of the principles and processes of governance systems:

1.GS.2.C-Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.
1.GS.2.D-Described the roles and responsibilities of people in government such as judge, mayor, police, city council member in community.

4. Knowledge of economic principles:

1.E.4.A.a-Describe an example of scarcity within your school and community.
1.E.4.A.b-Describe examples of goods and services within your school and community.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and environment:

1.EG.5.A.b-With assistance, read, construct and use maps, which have a title and key.
1.EG.5.A.c-Describe how maps are created for different purposes such as school fire drill, getting to nurse, or a field trip.
1.EG.5.B-Locate a place by pointing it out on a map and describing its relative location.
1.EG.5.C.a-Identify physical characteristics of your community. (climate, topography, ecosystems)
1.EG.5.C.b-Describe the human characteristics of your community. (architecture, recreation, transportation, communication)

6. Knowledge of relationship of the individual and groups to institutions and cultural traditions:

1.RI.6.B-Propose peaceful resolutions of disputes in the classroom and on the playground.

7. Knowledge of Social Science Inquiry:

1.TS.7.B-Create visual tools to communicate information.
1.TS.7.D-Share findings about a social studies topic
1.TS.7.E-Ask supporting questions and find answers about social studies' topics, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

1st Grade Unit 2--*Culture*

Kirkwood EQ: What are families like around the world. 4 Places.
Guiding Questions: How are cultures similar and different? What symbols represent or are unique to my family? Foods? Clothes? Celebrations? Similarities and differences among families?

Thanksgiving, Voting/Elections…
8 Cultural Universals…which ones?
1. Food, Clothing and Shelter; 2. Family and Kinship; 3. Attitudes toward Unknown/Religion; 4. Technology and Communication. 5. Sports/Entertainment/Leisure;

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
1.PC.1.E-Describe the character traits of role models within your community (last year it was school)
1.PC.1.F.b-Recognize and explain the significance of symbols of your local community.

3. Knowledge of continuity and change in history of Missouri and the United States:
1.H.3.B-Compare and contrast our community in the past and present (more through family)..Schools, land usage, communications…Pictures of Downtown Kirkwood through the years?
1.H.3.C-Describe the contributions of people typically studies in K-5 programs associated with national holidays. (State says Dr. King, Thomas Jefferson and Christopher Columbus) who else? Changemakers.

4. Knowledge of economic concepts:
1.E.4.A.a-Describe examples of scarcity within your family and school
1. E.4.A.b-Describe examples of goods and services within your school and community.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
1.EG.5.A.a-Identify globes as representations of real places.
1.EG.5.A.b-With assistance, read, construct and use maps, which have a title and key.
1.EG.5.A.c-Describe how maps are created for different purposes such as school fire drill, find nurse, or a field trip.
1.EG.5.A.d-Locate a place by pointing it out on a map and describing its relative location.
1.EG.5.C.c-Describe the human characteristics of your community. (population density and composition, architecture, economic and recreation activities, transportation and communication networks.)

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:
1.RI.6.A-Describe cultural characteristics of your school and community. (language, celebrations, customs, holidays, art, food, dress, traditions)
1.RI.6.C-Recount stories about locations, people, and cultural events in your community.

7. Knowledge of Social Science Inquiry:
1.TS.7.A.a-Identify and analyze primary and secondary social studies sources in classroom discussions with guidance and support from an adult.
1.TS.7.A.b-Identify and use artifacts to share information on social studies topics. (building structures, materials, works of art, fossils, pottery, tools, clothing, musical instruments, furniture, etc)..
1.TS.7.B-Create visual tools to communicate information.
1.TS.7.D-Share findings about a social studies' topic.
1.TS.7.E-Ask supporting questions and find answers about social studies' topics, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

1st Grade Unit 3--*History-Past and Present*

Kirkwood EQ: In what ways do people and things change over time?

Guiding Questions: How do we learn from the past? Who/What are the people and images who represent America? Why did we select those items to represent us? How have those symbols changed over time? What symbols might represent us in the future? In what way do people and things change over time? What words make us who we are as Americans? (Constitution beginning)

State Standards that must be addressed in this unit:

Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

1.PC.1.E-Describe the character traits of role models within your community. (Connect to national?)

1.PC.1.F.a-Recognize and explain the significance of the Statue of Liberty, US Capital, Bald Eagle and Liberty Bell. *(others? Kwood, St. Louis, MO, US, World?)*

1.PC.1.F.b-Recognize and explain the significance of symbols in your local community

Knowledge of the principles and processes of governance systems:

1.GS.2.D-Describe the roles and responsibilities of people in government such as judge, mayor, police, city council, in a community….*And connect to national symbols.*

Knowledge of continuity and change in history of Missouri and the United States:

1.H.3.B-Compare and contrast our community in the past and present (Population, beliefs, schools, land use, communication)

1.H.3.C-Describe the contributions of people typically studied in k-5 programs associated with national holidays. (State says Dr. King, Thomas Jefferson and Christopher Columbus) who else? Changemakers.

Knowledge of economic concepts:

1.E4.A.b-Describe examples of goods and services within your school and community. Now and then

1.E4.A.c-Describe consumers and producers and the relationship to goods and services within your school and community.

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

1.EG.5.A.a-Identify globes as representations of real places.

1.EG.5.A.b-With assistance, read, construct and use makes, which have a title and key.

1.EG.5.A.c-Describe how maps are created for different purposes such as fire drill, or a trip.

1.EG.5.A.c-Use a compass rose to Identify cardinal directions on a map.

Knowledge of relationships of the individual and groups to institutions and cultural traditions:

1.RI.6.A-Describe cultural characteristics of your school and community. (language, celebrations, customs, holidays, art, food, dress, traditions)

1.RI.6.C-Recount stories about locations, people, and cultural events in your community.

