

**Course Description:** This curriculum has been written to align with the revised MO Learning Standards for Social Studies (approved by the state board of education in April of 2016). Social Studies content has been integrated into our ELA curriculum. **\*\*Some standards are addressed within our Leader in Me curriculum, during holidays, and other designated weeks throughout the school year.**

## First Grade Social Studies Scope and Sequence

	Unit	Timeframe
1	<b>Laws and Symbols</b>	<b>2 weeks</b>
2	<b>Maps</b>	<b>2 weeks</b>
3	<b>Washington/Lincoln</b>	<b>2 weeks</b>
4	<b>Economics</b>	<b>2 weeks</b>

<b>Unit 1 Laws and Symbols</b>		
<b>Standards addressed:</b> 1.PC.1.B.a Identify and explain why cities make laws. 1.PC.1.D.a Give examples of being an active and informed citizen in your classroom and community. 1.PC.1.F.a Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.		
<b>Supporting standards:</b>		
<b>Essential Questions:</b> Why do cities make laws? How can you be a good citizen? What is the importance of _____? (Statue of Liberty, US Capitol, Bald Eagle, Liberty Bell)		
<b>Learning Targets:</b> Students will know why cities make laws. Students will explain how they can be a good citizen. Students will explain the importance of the Statue of Liberty, US Capitol, Bald Eagle and the Liberty Bell.		
<b>Content Vocabulary:</b> laws, symbols, citizen		
<b>Resources:</b> <i>Laws for Kids, People Need Laws, American Symbols, The Story of the Statue, The State of Liberty, The Adventures of Capitol Kitty</i> , related videos on BrainPop Jr.		
Standard(s)	Topic	Number of Days
1.PC.1.B.a 1.PC.1.D.a	<b>Laws for Kids</b>	3 days
1.PC.1.F.a	<b>People Need Laws</b>	1 day

1.PC.1.F.a	<b>Americans Need Laws</b>	2 days
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<b>Unit 2 Maps</b>		
<b>Standards addressed:</b> 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 a school fire drill, a trip to the zoo etc. 1.EG.5.A.d Use a compass rose to identify cardinal directions on a map. 1.EG.5.B.a Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to other places.		
<b>Supporting Standards:</b>		
<b>Essential Questions:</b> What is a globe? How are maps used for different purposes?		
<b>Learning Targets:</b> Students will know globes represent real places. Students will reconstruct and use maps with assistance. Students will know maps are created for different purposes. Students will use a compass rose to identify directions. Students will use relative location.		
<b>Content Vocabulary:</b> globe, relative location, compass rose, key		
<b>Resources:</b> <i>Jake Makes a Map, Following the Map, Our Earth, Me on the Map, Follow that Map!, Where do I live?</i>		
Standard(s)	Topic	Number of Days
1.EG.5.A.b	<b>Comparing Maps</b>	1 day
1.EG.5.A.b 1.EG.5.A.d	<b>Following a Map</b>	2 days
1.EG.5.A.a 1.EG.5.B.a	<b>Our Earth</b>	1 day
1.EG.5.B.a 1.EG.5.A.b	<b>Me on the Map</b>	2 days

### Unit 3 Washington/Lincoln

**Standards addressed:**

1.H.3.C.a Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc  
 1.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

**Supporting Standards:**

**Essential Questions:**

What do we remember Abraham Lincoln for?  
 What do we remember George Washington for?

**Learning Targets:**

Students will know contributions made by famous Americans.

**Content Vocabulary:** contributions

**Resources:** *Abraham Lincoln, George Washington: Father of Our Country, It's Great to be President, President's Day*

Standard(s)	Topic	Number of Days
1.H.3.C.a	<b>Abraham Lincoln</b>	1 days
1.H.3.C.a	<b>George Washington</b>	1 days
1.H.3.C.a	<b>It's Great to be President</b>	2 days
1.H.3.C.a	<b>President's Day</b>	2 days

## Unit 4 Economics

**Standards addressed:**

- 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.  
 1.E.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.

**Supporting Standards:**

**Essential Questions:**

- What are examples of scarcity in our school and community?  
 What are examples of goods and services?  
 What are consumers and producers?  
 What is the relationship between consumers/producers and goods/services in our school and community?

**Learning Targets:**

- Students will give examples of scarcity.  
 Students will give examples of goods and services.  
 Students will be able to define consumers and producers.

**Content Vocabulary:** scarcity, community, goods, services, consumers, producers

**Resources:** *Who's Buying, Who's Selling, Goods and Services Around Town, Little Nino's Pizzeria, Community Workers*

Standard(s)	Topic	Number of Days
1.E.4.A.c	<b>Buying and Selling</b>	2 days
1.E.4.A.b	<b>Goods and Services Around Town</b>	3 days
1.E.4.A.b 1.E.4.A.c	<b>Who Provides Goods and Services</b>	3 days
1.E.4.A.b 1.E.4.A.c	<b>Community Workers</b>	2 days