<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
</tr>
</tbody>
</table>

**Concept**

A. Principles of constitutional democracy in the United States

**Learning Targets**

1. 
   - E – Explain how laws and rules are made and changed to promote the common good
   - Distinguish between laws and rules at the national, state, and community levels
   - Identify our leaders at each level
   - Define the roles of our leaders

**Alignments:**

Performance: 1.10  
Knowledge: (SS) 1  
SSGLE: PR.1.A  
NETS: 1a; 5b; 6a  
DOK: 2

**Instructional Strategies**

- The teacher will read books defining laws and rules and the class will make a t-chart differentiating between laws and rules at each level
- Students will create a foldable putting the leaders in rank order and describing their job roles

**Assessments/Evaluations**

- Discussions
- Observations
- Teacher-created test
### Sample Assessment Questions

- Matching the leaders to their appropriate level
- Multiple choice questions with vocabulary

### Instructional Resources/Tools

- Interactive SMART Board
- Unit 3 lesson 2

### Literacy Connections

- *Grace For President* by Kelly DiPucchio
- *National Government* by Ernestine Giesecke
- *State Government* by Ernestine Giesecke
- *Officer Buckle and Gloria* by Peggy Rathman
- *The Best Me I Can Be* series from Scholastic
- *Citizenship* by Jason Skog

### Cross Curricular Connections

- Specials teachers will discuss with students how rules are different in their rooms than the classroom and other areas of the building
### Social Studies
#### 1st Grade

<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals of the Republic</th>
<th><strong>Concept</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of the Principles Expressed in Documents Shaping Republic in the United States</td>
<td>B. Role of citizens and governments in carrying out constitutional principles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
</tr>
<tr>
<td>• E – List the rights and responsibilities of citizens</td>
</tr>
<tr>
<td>• Define a citizen</td>
</tr>
<tr>
<td>• Investigate the rights and responsibilities of citizens</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.10
- Knowledge: (SS) 1
- SSGLE: PR.1.B
- NETS: 1a; 5b; 6a
- DOK: 3

**Instructional Strategies**
- The teacher will create a mock election and students will vote using a ballot
- Students will investigate through reading materials and create a list of rights and responsibilities that citizens have
- As a class, discuss the importance of those rights and responsibilities and how they affect our families

**Assessments/Evaluations**
- Discussion
- Observations
- Teacher-created unit test

**Sample Assessment Questions**
- Name a right that citizens have
- Name a responsibility that citizens have
## Instructional Resources/Tools

- Video: *American Citizens* by Schlessinger
- Unit 3

## Literacy Connections

- *Citizenship* by Robin Doak
- *Citizenship* by Jason Skog
- *Good Citizenship Counts* by Marie Bender

## Cross Curricular Connections

- Discuss how responsibilities change in different subjects, such as:
  - corners
  - math choice time
  - group time
  - partner time
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Knowledge of the symbols of our nation</strong></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>- Recognize and explain the significance of the following national symbols:</td>
</tr>
<tr>
<td></td>
<td>- Statue of Liberty</td>
</tr>
<tr>
<td></td>
<td>- Nation’s capitol</td>
</tr>
<tr>
<td></td>
<td>- American Flag</td>
</tr>
<tr>
<td></td>
<td>- Bald Eagle</td>
</tr>
<tr>
<td></td>
<td>- Liberty Bell</td>
</tr>
<tr>
<td></td>
<td>- Identify library and media resources (videos, electronic resources, books and periodicals)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.10  
Knowledge: (SS) 1  
SSGLE: PR.1.D; TSSI.7.A  
NETS: 3b,d; 5  
DOK: 3
### Instructional Strategies

- The teacher will break the students into groups with books/materials for each national symbol. Students will:
  - research their symbol
  - create a poster for it
  - present their poster and the information to the class
- As a class, create a KWL chart on the Statue of Liberty and read books

<table>
<thead>
<tr>
<th>![Image of a student's poster]</th>
</tr>
</thead>
</table>