1.RI.6.D-Describe how your community commemorates its cultural heritage.

Knowledge of Social Science Inquiry:

1.TS.7.A.a-Identify and analyze primary and secondary sources in classroom discussion with guidance and support from an adult.

1.TS.7.A.b-Identify and use artifacts to share information on social studies' topics.

1.TS.7.B-Create visual tools to communicate information.

1.TS.7.D-Share findings about a social studies' topic.

1.TS.7.E-Ask supporting questions and find answers about social studies' topics, with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

1st Grade Unit 4--*Geography, Culture and Economics*

Kirkwood EQ: Why do we have to make choices about what we buy or do?

Guiding Questions: How do we get the things we need or want in our family, school, community? What is the difference between a need and a want? What is scarcity? What is an opportunity cost? What are some examples of producer and a consumer? What are examples of goods? Services? How does scarcity and surplus look similar or different in different parts of the school, community, country/world? How are different features shown on a map? Water, cities, boundaries, population, railroads, airports, roads? What does the map/globe tell me about my community? Where I am ?

State Standards that must be addressed in this unit:

Knowledge of economic concepts:
1.E.4.A.a-Describe examples of scarcity within your school and community.
1.E.4.A.b-Describe examples of goods and services within your school and community. Now and then
1.E.4.A.c-Describe consumers and producers and the relationship to goods and services within your school and community.

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
1.EG.5.A.a-Identify globes as representations of real places.
1.EG.5.A.b-With assistance, read, construct and use makes, which have a title and key.
1.EG.5.A.c-Describe how maps are created for different purposes such as fire drill, or a trip.
1.EG.5.A.d-Use a compass rose to Identify cardinal directions on a map.
1.EG.5.B-Locate a place on a map by describing its relative location.
1.EG.5.C.a-Identify the physical characteristics of your community.
1.EG.5.C.b-Identify the human characteristics of your community.

Knowledge of Social Science Inquiry:
1.TS.7.A.a-Identify and analyze primary and secondary sources in classroom discussion with guidance and support from an adult.
1.TS.7.B-Create visuals to communicate information.
1.TS.7.D-Share findings about a social studies' topic.
1.TS.7.E-Ask supporting questions and find answers about social studies' topics with assistance.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

2nd Grade Unit 1--*Citizenship and Government.*

Kirkwood EQ: **How do citizens interact with the government?** *(Local Focus)*

Constitution Day is 9/17-So some little read along about the Rules of America are in Constitution.
Change Makers: St. Louis power folks. https://www.stlmag.com/news/power-list/2016

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
2.PC.1.F.b-Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.

2. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
2.PC.1.B.a-Explain and give examples of how laws and rules are made and changed within a community.
2.PC.1.C-Explain how individual rights are protected within a community.
2.PC.1.D.a-Analyze how being an active and informed citizen makes a difference in your community.
2.PC.1.D.d-List the consequences of citizens not actively participating in their community.
2.PC.1.F.a-Describe the importance of the Pledge of Allegiance.

3. Knowledge of the principles and processes of governance systems:
2.GS.2.C-Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision-making.
2.GS.2.D-Identify and explain the concept of branches and functions of government.

4. Knowledge of economic principles:
2.E.4.A.b-Demonstrate how people use money to buy and sell goods and services.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and environment:
2.EG.5.A.a-Read and construct maps with title and key (region, state, world)…Region this time.
2.EG.5.A.b-Identify the properties and use of different types of maps for variety of purposes. (Local…Roads and Rails, Schools)

6. Knowledge of relationship of the individual and groups to institutions and cultural traditions:
2.RI.6.D-Describe how regions commemorate cultural heritage.

7. Knowledge of Social Science Inquiry:
2.TS.7.A.a-Describe and analyze primary and secondary sources in classroom discussions with guidance and support.
2.TS.7.A.b-Select and use artifacts to share information on social studies topics. (art, fossils, tools clothing, buildings, photos, clothing, musical instruments, recorded music, posters)
2.TS.7.B-Create visual tools and information texts to communicate information.
*Explain the difference between fact and opinion in social studies' topics. (Discrep..2 or 3? But VIP)
*Explain the concept of point of view in social studies' topics. (Discrep..2 or 3? But VIP)
2.TS.7.D-Share research about a social studies' topic.
2.TS.7.E.a-Develop supporting questions about social studies' topics, with assistance.
2.TS.7.E.b-Describe a process to answer those questions
2.TS.7.E.c-Discuss types of sources that would be helpful in exploring social studies' questions.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

2nd Grade Unit 2--*Geography..Little Culture…Little Econ*

Kirkwood EQ: How does where you live impact how you live? (MO, US, World)….Think order…
Guiding Questions: How does the environment shape us? How do we shape our environment? How do we use land in different ways to shape our community? How does our use of land improve our harm our community? How do I read a map? (Note K & 1 Map work)

Thanksgiving, Voting/Elections…

State Standards that must be addressed in this unit:

4. Knowledge of economic concepts:

2.E.4.A.a-Describe consumption and production and the relationship to goods and services within your region.
2.E.4.A.b-Demonstrate how people use money to buy and sell goods and services.
2.E.4.A.c-Demonstrate how people barter to exchange goods and services.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

