

<p><b><u>Social Studies</u></b></p>	
<p><b>Develop knowledge of the principles expressed in documents shaping constitutional democracy in the United States</b></p>	
	<ul style="list-style-type: none"> <li>• Make and post a list of student rights and responsibilities.</li> <li>• Discuss how the Pledge of Allegiance promises loyalty to our nation.</li> <li>• Identify patriotic and national symbols, such as the flag, the Liberty Bell, and the Alamo.</li> </ul>
<p><b>Develop knowledge of continuity and change in the history of Missouri, the United States and the world</b></p>	
<p>Develop their knowledge of history</p>	<ul style="list-style-type: none"> <li>• Differentiate between past, present, and future.</li> <li>• Identify a prominent historical person and event from stories about the past.</li> <li>• Describe the contribution of historical figures, including George Washington and Thomas Jefferson, during the early years of our nation.</li> <li>• Explain the contribution of inventors, such as Alexander Graham Bell, George Washington Carver, and Thomas Edison.</li> <li>• Describe how people of the past traded, made a living, and were governed.</li> <li>• Identify changes as well as constants between their lives and those of parents and grandparents.</li> <li>• Explain the origins of selected holidays, such as Martin Luther King Day, Independence Day, and Veterans Day.</li> <li>• Identify American songs and symbols and identify the symbols associated with our state (state bird, flower, tree, the motto, flag).</li> </ul>
<p><b>Develop knowledge of principles and processes of governance systems</b></p>	
	<ul style="list-style-type: none"> <li>• Name several authority figures in the home,</li> </ul>

	<p>school, and community and describe what they do.</p> <ul style="list-style-type: none"> <li>• Identify community helpers and explain their important work.</li> <li>• Describe the functions performed by the mayor, governor, and president.</li> <li>• Identify officials carrying out those functions.</li> <li>• Vote to make decisions.</li> <li>• Write, explain, and follow classroom rules.</li> <li>• Describe life choices and their consequences.</li> <li>• Demonstrate accountability and responsibility for personal actions.</li> <li>• Discuss and use a process for making personal decisions.</li> <li>• Work together to solve a problem.</li> </ul>
<p><b>Develop knowledge of economic concepts and principles and develop their decision-making skills as participants in the economy of an independent world</b></p>	
	<ul style="list-style-type: none"> <li>• Identify the jobs of those who work at the school.</li> <li>• Name the goods and services their school provides and those who provide them.</li> <li>• Describe the kinds of work people do in their environment to meet their needs.</li> <li>• Identify the markets they experience in their daily lives.</li> <li>• Describe how people use resources from the environment to meet their needs and wants.</li> <li>• Distinguish between wants and needs; explain how scarcity requires people to make choices.</li> <li>• Describe how people exchange goods and services to meet their needs.</li> <li>• Distinguish between producers and consumers.</li> <li>• Describe choices made when buying goods and services.</li> <li>• Identify public goods and services used in the family.</li> <li>• Identify jobs students might perform at home or elsewhere to earn money.</li> </ul>
<p><b>Develop knowledge of</b></p>	

<p><b>major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</b></p>	
<p>Learn geographic skills, develop knowledge of the Earth, and grow in understanding and appreciation of responsibilities as stewards of all the Earth's resources.</p>	<p>Show skill in using geographic tools that help people understand the world from a spatial perspective</p> <ul style="list-style-type: none"> <li>• Observe and record daily weather.</li> <li>• Use terms such as far, near, away, from, next to, and toward to describe relative location.</li> <li>• Use words that describe time; arrange units of time in order from shortest to longest.</li> <li>• Describe the relationship of self and objects to a particular object.</li> <li>• Distinguish between natural and human characteristics.</li> <li>• Identify and use the four cardinal directions.</li> <li>• Define and explain boundaries.</li> <li>• Position objects or structures on a simple map.</li> <li>• Create a map using symbols and a map key.</li> <li>• Understand the basic orientation of maps and globes.</li> <li>• Identify land and water areas on a map and a globe and locate the students' home states on a map and a globe.</li> <li>• Describe characteristics of large geographic areas.</li> <li>• Name and locate the seven continents, major oceans, and North and South Poles.</li> <li>• Brainstorm sources of information in order to answer a question.</li> <li>• Use oral, visual, and written sources for geographic information.</li> <li>• Prepare oral or written presentation using pictures, maps, time lines, and graphs.</li> <li>• Illustrate a story by creating map legends and a map.</li> <li>• Use longitude and latitude to locate a place on the globe and understand how latitude is related to the climate.</li> </ul>
	<p>Demonstrate that the physical characteristics of</p>