- [http://www.youtube.com/watch?v=42yO2FUWL6A](http://www.youtube.com/watch?v=42yO2FUWL6A)
- [www.whitehouse.gov](http://www.whitehouse.gov) Click on “the white house” and find the interactive tour

### Assessments/Evaluations

- Scoring guide for their poster presentations

### Sample Assessment Questions

- Matching the national symbol to its name

### Instructional Resources/Tools

- Chapter 1 in Social Studies curriculum
- Interactive white board
Social Studies
1st Grade

**Literacy Connections**

- *The Bald Eagle* by Debbie L. Yanuck
- *Oh, Say Can You See* by Sheila Keenan
- *The Bald Eagle* by Debbie L. Yanuck
- *The Statue of Liberty* by Marc Tyler Nobleman
- *The White House* by Debbie L. Yanuck
- *The Liberty Bell* by Debbie L. Yanuck
- *F is for Flag* by Wendy Cheyette Lewison

**Cross Curricular Connections**

- Writing: students will write a prediction of what they think happened to the liberty bell
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| D. Principles and purposes of government | 1. Examine how individual rights are protected  
2. Propose peaceful resolutions of disputes in the classroom and on the playground |

**Alignments:**
- Performance: 1.9, 3.3  
- Knowledge: (SS) 2  
- SSGLE: PPGS.2.A  
- NETS: N/A  
- DOK: 2

**Instructional Strategies**
- Students will role play different disputes and positive way to resolve them  
- As a class, at the beginning of the year discuss particular disputes that could happen in the classroom or on the playground and how to positively resolve those disputes  
- The teacher will break students into partners or small groups to think of different ways to solve each disputes and write on paper

**Assessments/Evaluations**
- Teacher created assessment  
- Observation of students’ resolutions during role play  
- Answers of group work from above

**Sample Assessment Questions**
- Multiple choice with answers being the resolution  
- Students will write a resolution to a problem  
- Create a list of resolutions and write on paper
### Instructional Resources/Tools

- Index cards with disputes on the front for students to act out
- Paper with disputes on it and students write resolutions

### Literacy Connections

- *Tattelin Madeline*
- *The Recess Queen*
- *Should I Share My Ice Cream?*
- *Llama Llama Time to Share*
- *Henry & the Bully*

### Cross Curricular Connections

- Counseling lessons
- Communication Arts: Write a letter telling a new student some rules of your classroom/school
### Strand
Social Studies

### 1st Grade

<table>
<thead>
<tr>
<th>Strand</th>
<th>Principals and Processes of Governance Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Idea</strong></td>
<td>Knowledge of Principles and Processes of Governance Systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Concept</strong></th>
<th><strong>Learning Targets</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Processes of governmental systems</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>- Describe how authoritative decisions are made, enforced and interpreted within schools</td>
</tr>
<tr>
<td></td>
<td>- Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)</td>
</tr>
</tbody>
</table>

### Alignments:
Performance: 1.6, 1.10
Knowledge: (SS) 2
SSGLE: PPGS.2.C
NETS: N/A
DOK: 1

### Instructional Strategies
- The teacher will discuss decisions that the:
  - building principal makes that teachers enforce within their classrooms
  - teacher makes that the students carry out within the classroom with the students
- The whole class will create a classroom list of rules that and explain why they are important

### Assessments/Evaluations
- Observation of students behavior
- Teacher-created unit test

### Sample Assessment Questions
- List a rule that your building principal has made that you carry out
- List a rule that your classroom teacher has made that you carry out
### Instructional Resources/Tools

- PBS matrix (if one is available)
- See teacher share site

### Literacy Connections

- *If Everybody Did*
- *The Art Lesson*
- *Officer Buckle & Gloria*
- *Lily’s Purple Plastic Purse*
- *Miss Nelson Is Missing*
- *My Mouth Is a Volcano*

### Cross Curricular Connections

- PBS lessons
- Counseling lessons
- Communication Arts: The students will write an answer to the question “What if everybody did what they wanted?” Use the book *If Everybody Did*
<table>
<thead>
<tr>
<th>Strand</th>
<th>Missouri, United States and World History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Continuity and Change in the History of Missouri and the United States</td>
</tr>
</tbody>
</table>