2.EG.5.A.a-Read and construction maps with title and key (state, US and World).
2.EG.5.A.b-Identify the properties and use of different types of maps for various purposes.
2.EG.5.B.b-Name and locate the regions in your community.
2.EG.5.B.a-Name and locate the regions of the world. (Continents, Oceans, Hemispheres)
2.EG.5.C.a-Identify & describe physical features of the world (Mountains, Coastal, Plains, Dessert, Forests, Urban, Rural, Topical, Cold).
2.EG.5.C.b-Identify and describe the physical characteristics of the student's Region in MO-Urban/rural/Hilly/Flat/Water
2.EG.5.C.c-Describe the human characteristics of student's region in MO (See Nat Geo below)
2.EG.5.F.a-Define the concept of regions as places, which have unifying political, physical or cultural characteristics.
2.EG.5.F.b-Identify examples of different regions in Missouri (urban, rural, rec area, wheat or corn producing, timber)
2.EG.5.F.c-Describe why people of different groups settle more in one place or region than another.
**2.EG.5.G-Explain how geography affects the way people live today. (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).
2.EG.6.A-Identify and describe the defining characteristics of the student's community as a place.
2.EG.6.B-Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks).
2.EG.6.C-Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.
2.EG.6.D-Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas).
2.EG.6.E-Describe and compare the types of grocery and food items from different countries in the local supermarket.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

2.RI.6.A-Compare the cultural characteristics of regions in the state.(TBD what they are, but stay big-Urban, rural, hilly, flat)
2.RI.6.C-Recall stories and songs that reflect the cultural history of peoples from various regions in the US including regional folk figures, Native American Legends, and African American folktales.

7. Knowledge of Social Science Inquiry:

2.TS.7.A.a-Identify and analyze (or is it Describe and analyze…the documents conflict)..primary and secondary sources in classroom discussions with guidance and support.
2.TS.7.B-Create visual tools and information texts to communicate information.
2.TS.7.D-Share research about a social studies' topic.
2.TS.7.E.a-Develop supporting questions about social studies' topics, with assistance.
2.TS.7.E.b-Describe a process to answer those questions
2.TS.7.E.c-Discuss types of sources that would be helpful in exploring social studies' questions.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

2nd Grade Unit 3

Culture and History-Past and Present with some Geography

Kirkwood EQ: How has the way of life stayed the same and changed over time in Kirkwood, St. Louis, and Missouri?
What was life like for your grandparents (1950ish); your parents (1980ish); and you--today?

8 Cultural Universals…which ones?
1. Food, Clothing and Shelter; 2. Family and Kinship; 3. Attitudes toward Unknown/Religion; 4. Sports/Entertainment/Leisure; 5. Technology and Communication.

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
2.PC.1.F.b-Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials.

3. Knowledge of continuity and change in history of Missouri and the United States:
2.H.3.A- Compare the culture and people in our community across multiple time periods.
Compare and contrast the changing habitats, resources, art and daily lives of Native American People in regions of the US.

4. Knowledge of economic concepts:
Describe consumption and production and the relationship to goods and services within your region.
Demonstrate how people barter to exchange goods and services.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
2.EG.5.A.a- Read and construct maps with title and key.
Identify the properties and use of different types of maps for a variety of purposes.
2.EG.5.B.b- Name and locate the regions in your community.
2.EG.5.C.c- Describe human characteristics of the student's region in MO
Define the concept of regions as places, which have unifying political, physical, or cultural characteristics
Describe why people of different groups settle more in more place or region than another.
Explain how geography affects the way people live today.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:
2.RI.6.A-Compare the cultural characteristics of regions in the state.(TBD what they are, but stay big-Urban, rural, hilly, flat)
2.RI.6.C-Recall stories and songs that reflect the cultural history of peoples from various regions in the US including regional folk figures, Native American Legends, and African American folktales.
2.RI.6.D- Demonstrate how regions commemorate cultural heritage.

7. Knowledge of Social Science Inquiry:
2.TS.7.A.a- Describe and analyze primary and secondary social studies' sources in classroom discussion with guidance.
Select and use artifacts to share information on social studies topics.
Use visual tools and information texts to communicate information.
*Explain the difference between fact and opinion in social studies' topics.
*Explain the concept of point of view in social studies' topics.
Share research about a social studies' topic.
2.TS.7.E.A- Develop supporting questions about social studies' topics, with assistance.
2.TS.7.E.B- Describe a process to answer those questions
Discuss types of sources that would be helpful in exploring social studies' questions.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

2nd Grade Unit 4--*Innovators-History, Economics, Geography, Culture-*

Kirkwood EQ: How do people change the world through inventions and their actions?

Guiding Questions:How are community needs and wants met? How do resources affect the development of place? How has technology changed the way we live? How did inventors and pioneers influence the progress of the US? How do achievements build upon one another?

State Standards that must be addressed in this unit:

Knowledge of the principles expressed in documents shaping constitutional democracy in the US"

2.PC.I.E.- Describe the character traits & civic attitudes of inventors/pioneers in their field who influenced progress in the US

Knowledge of continuity and change in the history of MO and US

Compare the culture and people in our community across multiple time periods (Technology shaping this?)

2.H.3.C- Describe the contributions of inventors or pioneers in their field who influenced progress in our nation.

Knowledge of economic concepts:

Describe consumption and production and the relationship to goods and services within your region…Furs to Manufacturing to Banking and Services-Enterprise, Purina, Ed Jones, Wells Fargo

Demonstrate how people use money to buy and sell goods and services.

Describe how people barter to exchange goods and services.

2.E.4.A.d- Explain the relationship of income, labor and wages….How technology changes this..

2.E.4.B- Describe a personal cost-benefit analysis…..Practice Soccer or Scan Instagram…

Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Read and construct maps with title and key.

Identify the properties and use of different types of maps for a variety of purposes.

Name and locate regions of the world….Technology inventions?

2.EG.5.E.a- **Describe different types of communication and transportation and identify their advantages and disadvantages.