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	<p>places and regions influence where and how people live and work</p> <ul style="list-style-type: none"> <li>• Locate their community, state, country on a map.</li> <li>• Describe location landforms, bodies of water, natural resources, and weather and how these influence human activity.</li> <li>• Give examples of physical process that affect the land and climate.</li> <li>• Describe the types of housing and ways of making a living.</li> <li>• Identify and map types of transportation and communication in their community.</li> <li>• Describe the physical and cultural aspects of life in their area before the arrival of Europeans.</li> <li>• Identify a country other than the United States to which people travel.</li> </ul>
	<p>Understand the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment</p> <ul style="list-style-type: none"> <li>• Describe how responsible people practice good stewardship of the Earth and its resources.</li> <li>• Sort various natural characteristics of an area.</li> <li>• Indicate the natural resources of an area or region and use of these resources.</li> <li>• Discuss the changes people make to the environment.</li> <li>• Describe ways people pollute the air, land, and water.</li> <li>• Identify ways people improve the environment.</li> </ul>
	<p>Geographic knowledge helps people interpret the past, understand the present, and plan for the future</p> <ul style="list-style-type: none"> <li>• Identify important places in the community and tell why these places are important.</li> <li>• Compare their school with a school in another location.</li> <li>• Identify the effect of seasonal changes on plants, animals, and people.</li> <li>• Describe early means of transportation.</li> <li>• Describe how tools, appliances, and technologies have changed the way families live.</li> </ul>
<p><b>Develop knowledge of relationships of the</b></p>	

<p><b>individual and groups to institutions and cultural traditions</b></p>	
	<p>Develop social and cultural knowledge and appreciate all people</p> <ul style="list-style-type: none"> <li>• Compare and contrast ways in which families meet basic human needs;</li> <li>• Discuss roles of family members.</li> <li>• Discuss how choices made by individuals affect the group.</li> <li>• Discuss specific ways we can help each other.</li> <li>• Describe various roles of people in the community.</li> <li>• Identify the goods and services consumed by families and identify those that come from outside the local community.</li> </ul>
	<p>Understand that individuals and groups deal with conflict and change as they interact with each other</p> <ul style="list-style-type: none"> <li>• Explain and demonstrate the value of honesty, truthfulness, and respect in dealing with others.</li> <li>• Explore ways that people show care and respect, behave responsibly, and resolve conflict</li> </ul>
	<p>Understand that individuals and groups develop arts and innovations that reflect their culture and the historical period</p> <ul style="list-style-type: none"> <li>• Retell and discuss family stories based upon family records.</li> <li>• Discuss the role of technology in their daily lives; consider life without these technologies.</li> <li>• Tell folktales and legends about such characters as Pocahontas, John Henry, and Pecos Bill.</li> </ul>
	<p>Understand that people of various ethnic groups enrich society as they follow their customs and celebrate their heritage</p> <ul style="list-style-type: none"> <li>• Identify their talents, interests, and abilities, and those of others.</li> <li>• Compare and contrast families with regard to customs, foods, activities, and events.</li> <li>• Identify people, food, and artifacts that come from another country.</li> <li>• Sing songs representative of different cultures.</li> </ul>
<p><b>Develop knowledge of the use of tools of social</b></p>	

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<b>science inquiry (such as surveys, statistics, maps and documents)</b>	
Grow in ability to understand and use the skills necessary to apply the lessons learned from history in everyday lives	Develop skills necessary for clear analysis and reasoned problem solving <ul style="list-style-type: none"><li>• Draw illustrations to show a morning activity, an afternoon activity, and an evening activity.</li><li>• Use a calendar effectively.</li><li>• Create calendars and time lines.</li><li>• Recognize the characteristics of facts.</li><li>• Discuss how facts and opinions differ.</li><li>• Define a point of view.</li><li>• Recognize that we learn about the past through a variety of resources.</li></ul>