

Social Studies

Kindergarten

Self, Family, and School

In Kindergarten, students engage in the study of themselves, their families, and their schools. They will learn how to participate and use effective citizenship skills. To foster the development of critical thinking and analysis skills, students will practice and apply the Tools of Social Science Inquiry in all units. They will explore their families, their classrooms, and their schools through an interdisciplinary approach including history, civics, geography, economics, and culture. Throughout the course, students examine issues of social justice and equity within an anti-bias framework. The study of themselves, their families, and their schools requires that students generate and research compelling questions that allows them to find personal meaning in the topics of social studies.

Scope and Sequence of Units						
<i>Self, Family, & School</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
Rules & Rights	X	X	X			
Home & School	X	X		X	X	X
Cultures & Traditions	X	X		X		X

Social Studies

Kindergarten

Self, Family, and School

Tools of Social Science Inquiry

Essential Questions:

How can I find and communicate information about myself, my family, my school and my world?

Missouri Learning Standards

K.TS.7.A.a	Label and analyze different social studies sources with guidance and support from an adult.
K.TS.7.A.b	Use artifacts to share information on social studies' topics.
K.TS.7.B	Use visual tools to communicate information.
K.TS.7.E	Ask questions and find answers with assistance.
K.TS.7.D	Share findings about a social studies' topic.

Learning Goal

Students will be able to demonstrate skills of social science inquiry within content learning goals.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:

- Asking questions about a social studies topic.
- Finding information about a social studies topic.
- Sharing information about a social studies topic.

Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Ask questions and find answers.
- Begin to analyze sources with the guidance of an adult.
- Present information and findings on a social studies topic using a variety of media including artifacts, visuals, etc.

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History

Essential Questions:

How is the past the same as and different from the present?

How have individuals influenced my home, school, and community?

Missouri Learning Standards

- K.H.3.B.a Create a personal history.
K.H.3.B.b Compare your family's life in the past and present.
K.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays.

Social Justice Standards

- DI.K-2.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
DI.K-2.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
JU.K-2.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Learning Goal

Students will be able to understand history, continuity, and change.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to history, continuity, and change as evidenced by:

- Sequencing events to establish a sense of order and time.
- Comparing and contrasting life in the past to life today.
- Sharing contributions of significant individuals and groups.

Approaching: Student demonstrates skills and understanding related to history, continuity, and change at home and in school at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Rules & Rights

Students will:

- Examine the lives and contributions of people who have worked to bring more justice and fairness to the world such as Frederick Douglass, Abraham Lincoln, Eleanor Roosevelt, Rosa Parks, Malala Yousafzai, etc.

Home & School

Students will:

- Share stories, pictures, or artifacts from life at home or at school.

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- Explore ways that people learn about the past.
- Create a personal history.
- Talk with a person of another generation to understand the past.
- Compare and contrast home, school, and community in the past and in the present.

Cultures and Traditions

Students will:

- Examine the lives and impact of people who are associated with national holidays such as George Washington, Abraham Lincoln, Martin Luther King Jr., etc. through multiple lenses.
- Explore the history and traditions of holidays in the United States and around the world such as Fourth of July, Juneteenth, Diwali, Christmas, Hanukkah, Kwanzaa, etc.

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Civics

Essential Questions:

Why do we have rules and laws?

How can I be a good citizen?

Missouri Learning Standards

K.PC.1.B	Identify reasons for making rules within the school.
K.PC.1.C	Discuss the concept of individual rights.
K.PC.1.E	Describe the character traits of role models within your family or school.
K.PC.1.F.a	Identify the flag as a symbol of our nation.
K.PC.1.F.b	Recite the Pledge of Allegiance.
K.GS.2.C	Describe why groups need to make decisions and how those decisions are made in families and classrooms.
K.GS.2.D	Describe roles and responsibilities of people in authority in families and in groups.
K.RI.6.B	Explain how to resolve disputes peacefully in the classroom and on the playground.

Social Justice Standards

JU.K-2.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination).
AC.K-2.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Learning Goal

Proficiency Scales

Students will be able to understand governmental systems and principles.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles as evidenced by:

- Identifying rules, rights, and responsibilities at home and school.
- Identifying ways to resolve conflict peacefully and fairly.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles at home and in school at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Rules & Rights

Students will:

- Identify rules at home and in school and discuss why we have them.

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- Reflect on how their choices can impact those around them.
- Identify rights they have as individuals.
- Describe how decisions are made in families and classrooms and how those processes might differ.
- Participate in a democratic decision-making process and interpret the results.
- Describe different ways of handling conflict peacefully.
- Recognize when someone is treated unfairly.
- Discuss actions to take when someone is treated unfairly.
- Identify the United States flag.
- Recite the Pledge of Allegiance.