2.EG.E.b - **Describe how transportation and communication systems have facilitated the movement of people, products and ideas.

Knowledge of Social Science Inquiry:

Describe & analyze primary and secondary social studies' sources in classroom discussion with guidance.

2.TS.7.A.b - Select and use artifacts to share information on social studies topics.

2.TS.7.B- Use visual tools and information texts to communicate information.

*Explain the difference between fact and opinion in social studies' topics.

*Explain the concept of point of view in social studies' topics.

Share research about a social studies' topic.

2.TS.7.E.a- Develop supporting questions about social studies' topics, with assistance.

2.TS.7.E.b- Describe a process to answer those questions

Discuss types of sources that would be helpful in exploring social studies' questions.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

3rd Grade Unit 1--Geography and Culture.
Year Long Question: What is Missouri's Place and Impact in the World?

Kirkwood EQ: What is life like in 4 Places around the world? 2 US 2 Abroad**?**
STL/Nixa, Mo/Lagos, Nigeria/Llandgo, Wales (2 US 2 Abroad)--City, Rural, Non-Western.

Constitution Day is 9/17-So some little read along about the Rules of America are in Constitution.

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
Recognize and explain the significance of the Gateway Arch and the Great Seal of MO & other symbols of state

4. Knowledge of economic principles:
Define natural, capital and human resources
Define economy
Define taxes and explain how taxes are generated and used.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and environment:
Read and construct historical and current maps.
Name and locate major cities, rivers, regions and states which border MO
Describe and use absolute location using a grid system.
Describe human geographic characteristic of MO (See 2nd Grade unit 2)
Describe how people of Missouri are affected by, depend upon, adapt to and change their physical environments in the past and present.
Identify regions in MO
Compare regions in MO---Urban/Rural…Flat and Hilly..river bottom more important than the 4 regions of MO"
Explain how geography affected important events in MO History. (RIVERS, Middle of Country/North America)

6. Knowledge of relationship of the individual and groups to institutions and cultural traditions:
Compare the cultural characteristics of regions in MO
Take part in a constructive process or method for resolving conflicts.
Research stories and songs that reflect cultural history of MO.
Describe how people in MO preserve their cultural heritage.

7. Knowledge of Social Science Inquiry:
Select & analyze primary & secondary social studies' sources to determine importance with guidance & support.
Create and use artifacts to share information on social studies' topics.
With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas
**Identify fact and opinions in social studies' topics
**Identify point of view (Perspectives) in social studies' topics.
Share research about a social studies' topic.
Generate supporting questions about social studies' topics.
Use steps in a process to investigate a social studies' topic. Investigate an appropriate social studies' question and share results with assistance if needed.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

3rd Grade Unit 2-History, Culture, Economics, Government

Year Long Question: What is Missouri's Place and Impact in the World?

Kirkwood EQ: How have changemakers impacted MO and its people for better or for worse?

Thanksgiving, Voting/Elections…
Change Makers: St. Louis power folks. https://www.stlmag.com/news/power-list/2016

State Standards that must be addressed in this unit:

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the US:
Explain how individual rights are protected within our state.
Explain how the State of Missouri relies on responsible citizen participation and draw implications for how people should participate.
Describe the character traits and civic attitudes of influential Missourians.
Recognize and explain the significance of the Gateway Arch and the Great Seal of MO.

2. Knowledge of principles and processes of governance systems:
Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in MO.

3a. Knowledge of continuity and change in the history of MO and the US
Identify and describe the historical significance of the individuals from MO who have made contributions to our state and nation.
Discuss the causes and consequences of the Dred Scott decisions on MO and the nation.
Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
Read and construct historical and current maps.
Name and locate major cities, rivers, regions and states which border MO.
Describe how people of MO are affected by, depend upon, adapt to, and change their physical environments in the past and present.
Describe how changes in communication and transportation technologies affect people's lives.
Identify Regions of MO-Again Not just the stupid 4. Urban/Rural; East West, Hills, Planes, etc.
Describe the human geographic characteristics of MO.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:
Take part in a constructive process or method for resolving conflicts.
Research stories and songs that reflect the cultural history of MO.
Describe how people in MO preserve their cultural heritage.
Examine the changing roles of Native Americans, Immigrants, African Americans & Women, and others in MO Hist.

7. Knowledge of Social Science Inquiry:
Select & analyze primary & secondary social studies' sources to determine importance with guidance & support.
Create and use artifacts to share information on social studies' topics.
**With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas
Identify fact and opinions in social studies' topics
**Identify point of view (Perspectives) in social studies' topics.
Share research about a social studies' topic.
Generate supporting questions about social studies' topics.
**Use steps in a process to investigate a social studies' topic. Investigate an appropriate social studies' question and share results with assistance if needed.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

3rd Grade Unit 3-Culture/History

Year Long Question: What is Missouri's Place and Impact in the World?

Kirkwood EQ: How did/do people from various cultures impact one another in MO?

Thanksgiving, Voting/Elections…

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
Recognize the significance of the Gateway Arch and the Great Seal of MO and other symbols of our state

3. Knowledge of continuity and change in history of Missouri and the United States:
Describe the migration of Native Americans to Missouri prior to European settlement of state.
Describe the discovery, exploration and early settlement of MO by European immigrants.
Describe the reasons African peoples were enslaved and brought to MO.
Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free African Americans in MO.
Discuss the causes and consequences of the Dred Scott decision on MO and the nation.
Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark
Evaluate the impact of westward expansion on Native Americans in MO.
Discuss the issues of Missouri Statehood.
Explain Mo's role in the Civil War, including the concept of a border state. (Pick up again in 4th)
Describe the consequences of the Civil War in MO including on education, transportation, and communications.