### Concept

F. Knowledge of contributions of non-Missourians

### Learning Targets

1. E – Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln
   
   • Describe the contributions of George Washington, Abraham Lincoln, Martin Luther King Jr., Rosa Parks, Lewis and Clark, and Christopher Columbus

### Alignments:

Performance: 1.10  
Knowledge: (SS) 3  
SSGLE: MUSWH.3a.G  
NETS: 1a; 5b; 6a  
DOK: 1

### Instructional Strategies

- The teacher will:
  - read literature on each person and the class will discuss his or her role in history
  - with the help of the class, compare and contrast the contributions of:
    - George Washington and Abraham Lincoln
    - Martin Luther King Jr. and Rosa Parks
    - Lewis and Clark and Christopher Columbus

### Assessments/Evaluations

- Participation within classroom discussions
- Teacher-created checklist
### Sample Assessment Questions

- Tests:
  - True or False
  - Matching the non-Missourian with their contribution

### Instructional Resources/Tools

- See teacher share site
- Interactive SMART Board activities
- BrainPop Jr.

### Literacy Connections

- *Happy Birthday Martin Luther King* by Jean Marzollo
- *Abraham Lincoln* by Ihgri and Edgar D’Aulaire
- *A Picture Book of Rosa Parks* by David Adler
- *President George Washington* by David Adler

### Cross Curricular Connections

- Acrostic poems made with non-Missourians describing their contributions
<table>
<thead>
<tr>
<th>Strand</th>
<th>Economic Concepts and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Economic Concepts (Including Productivity and the Market System) and Principles (Including the Laws of Supply and Demand)</td>
</tr>
</tbody>
</table>

**Concept**

G. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events

**Learning Targets**

1. Local objective: Identify examples of needs and wants
   - Identify examples of private goods and services
   - Describe the relationships among consumers, consumption, producers and production

**Alignments:**
- Performance: 1.6
- Knowledge: (SS) 4
- SSGLE: ECP.4.A
- NETS: 1a; 5b; 6a
- DOK: 1

**Instructional Strategies**

- The teacher will read literature on different goods and services and define each as a class
- Have students draw a road. On one side of the road students will draw businesses that produce goods. On the other side of the road students draw businesses that provide services
- Create a t-chart comparing jobs that produce goods and jobs that provide services as a class
- Have students cut out pictures of needs and wants and glue them into two groups
- Create a foldable on the process of producing a good that we need or want and how we buy that good to give to our children, use it ourselves, sell it again, etc.
• The teacher is packing her suitcase for a weeklong trip. Students will help the teacher pack the suitcase with all the things she needs to have for her trip.

Assessments/Evaluations

• Checklists for the foldable
• Teacher-created assessment

Sample Assessment Questions

• Circle the needs and put an X on the wants
• List 2 jobs that produce a good
• List 2 jobs that provide a service

Instructional Resources/Tools

• Unit 4
• See teacher share site
• YouTube: “How It is Made” (discovery channel) to see how different goods are made and the services that are performed during this process
• Interactive white board activities
## Literacy Connections

- *What Are Goods and Services? Economics in Action* by Carolyn Andrews
- *Goods and Services* by Gillian Houghton
- *Even and Octopus Needs a Home* by Irene Kelly
- *A Dog Needs a Bone* by Audrey Wood
- *The Way I Feel* by Janan Cain
- *How Are you Feeling* by Saxton Freymann

## Cross Curricular Connections

- Communication Arts – Making inferences with teachers suitcase and what they would need for a trip
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Reading and constructing maps</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Read maps</td>
</tr>
<tr>
<td></td>
<td>• Use a compass rose to identify cardinal directions</td>
</tr>
<tr>
<td></td>
<td>• Identify and use primary and secondary sources (diaries, letters, people, interviews, journals, and photos)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4, 1.5, 1.10
- Knowledge: (SS) 5
- SSGLE: EGSA.5.A; TSSI.7.A
- NETS: 2c; 3b; 5
- DOK: 1

