

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|--|-------------------|--|
| Subject Social Studies | Grade 1 | Unit Name Constitutional Democracy |
| Author(s) Becky Broshears, Cindy Summers | | |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn the principles of constitutional democracy in the United States

Understandings

Students will explain how laws and rules are made and changed to promote the common good. Students will list the rights and responsibilities of citizens. Students will recognize and explain the significance of the Statue of Liberty and the Nation's capital.

Essential Questions

What are the laws and rules that promote the common good?
What are the rights and responsibilities of citizens of the United States?
What is the significance of the Statue of Liberty and the Nation's capital?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|--|-------------------|--|
| Subject Social Studies | Grade 1 | Unit Name Governance Systems |
| Author(s) Becky Broshears, Cindy Summers | | |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn the principles and processes of Governance Systems.

Understandings

Students will examine how individual rights are protected. Students will propose peaceful resolutions of disputes in the classroom and on the playground. Students will describe how authoritative decisions are made, enforced and interpreted within schools. Students will explain what it means to make, enforce, carry out and interpret rules.

Essential Questions

How are our individual rights protected?
What are peaceful resolutions to our disputes?
How are authoritative decisions made and enforced in our school?
What does it mean to make, enforce and carry out rules?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|----------------------------------|-------------------|---|
| Subject Social Studies | Grade 1 | Unit Name Missouri, United States and World History |
| | | Author(s) Becky Broshears, Cindy Summers |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn about the continuity and change in the history of Missouri and the United States.

Understandings

Students will describe the contributions of non-Missourians to the history of Missouri. Students will learn about the contributions of George Washington, Abraham Lincoln, Christopher Columbus and Martin Luther King, Jr., to Missouri history.

Essential Questions

How did George Washington, Abraham Lincoln, Christopher Columbus and Martin Luther King, Jr., contribute to Missouri history?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|----------------|--------------|----------------------------------|
| Subject | Grade | Unit Name |
| Social Studies | 1 | Economic Concepts and Principles |
| | | Author(s) |
| | | Becky Broshears, Cindy Summers |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn economic concepts and principles.

Understandings

Students will identify examples of private goods and services. Students will describe the relationships among consumers, consumption, producers and production.

Essential Questions

What are private goods and services?
What is the relationship between consumers, consumption, producers and production?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|----------------------------------|-------------------|---|
| Subject Social Studies | Grade 1 | Unit Name Geographical Study and Analysis |
| | | Author(s) Becky Broshears, Cindy Summers |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn the major elements of geographical study and analysis and their relationship to changes in society and the environment.

Understandings

Students will learn to read maps and use a compass rose to identify cardinal direction. Students will locate a place by pointing it out on a map and describing its relative location.

Essential Questions

How do you read a map and use a compass rose?
How do you locate a place on the map and point out its relative location?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|----------------------------------|-------------------|--|
| Subject Social Studies | Grade 1 | Unit Name Relationships of Individuals and Groups to Institutions and Traditions |
| | | Author(s) Becky Broshears, Cindy Summers |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will learn how cultures meet the needs of people.

Understandings

Students will learn that people have common physical, social and emotional needs.

Essential Questions

What are the common physical, social and emotional needs of people?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences

Mary Queen of Peace School
Social Studies Curriculum Grade 1 (2012)

| | | |
|----------------------------------|-------------------|---|
| Subject Social Studies | Grade 1 | Unit Name Tools of Social Science Inquiry |
| | | Author(s) Becky Broshears, Cindy Summers |

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

Students will identify, select, use, analyze and create appropriate resources for social science inquiry.

Understandings

Students will identify visual, graphic and auditory aids; such as maps and globes. Students will identify and use primary and secondary sources; such as diaries, letters, interviews and photos. Students will identify library and media resources; such as videos, books, electronic devices, and periodicals. Students will identify artifacts; such as works of art, fossils, pottery, tools, clothing, musical instruments.

Essential Questions

How can we use visual graphic and auditory aids for social science inquiry?
How can we use primary and secondary sources for social science inquiry?
How can we use library and media sources for social science inquiry?
How can we use artifacts for social science inquiry?

Knowledge

Skills

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Other Evidence

Key Criteria

Stage 3: LEARNING PLAN

Lessons, Resources, Experiences