4. Knowledge of economic concepts:
Define natural, capital and human resources.
Define Economy.
Explain supply and demand.
Define taxes and explain how taxes are generated and used.
Explain factors past and present that influence changes in our state and regional economy.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
Read and construct historical and current maps.
Identify the properties and use of different types of maps for variety of purposes.
Name and locate regions of the world.
Describe how people of MO were affected by, depend on, adapt to and change their physical environments in the past and the present.
Describe how changes in communication, transportation technologies, affects people's lives.
Explain how geography affected important events in MO history.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:
Compare the cultural characteristics of regions in MO.
Research stories and songs that reflect the cultural history of MO
Describe how people in MO preserve their cultural heritage.
Examine the changing roles of Native American, Immigrants, African Americans, women and others in MO Hist.

7. Knowledge of Social Science Inquiry:

Select & analyze primary & secondary social studies' sources to determine importance with guidance & support.

Create and use artifacts to share information on social studies' topics.
**With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas
Identify fact and opinions in social studies' topics
**Identify point of view (Perspectives) in social studies' topics.
Share research about a social studies' topic.
Generate supporting questions about social studies' topics.
**Use steps in a process to investigate a social studies' topic. Investigate an appropriate social studies' question and share results with assistance if needed.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

3rd Grade Unit 4-Government

Year Long Question: What is Missouri's Place and Impact in the World?

Kirkwood EQ: What is the impact of government in our town, state, country? (Look at impact on people, businesses, neighborhoods, etc)

State Standards that must be addressed in this unit:

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the US:

Explain and give examples of how laws are made and changed within the state.
Explain the major purpose of the MO Constitution.
Examine how individual rights are protected within our state.
Explain how the State of MO relies on responsible citizen participation and draw implications for how people should participate.
Describe the character traits and civic attitudes of influential Missourians (this is a review from Unit 2)
Explain how the National Anthem symbolizes our nation (could be a unit starter….)

2. Knowledge of principles and processes of governance systems.

Explain how governments balance individual rights with common good to solve
Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in MO.
Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events. (Review Dred Scott from Unit 3…and then more modern and today)
Identify and explain the functions of the 3 branches of government in MO.

4. Knowledge of economic concepts:

Compare and contrast private and public goods and services
Define natural, capital, and human resources
Define economy
Explain supply and demand
*Conduct a personal cost-benefit analysis
Define taxes and explain how taxes are generated and used.

7. Knowledge of Social Science Inquiry:

Select & analyze primary & secondary social studies' sources to determine importance with guidance & support.
Create and use artifacts to share information on social studies' topics.
With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas
Identify fact and opinions in social studies' topics
Identify point of view (Perspectives) in social studies' topics.
Share research about a social studies' topic.
Generate supporting questions about social studies' topics.
Use steps in a process to investigate a social studies' topic. Investigate an appropriate social studies' question and share results with assistance if needed.
Use appropriate sources to investigate social studies' questions.
Investigate an appropriate social studies question and share results with assistance, if needed.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

4th **Grade Unit 1**

Year Long Question: Whose Story is it?

Kirkwood EQ: How does location impact the way people live? Case Study: Native American before Colonist

Guiding Questions: How does location impact the way people live? What factors contributed to different ways of life in each region of US? Why do people migrate? How do migrations impact a region?

Constitution Day is 9/17-So some little read along about the Rules of America are in Constitution.

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. (All 4 Units)…What does this look like for Native American Nations before Europe?

3. Knowledge of continuity and change in history of Missouri and the United States:

Describe the migrations of Native Americans prior to 1800.

4. Knowledge of economic concepts:

Conduct a public cost-benefit analysis….*Think Native Nation decisions…How similar different from our public decisions.*
Distinguish among natural, capital, and human resources.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Construct and interpret historical and current maps.
Name and locate specific regions, states, capitals, river systems, and mountain ranges in the US based on historical or CURRENT topics.
Identify and compare physical characteristics of specific regions within the nation.
Identify and compare diverse human geographic characteristics of the nation.
Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and PRESENT.
Identify different regions in the US and analyze how their characteristics affect people who live there.
Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to 1800.

7. Knowledge of Social Science Inquiry:

Select, Analyze, and evaluate primary and secondary social studies' sources with guidance and support.
Analyze and use artifacts to share information on social studies' topics.
Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support.
Create products such as maps, graphs, charts, and models, diagrams etc. to communicate information and understanding.
Distinguish between fact and opinion and recognize bias and point of view (perspective) in social studies' topics.
With assistance conduct and present social studies' research to an audience using appropriate sources.
Generate compelling research questions about a social studies' topic.
Apply a research process to a compelling social studies' question. (connect with library asap)
Identify and use appropriate resources for investigating a compelling social studies' question.
Research an appropriate social studies question and share results with an audience.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

4th Grade Unit 2-History/Culture/Geography/Economics--
Year Long Question: Whose Story is it?
Kirkwood Unit EQ: Why do people migrate and how does that impact a region?

Thanksgiving, Voting/Elections…

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:
Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. (All 4 Units)
Describe the character traits and civic attributes of significant individuals in American history prior to 1800

3. Knowledge of continuity and change in history of Missouri and the United States:
Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
Examine the cultural interactions and conflict among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.
Identify and describe the contributions of historically significant individuals to America and the United States prior to 1800.
Describe the historical context for the drafting of the Declaration of Independence, the Constitution, & the Bill of Rights.
Investigate the causes and consequences of westward expansion prior to 1800.