**Instructional Strategies**
- Read Flat Stanley and have students send a teacher-created letter to someone they know from around the world. Mark where they’re sending their letters on a map.  
  [www.flatstanley.com](http://www.flatstanley.com)
- Have students create a map of the room using cardinal directions
- Create a scavenger hunt using cardinal directions to find different things around the room
### Assessments/Evaluations
- Teacher-created unit test

### Sample Assessment Questions
- Have students color the cardinal directions on a compass rose different colors

### Instructional Resources/Tools
- See share sight for interactive SmartBoard lessons
- Teacher created SMART Board activities

### Literacy Connections
- *Me on the Map* by Joan Sweeny
- *Rosie’s Walk* by Pat Hutchins
- *There’s a Map on My Lap* by Tish Rabe
- *Mapping Penny’s World* by Loreen Leedy
- *Diary of a Worm*
- *Diary of a Fly*

### Cross Curricular Connections
- Physical Education/Math: Use cardinal directions to direct students through an obstacle course in P.E.
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Geographical Study and Analysis Tools of Social Science Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Knowledge of Major Elements of Geographical Study and Analysis (Such as Location, Place, Movement and Regions) and Their Relationship to Changes in Society and the Environment Knowledge of the Use of Tools of Social Science Inquiry (Such As Surveys, Statistics, Maps and Documents)</td>
</tr>
</tbody>
</table>

### Concept

1. Understanding the concept of location to make predictions and solve problems

### Learning Targets

2. 
   - 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)
   - Identify visual, graphic, and auditory aids (globes and maps)

### Alignments:
Performance: 1.4, 1.5, 1.6  
Knowledge: (SS) 5  
SSGLE: EGSA.5.B; TSSI.7.A  
NETS: N/A  
DOK: 1

### Instructional Strategies

- The teacher will:
  - provide students with a map that includes landmarks, buildings, etc. Have students describe where particular things are in relation to other things, such as:
    - next to
    - on top of
    - underneath
  - get maps of different places such as:
    - the Runge Nature Center
    - Disneyland
    - the Zoo
    - Sea World
and put kids in groups and have them locate the:
- bathrooms
- gift shops
- parking lots
- eating establishments
- first aid
etc., in relationship to other places
- collect maps from different states to have students compare what can be found in each state

<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-created checklist for observations on how to find particular things on a map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a smaller map ready for the students. They can point to a place that the teacher asks or color in the trees, houses, mountains, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMART Board lessons</td>
</tr>
<tr>
<td>Maps from different places, states, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Rosie’s Walk</em></td>
</tr>
<tr>
<td><em>We’re Going on a Bear Hunt</em></td>
</tr>
<tr>
<td><em>The Day Jimmy’s Boa Ate the Wash</em></td>
</tr>
<tr>
<td><em>The Three Billy Goats Gruff</em></td>
</tr>
<tr>
<td><em>The Three Little Pigs</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: Distancing being described as near or far, closer or farther, etc., by looking at maps</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Cultures meeting the needs of people</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Explain how people have common physical, social and emotional needs</td>
</tr>
<tr>
<td></td>
<td>• Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.10
Knowledge: (SS) 6
SSGLE: RIGIT.6.A; TSSI.7.A
NETS: N/A
DOK: 1

**Instructional Strategies**
- As a class:
  - create a t-chart with a list of the different needs of adults and different needs of kids
  - discuss the different ways families do things: where they live, how they celebrate, their daily routines and rules, and the roles that the members of their families play
- The teacher will create a Christmas Around the World unit to discuss and explore different cultures

**Assessments/Evaluations**
- Teacher created sheet
- Classroom observation
### Sample Assessment Questions

- The students will write a sentence about each culture
- Circle, from pictures, needs for kids

### Instructional Resources/Tools

- Counseling lessons
- Library books about different cultures

### Literacy Connections

- The Crayon Box That Talked by Shane Derolf and Michael Letzig

### Cross Curricular Connections

- Collaborate with:
  - Music
  - Art
  - Counseling teachers