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Geography

Essential Questions:

How do maps represent our world?

Missouri Learning Standards

- K.EG.5.A.a Identify maps as representations of real places.
K.EG.5.A.b With assistance, read, construct, & use maps of familiar places such as the classroom, the home, etc.
K.EG.5.A.c Match legend symbols to map features.
K.EG.5.B Apply positional words to locations within the classroom.

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography as evidenced by:

- Describing maps and globes as representations of real places.
- Constructing maps of familiar places.

Approaching: Student demonstrates skills and understanding related to geography at home and in school with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Home & School

Students will:

- Understand what a map is and how it is used.
- Identify features on a map using a legend.
- Apply positional words to locations within the classroom.
- Construct a map, with a key, of a familiar place.

Cultures & Traditions

Students will:

- Find different places in the world using a map or globe.

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Economics

Essential Questions:

What is the difference between a need and a want?

What consequences do my choices have?

Missouri Learning Standards

- | | |
|-----------|--|
| K.E.4.A.a | Describe examples of scarcity within your family and school. |
| K.E.4.A.b | Describe examples of opportunity cost within your family and school. |
| K.E.4.A.c | Describe examples of needs and wants within your family and school. |

Learning Goal

**Students will be able to
understand economic
concepts.**

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to economics as evidenced by:

- Differentiating between wants and needs.
- Identifying consequences of economic decisions (i.e. opportunity costs.)
- Describing examples of scarcity.

Approaching: Student demonstrates skills and understanding related to economics at home and in school at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Home & School

Students will:

- Understand that resources are limited, which leads to making choices.
- Recognize that economic choices have consequences.
- Identify examples of needs and wants at home and at school.
- Recognize that people may define needs and wants differently.

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People, Groups & Cultures

Essential Questions:

What makes a “community?”

How do people celebrate and commemorate their cultural traditions?

Missouri Learning Standards

- | | |
|------------|---|
| K.RI.6.A | Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions. |
| K.RI.6.C | Share stories related to your family cultural traditions and family lore. |
| K.RI.6.D.4 | Describe how you and your family remember and commemorate your cultural heritage. |

Social Justice Standards

- | | |
|-----------|---|
| ID.K-2.2 | Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. |
| ID.K-2.3 | Students will recognize that people’s multiple identities interact and create unique and complex individuals. |
| DI.K-2.7 | Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. |
| DI.K-2.9 | Students will respond to diversity by building empathy, respect, understanding and connection. |
| JU.K-2.11 | Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. |

Learning Goal

Proficiency Scales

Students will be able to understand people, groups, and cultures.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to the study of people, groups, and cultures as evidenced by:

- Sharing cultural characteristics of different identity groups.
- Describing the achievements of different individuals or groups as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to the study of people, groups, and cultures at home and in school at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Home & School

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Students will:

- Compare and contrast cultural expectations at home and at school.
- Compare and contrast their own experiences and beliefs to those of other people.

Cultures & Traditions

Students will:

- Examine cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress, and traditions of their families, classmates, and/or children around the world.
- Examine stories related to cultural traditions and family lore.
- Discuss how people remember or recognize cultural heritage in their families or at school.
- Recognize similarities and differences across various cultures.
- Discuss how people are individuals and not representative of an entire group of people.
- Compare and contrast their own experiences and beliefs to those of other people.

Social Studies

FIRST

School & Community

In first grade, students explore their place in the world around them, building on their work in kindergarten and expanding their perspective beyond themselves. To foster the development of critical thinking and analysis skills, students will practice and apply the Tools of Social Science Inquiry in all units. Students will explore multiple perspectives from the past and today through an interdisciplinary approach including history, civics, geography, economics, and culture. Throughout the course, students examine issues of social justice and equity within an anti-bias framework. Students generate and research compelling questions that allow them to find personal meaning in the topics of social studies and to participate as informed citizens of a culturally-diverse, democratic society in an interdependent world.

Scope and Sequence of Units						
<i>School & Community</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
Communities	X	X	X	X	X	X
Influential People	X	X	X	X		X
Sustainability	X	X	X	X	X	

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School & Community

Tools of Social Science Inquiry

Essential Questions:

How can I find and communicate information about my school and community?