4. Knowledge of economic concepts:
Conduct a public cost-benefit analysis.
Explain factors, past and PRESENT, that influence changes in state and regional economies.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:
Construct and interpret historical and current maps.
Name and locate specific regions, states, capitals, river systems, and mountain ranges in the US based upon historic and CURRENT topics.
Identify and compare physical characteristics of specific regions within the nation.
Identify and compare drives human geographic characteristics of the nation.
Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and PRESENT
Analyze how changes in communication and transportation technologies affect people's lives.
Identify different regions in the US and analyze how their characteristics affect people who live there.
Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:
Compare cultural characteristics across historical time periods in US history prior to 1800.
Research stories and songs that reflect the cultural history of the early US prior to 1800.
Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to 1800.

7. Knowledge of Social Science Inquiry:
Select, Analyze, and evaluate primary and secondary social studies' sources with guidance and support.
Analyze and use artifacts to share information on social studies' topics.
Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support.
Create products such as maps, graphs, charts, and models, diagrams etc. to communicate information and understanding.
Distinguish between fact and opinion and recognize bias and point of view (perspective) in social studies' topics.
With assistance conduct and present social studies' research to an audience using appropriate sources.
Generate compelling research questions about a social studies' topic.
Apply a research process to a compelling social studies' question. (connect with library asap)
Identify and use appropriate resources for investigating a compelling social studies' question.
Research an appropriate social studies question and share results with an audience.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

4th Grade Unit 3--*Causes of Revolution/War-Now and Then*

Year Long Question: Whose Story is it?

Kirkwood EQ: What causes two sides to go to war? Compare American Revolution to another more recent conflict

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.

Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and PRESENT.

Describe the character traits & civic attitudes of historically significant individuals in American history prior to 1800.

Recognize and explain the significance of national symbols associated with historical events and time periods being studied.

2. Knowledge of principles and processes of governance systems.

Identify and explain the functions of the 3 branches of government in the federal government (a hint)

3. Knowledge of continuity and change in history of Missouri and the United States:

Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe and enslaved and free Africans and African Americans prior to 1800.

Identify and describe the contributions of historically significant individuals to America and the United States prior to 1800.

Explain the causes of the American Revolution including the perspectives patriots, loyalists, Native Americans, and European Allies.

Explain the factors that contributed to the colonists' success.

Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.

Explain how the Declaration of Independence, Constitution, and the Bill of Rights affected the people of the US prior to 1800.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Identify and compare divers human geographic characteristics of the nation.

Compare cultural characteristics across historical time periods in US history prior to 1800.

Research stories and songs that reflect the cultural history of the early US prior to 1800.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Compare cultural characteristics across historical time periods in US history prior to 1800.

Research stories and songs that reflect the cultural history of the early US prior to 1800.

Analyze the preservation of cultural life, celebrations, traditions, and commemoration over time.

Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to 1800.

7. Knowledge of Social Science Inquiry:

Select, Analyze, and evaluate primary and secondary social studies' sources with guidance and support.

Analyze and use artifacts to share information on social studies' topics.

Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support.

Create products such as maps, graphs, charts, and models, diagrams etc. to communicate information and understanding.

Distinguish between fact and opinion and recognize bias and point of view (perspective) in social studies' topics.

With assistance conduct and present social studies' research to an audience using appropriate sources.

Generate compelling research questions about a social studies' topic.

Apply a research process to a compelling social studies' question. (connect with library asap)

Identify and use appropriate resources for investigating a compelling social studies' question.

Research an appropriate social studies question and share results with an audience.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

4th Grade Unit 4

Year Long Question: Whose Story is it?

Kirkwood EQ: How are the consequences of the American Revolution similar to and/or different from another conflict?

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
Explain the major purposes of the US Constitution.
With assistance, research and analyze the text of the US Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances, and popular sovereignty.
Explain the major purpose of the Bill of Rights.
Identify important principles in the Bill of Rights.
Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and PRESENT.

2. Knowledge of principles and processes of governance systems.

Explain how the purpose and roles of government were debated by early settlements to 1800.
Analyze peaceful resolutions of disputes by courts or other legitimate authorities in US history from early settlements to 1800.
Explain how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods (1776-1800) and today/current events.
Identify and explain the functions of the 3 branches of government

3. Knowledge of continuity and change in history of Missouri and the United States:

Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to 1800.
Explain how the Declaration of Independence, Constitution, and the Bill of Rights affected the people of the US prior to 1800.

4. Knowledge of economic concepts:

Compare and contrast saving and financial investment.
Explain the relationship between profit and loss in economic decisions.
Distinguish among natural, capital and human resources.
Explain how the government utilizes taxes to provide goods and services.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Construct and interpret historical and current maps.
Identify different regions of the US and analyze how their characteristics affect people who live there.
Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Compare cultural characteristics across historical time periods in US history prior to 1800.
Apply constructive processes or methods for resolving conflicts.
Analyze the preservation of cultural life, celebrations, traditions, and commemoration over time.
Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to 1800.

7. Knowledge of Social Science Inquiry:

Select, Analyze, and evaluate primary and secondary social studies' sources with guidance and support.
Analyze and use artifacts to share information on social studies' topics.
Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support.
Create products such as maps, graphs, charts, and models, diagrams etc. to communicate information and understanding.
Distinguish between fact and opinion and recognize bias and point of view (perspective) in social studies' topics.

With assistance conduct and present social studies' research to an audience using appropriate sources.
Generate compelling research questions about a social studies' topic.
Apply a research process to a compelling social studies' question. (connect with library asap)
Identify and use appropriate resources for investigating a compelling social studies' question.
Research an appropriate social studies question and share results with an audience.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

5th Grade Unit 1

We the People:…Who is the We?

Kirkwood EQ: What are the values of the United States and how are they shown in our government, founding documents and early history?

