



1<sup>st</sup> Grade  
Social Studies

**Curriculum Committee Members**

Nichole Alexander, Jury- Instructional Guide  
Melanie Davison, Brown-Principal  
Alisa Richter, Larimore-Kindergarten Teacher  
Colleen Beckerle, Interim Social Science Curriculum Coordinator

Approved by the HSD Board of Education May 7, 2019

# TABLE OF CONTENTS

## 1<sup>st</sup> Grade Social Studies

Hazelwood School District Mission Statement .....	3
Hazelwood School District Vision Statement.....	3
Hazelwood School District Goals .....	3
Curriculum Overview .....	4
Course Overview.....	5
Recommended Pacing Guide .....	5
Unit 1.....	8
Unit 2.....	32
Unit 3.....	55
Unit 4.....	73

# Hazelwood School District

## Mission Statement

In a culture of **high expectation** and **excellence**, our students will become lifelong learners equipped with 21<sup>st</sup> Century skills for success as global citizens.

## Core Value Statements

- High student achievement based on multiple measures as we prepare students to become global citizens.
- A diverse staff that is caring, culturally competent, well trained, and highly effective in their roles.
- Holding ourselves accountable for a culture of excellence with high standards in both academics and behavior.
- Maintaining fiscal responsibility of the district's assets and resources while utilizing best financial practices.
- A supportive learning environment that fosters healthy socio-emotional development for all students.
- Preparing students with global thinking and skills to make them productive in college, career, and life in the 21st century.
- Community involvement that drives high parental and community/stakeholder engagement, effective partnerships, and positive relationships with informative communication.

## Goals

Goal 1 – Improve Student Achievement

Goal 2 – Differentiate and Expand Resources and Services for Students

Goal 3 – Enhance Professional Growth

Goal 4 – Maintain Fiscal Responsibility

Goal 5 – Increase Parent and Community Involvement

## **Curriculum Overview**

Current State End of Course (EOC) assessment scores for social studies indicate a need for strengthening social studies instruction at all levels. While Hazelwood scores have risen since the 2011-2012 school year, in 2018 the state scores show 12.8% more students scoring proficient statewide than Hazelwood students (52.7 % compared to 65.5 %).

The curriculum committee researched best practices in social studies education prior to writing the new curriculum; therefore, the new curriculum is designed to enhance the rigor of the social studies disciplines and to build critical thinking, problem solving, and participatory skills allowing students to become engaged citizens. The new curriculum is a melding of the new Missouri Learning Standards (adopted in May of 2016) and the College, Career, and Civic Life (C3) Framework for Social Studies Standards developed by the National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE). The College, Career, and Civic Life (C3) Framework is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to Standards for English Language Arts.

NCSS, 2010

In addition to the increased rigor and critical thinking skills of the C3 Framework, the curriculum is aligned to the 2016 Missouri Learning Standards. The curriculum meets all of the state and district requirements for research, technology, literacy, gender equality, English Learners, racial equality, and disability awareness. The curriculum contains required assessments and suggested learning activities. Teachers are encouraged to select activities reflecting the needs and abilities of their students.

COURSE TITLE: 1st Grade Social Studies

GRADE LEVEL: 1st Grade

CONTENT AREA: Social Studies

### Course Description

Theme: School & Community

In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today. The study of how students fit into society requires that students generate and research compelling questions in each unit of study.

(Missouri Department of Elementary and Secondary Education, <https://dese.mo.gov/>)

### Course Rationale

Social studies develops students who learn skills ranging from reading a map to framing an argument, and it teaches students to assess the validity of evidence, evaluate conflicting points of view and apply facts in order to make decisions and articulate compelling arguments. These real world skills enable students to become critical thinkers, independent learners, problem solvers, and effective communicators so that they will be able to acquire information, an understanding of cultural diversity, and the skills necessary to become full participants in our democratic society.

### Course Scope and Sequence

<b>Unit 1:</b>	<b>Unit 2:</b>	<b>Unit 3:</b>	<b>Unit 4:</b>
How do my school and community influence each other?	Why are symbols important for our community and country?	How do citizens show patriotism? Why do we need maps and globes?	How can you use maps and globes to help you find things?
40 Class Periods	40 Class Periods	40 Class Periods	40 Class Periods

### Course Materials and Resources

- Pearson, *MyWorld Interactive Social Studies*, 1<sup>st</sup> Grade, © 2019

## Unit Objectives

### Unit 1:

Students will be able to:

1. Identify and explain why cities make laws.
2. Discuss how individual rights are protected.
3. Give examples of being an active and informed citizen in your classroom or community.
4. Describe the character traits of role models within your community.
5. Compare and contrast our community in the past and the present.
6. Identify physical characteristics of your community
7. Describe human characteristics of your community
8. Describe cultural characteristics of your school and community
9. Propose peaceful resolutions of disputes in the classroom and on the playground.
10. Recount stories about locations, people, and cultural events in your community.
11. Describe how your community commemorates its cultural heritage.

### Unit 2:

Students will be able to:

1. Recognize and analyze the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.
2. Recognize and analyze the significance of symbols of your local community.
3. Describe and summarize the contributions of people typically studied in K-5 programs associated with national holidays.
4. Identify and analyze primary and secondary social studies' sources in classroom discussion with guidance and support from an adult.
5. Share and analyze findings about a social studies' topic.
6. Ask supporting questions and find answers about social studies' topics, with assistance.

### Unit 3:

Students will be able to:

1. Identify and describe globes as representations of real places.
2. With assistance, read, construct, and use maps which have a title and key.
3. Describe and differentiate how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.
4. Examine a map using cardinal directions.
5. Locate a place by pointing it out on a map and by describing its relative location.
6. Identify and analyze artifacts to share information on social studies' topics.
7. Create visual tools to communicate information.

### Unit 4:

Students will be able to:

1. Describe and distinguish how authoritative decisions are made, enforced and interpreted within schools and local communities.
2. Describe and analyze roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.
3. Describe and explain examples of scarcity within your school and community.
4. Describe examples of goods and services within your school and community.

5. Describe and differentiate consumers and producers and the relationship to goods and services within your school and community.

## Essential Terminology/Vocabulary

### Unit 1:

Active, characteristics, citizens, commemorates, common good, cultural, dispute, freedoms, heritage, humanistic, inactive, individual, informed, laws, physical, protect, resolution, rights, uniformed, voting

### Unit 2:

Armed forces, Bald Eagle, contributions, emblem, flag, freedom, hero, justice, landmark, Liberty Bell, national holidays, pledge, primary source, secondary source, Statue of Liberty, symbol, tradition, U.S. Capitol

### Unit 3:

Artifact, cardinal direction, compass rose, continents (landforms), diagram, globe, key (legend), landmark, map, ocean, physical characteristic, relative location, rural, suburban, title, United States of America, urban

### Unit 4:

Authority, choice, city, consumers, council, decision making process, enforce, interpret, judge, market, mayor, needs, police officer, producers, responsibility, services, wants