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

Apply the principles of the Declaration of Independence to the historical time periods being studied and CURRENT events.
Apply the principles of the U.S. Constitution to the historical time periods being studied and to Current Events.
Apply the principles of the Bill of Rights to historical time periods being studied and Current events.
Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Recognize & explain the significance of national symbols associated with historical events and time periods studied.

2. Knowledge and principles of governance systems:

Explain how the purpose and rules of government have been debated across historical time periods to current time.
Distinguish between powers and functions of local, state, and national government in the past and present.
Analyze how authoritative decisions are made, enforced, and interpreted by the federal government across historical time periods and current events.

3. Knowledge of continuity and change in history of Missouri and the United States:

4. Knowledge of economic concepts:

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Use geographic sources to acquire information, answer questions, and solve problems.
Locate and describe real places using absolute and relative location.
Describe and analyze physical characteristics of the nation.
Describe the different regions of the US and analyze how their characteristics affect people who live there.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Evaluate constructive processes or methods for resolving conflicts.

7. Knowledge of Social Science Inquiry:

Identify, select, analyze and evaluate resources to create a product of social studies inquiry.
Evaluate and use artifacts to share information on social studies' topics.
Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding of social studies' topic.
Explain how facts and opinions affect point of view (perspective) and/or bias in social studies' topics.
Identify, research, and defend a point of view/position on a social studies' topic.
Conduct and present social studies' research to an audience using appropriate sources. (similar to one below)
Generate compelling research questions about a social studies' topic.
Create and apply a research process to investigate a compelling social studies' question.
Evaluate and use appropriate sources for investigating a compelling social studies' question
Conduct and present research on a social studies' question to audience, using appropriate sources. (similar to one above.)
Research and defend a point of view/position on a social studies' question.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

5th Grade Unit 2

We the People:…Who is the We?

Kirkwood EQ: Changes in Rights: Who is "We?" Examining changes in social rights for groups over time: Native Americans, Immigrants, African Americans, Women

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

Apply the principles of the Declaration of Independence to the historical time periods being studied and CURRENT events.
Apply the principles of the U.S. Constitution to the historical time periods being studied and to Current Events.
Apply the principles of the Bill of Rights to historical time periods being studied and Current events.
Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Describe the character traits and civic attitudes of historically significant individuals in the US from 1800-2000?
Recognize & explain the significance of national symbols associated with historical events and time periods studied.

2. Knowledge and principles of governance systems:

Explain how the purpose and rules of government have been debated across historical time periods to current time.
Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000.
Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and CURRENT Events.
Distinguish between powers and functions of local, state, and national government in the past and present.

3. Knowledge of continuity and change in history of Missouri and the United States:

Outline the territorial expansion of the US.
Describe the impact of migration on immigrants and the US 1800-2000.
Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from 1800-2000.
Identify and describe the contributions of historically significant individuals to the US from 1800-2000.
Explain the causes and consequences of major political developments and reform in US history from 1800-2000.
Investigate the causes and consequences of westward expansion 1800-2000.
Identify political, economic, and social causes and consequences of Civil War and Reconstruction.

4. Knowledge of economic concepts:

Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
Explain factors, past and present, that influence changes in our nation's economy.
Use an economic lens to describe the impact of migration on the immigrants and the US 1800-2000.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Use geographic sources to acquire information, answer questions, and solve problems.
Construct maps for relevant social studies topics.
Name and locate specific regions, states, capitals, river systems and mountain ranges in the US based upon historic or current topics.
Locate and describe real places using absolute and relative location.
Describe and analyze physical characteristics of the nation.
Describe and analyze diverse human characteristics of the nation.
Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present (ERIE CANAL?..)
Evaluate how changes in communication and transportation technologies affect people's lives.
Describe the different regions of the US and analyze how their characteristics affect people who live there.
Use a geographic lens to describe the impact of migration on the immigrants and the US 1800-2000.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Compare cultural characteristics across historical time periods in the US post 1800.
Describe the cultural impact of migration on the immigrants and the US c1800-2000.

Evaluate constructive processes or methods for resolving conflicts.
Research stories and songs that reflect the cultural history of the US 1800-2000.
Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

7. Knowledge of Social Science Inquiry:

Identify, select, analyze and evaluate resources to create a produce of social studies inquiry.
Evaluate and use artifacts to share information on social studies' topics.
Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding of social studies' topic.
Explain how facts and opinions affect point of view (perspective) and/or bias in social studies' topics.
Identify, research, and defend a point of view/position on a social studies' topic.
Conduct and present social studies' research to an audience using appropriate sources. (similar to one below)
Generate compelling research questions about a social studies' topic.
Create and apply a research process to investigate a compelling social studies' question.
Evaluate and use appropriate sources for investigating a compelling social studies' question
Conduct and present research on a social studies' question to audience, using appropriate sources. (similar to one above.)
Research and defend a point of view/position on a social studies' question.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

5th Grade Unit 3

We the People:…Who is the We?

Kirkwood EQ: Changes in the Economy and Politics: Who is "We?" Examining economic and political changes in the United States over time: WWI, WWII, Great Depression, Civil War, Westward Expansion

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

Apply the principles of the Declaration of Independence to the historical time periods being studied and CURRENT events.
Apply the principles of the U.S. Constitution to the historical time periods being studied and to Current Events.
Apply the principles of the Bill of Rights to historical time periods being studied and Current events.
Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Describe the character traits and civic attitudes of historically significant individuals in the US from 1800-2000?
Recognize & explain the significance of national symbols associated with historical events and time periods studied.

2. Knowledge and principles of governance systems:

Explain how the purpose and rules of government have been debated across historical time periods to current time.
Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000.
Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and CURRENT Events.
Distinguish between powers and functions of local, state, and national government in the past and present.

3. Knowledge of continuity and change in history of Missouri and the United States:

Outline the territorial expansion of the US.
Describe the impact of migration on immigrants and the US 1800-2000.
Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from 1800-2000.
Identify and describe the contributions of historically significant individuals to the US from 1800-2000.
Explain the causes and consequences of major political developments and reform in US history from 1800-2000.
Investigate the causes and consequences of westward expansion 1800-2000.
***Identify political, economic, and social causes and consequences of the Great Depression.
***Identify political, economic, and social causes and consequences of WWI and WWII on the US.
***Identify political, economic, and social causes and consequences of the Cold War on the US.

4. Knowledge of economic concepts:

Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
Explain factors, past and present that influence changes in our nation's economy.
Use an economic lens to describe the impact of migration on the immigrants and the US 1800-2000.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Use geographic sources to acquire information, answer questions, and solve problems.
Construct maps for relevant social studies topics.
Name and locate specific regions, states, capitals, river systems and mountain ranges in the US based upon historic or current topics.
Describe and analyze diverse human characteristics of the nation.
Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present
Evaluate how changes in communication and transportation technologies affect people's lives.
Describe the different regions of the US and analyze how their characteristics affect people who live there.
Use Geography to interpret the past, explain the present, and plan for the future as appropriate to topics or eras discussed.
***Use a geographic lens to describe the impact of migration on the immigrants and the US 1800-2000.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Describe the cultural impact of migration on the immigrants and the United States
Research stories and songs that reflect the cultural history of the US 1800-2000.

Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

7. Knowledge of Social Science Inquiry:

Identify, select, analyze and evaluate resources to create a produce of social studies inquiry.
Evaluate and use artifacts to share information on social studies' topics.
Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding of social studies' topic.
Explain how facts and opinions affect point of view (perspective) and/or bias in social studies' topics.
Identify, research, and defend a point of view/position on a social studies' topic.
Conduct and present social studies' research to an audience using appropriate sources. (similar to one below)
Generate compelling research questions about a social studies' topic.
Create and apply a research process to investigate a compelling social studies' question.
Evaluate and use appropriate sources for investigating a compelling social studies' question
Conduct and present research on a social studies' question to audience, using appropriate sources. (similar to one above.)
Research and defend a point of view/position on a social studies' question.

Underlined Standards have been identified as Focus/Power Standard for the Unit.

5th Grade Unit 4

We the People:…Who is the We?

Kirkwood EQ: Changes in Technology: Who is "We?" Examining technological changes in the United States over time: Transcontinental Railroad, Industrial Revolution, steamboat, car, Internet

State Standards that must be addressed in this unit:

1. Knowledge of principles expressed in Documents shaping constitutional democracy in the US:

Apply the principles of the Declaration of Independence to the historical time periods being studied and CURRENT events.
Apply the principles of the U.S. Constitution to the historical time periods being studied and to Current Events.
Apply the principles of the Bill of Rights to historical time periods being studied and Current events.
Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
Describe the character traits and civic attitudes of historically significant individuals in the US from 1800-2000?
Recognize & explain the significance of national symbols associated with historical events and time periods studied.

2. Knowledge and principles of governance systems:

Explain how the purpose and rules of government have been debated across historical time periods to current time.
Analyze peaceful resolution of disputes by courts or other legitimate authorities in US history from 1800-2000.
Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and CURRENT Events.
Distinguish between powers and functions of local, state, and national government in the past and present.

3. Knowledge of continuity and change in history of Missouri and the United States:

Describe the impact of migration on immigrants and the US 1800-2000.
Examine cultural interactions and conflicts among Native Americans, European Americans, and African Americans from 1800-2000.
Identify and describe the contributions of historically significant individuals to the US from 1800-2000.
Explain the causes and consequences of major political developments and reform in US history from 1800-2000.
Investigate the causes and consequences of westward expansion 1800-2000.
Identify the political, economic, and social consequences of the Cold War on United States.

4. Knowledge of economic concepts:

Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
Explain factors, past and present that influence changes in our nation's economy.
Use an economic lens to describe the impact of migration on the immigrants and the US 1800-2000.

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment:

Construct maps for relevant social studies topics.
Name and locate specific regions, states, capitals, river systems and mountain ranges in the US based upon historic or current topics.
Describe and analyze diverse human characteristics of the nation.
Evaluate how people are affected by, depend on, adapt to, and change their physical environments in the past and in the present
Evaluate how changes in communication and transportation technologies affect people's lives.
Describe the different regions of the US and analyze how their characteristics affect people who live there.
***Use Geography to interpret the past, explain the present, and plan for the future as appropriate to topics or eras discussed.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions:

Compare cultural characteristics across historical time periods in the US post 1800.
Describe the cultural impact of migration on the immigrants and the United States
Research stories and songs that reflect the cultural history of the US 1800-2000.
Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000.

7. Knowledge of Social Science Inquiry:

Identify, select, analyze and evaluate resources to create a produce of social studies inquiry.

Evaluate and use artifacts to share information on social studies' topics.
Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
Create and present products such as maps, graphs, timelines, charts and models, diagrams, etc. to communicate information and understanding of social studies' topic.
Explain how facts and opinions affect point of view (perspective) and/or bias in social studies' topics.
Identify, research, and defend a point of view/position on a social studies' topic.
Conduct and present social studies' research to an audience using appropriate sources. (similar to one below)
Generate compelling research questions about a social studies' topic.
Create and apply a research process to investigate a compelling social studies' question.
Evaluate and use appropriate sources for investigating a compelling social studies' question
Conduct and present research on a social studies' question to audience, using appropriate sources. (similar to one above.)
Research and defend a point of view/position on a social studies' question.

Underlined Standards have been identified as Focus/Power Standard for the Unit.