<u>Missouri Learning Standards</u>	
1.TS.7.A.a	Identify and analyze primary and secondary social studies sources in classroom discussion with guidance and support.
1.TS.7.A.b	Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on a social studies topic.
1.TS.7.B	Create visual tools to communicate information.
1.TS.7.D	Share findings about a social studies topic.
1.TS.7.E	Ask supporting questions and find answers about social studies topics, with assistance.
<u>Social Justice Standards</u>	
AC.K-2.20	Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
<u>Learning Goal</u> Students will be able to demonstrate skills of social science inquiry within content learning goals.	<p style="text-align: center;"><u>Proficiency Scales</u></p> <p>Innovating: Student demonstrates advanced understanding and application of the learning goal.</p> <p>Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:</p> <ul style="list-style-type: none"> ● Asking questions about a social studies topic. ● Finding information about a social studies topic using primary and secondary resources. ● Sharing information about a social studies topic using a visual tool and/or artifact. <p>Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.</p> <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p>

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Learning Targets

All Units

Students will:

- Ask questions and find answers using primary and secondary sources with assistance.
- Examine primary and secondary sources to find answers to social studies' questions with assistance.
- Present information and findings on a social studies' topic using a variety of media including artifacts, visuals, etc.
- Work together to identify, discuss, and/or propose solutions to problems in the world.

Social Studies

FIRST

School & Community

History

Essential Questions:

How is the past the same as and different from the present?

How have individuals influenced my school, community, and world?

<u>Missouri Learning Standards</u>	
1.H.3.B	Compare and contrast our community in the past and present (e.g., schools, land usage, communication).
1.H.3.C	Describe the contributions of people typically studied in K-5 programs associated with national holidays.
<u>Social Justice Standards</u>	
DI.K-2.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
DI.K-2.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
JU.K-2.15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to understand history, continuity, and change.	Innovating: Student demonstrates advanced understanding and application of the learning goal.
	Meeting: Student demonstrates skills and understanding related to history, continuity, and change as evidenced by: <ul style="list-style-type: none"> Sequencing events to establish a sense of order and time. Comparing and contrasting life in the past to life today. Sharing contributions of significant individuals and groups.
	Approaching: Student demonstrates skills and understanding related to history, continuity, and change at school and in the community at times with teacher guidance.
	Beginning: Student demonstrates limited understanding or skill with the learning goal.
<u>Learning Targets</u>	
Communities Students will:	

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- Explore ways that people learn about the past.
- Examine and compare artifacts from today and in the past.
- Compare and contrast school and community in the past and the present.
- Compare and contrast their own experiences and beliefs to those of other people.

Influential People

Students will:

- Explore ways that people learn about the past.
- Examine and compare artifacts from today and in the past.
- Explore the lives and impact of historical figures including activists, politicians, explorers, and inventors such as Sacajawea, Helen Keller, Ruby Bridges, George Washington Carver, Albert Einstein, Cesar Chavez, etc.

Sustainability

Students will:

- Consider how events have global causes and effects.
- Explore how people's actions impact our world and planet.

Civics

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Essential Questions:

How do we decide upon rules at school and in the community?

What rights and responsibilities do we have as members of our school and community?

Missouri Learning Standards

1.PC.1.B	Identify and explain why cities make laws.
1.PC.1.C	Discuss how individual rights are protected.
1.PC.1.D	Give examples of being an active and informed citizen in your classroom or community.
1.PC.1.E	Describe the character traits of role models within your 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.
1.PC.1.F.b	Recognize and explain the significance of symbols of your local community.
1.GS.2.C	Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).
1.GS.2.D	Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.
1.RI.6.B	Propose peaceful resolutions of disputes in the classroom and on the playground.

Social Justice Standards

JU.K-2.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination).
AC.K-2.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Learning Goal

Proficiency Scales

Students will be able to understand governmental systems and principles.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles as evidenced by:

- Identifying rules, rights, and responsibilities at school and in the community.
- Identifying ways to resolve conflict peacefully and fairly.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles at school and in the community at times with teacher guidance.

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	Beginning: Student demonstrates limited understanding or skill with the learning goal.
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Learning Targets

Communities

Students will:

- Identify rules at school and in the community.
- Identify rights and responsibilities at school and in the community.
- Describe the roles and responsibilities of people in the community.
- Compare points of view with peers to begin to understand human diversity.
- Describe the roles and responsibilities of people in the community.
- Consider how decisions are made and enforced and whether those decisions are fair.
- Discuss how to resolve conflict peacefully.
- Identify symbols of the community and nation.

Influential People

Students will:

- Explore how individuals have challenged unfairness and bias in the world.

Sustainability

Students will:

- Examine how change is made in the community and world.
- Explore examples of active citizenship.
- Consider why it is important to be an active and informed citizen.

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Geography

Essential Question:

How can we use maps and globes to communicate information about our school and community?

Missouri Learning Standards

- 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 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 one or more other places.
- 1.EG.5.C.a Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.
- 1.EG.5.C.b Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography as evidenced by:

- Using maps, globes, and other models to describe physical and human characteristics of place.
- Describing ways people modify and adapt to their environment.

Approaching: Student demonstrates skills and understanding related to geography at school and in the community with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Communities

Students will:

- Read, construct, and use maps with adult support.

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- Identify north, south, east, and west using a compass rose on a map.
- Describe the relative location of a place (i.e. where it is located in relation to another place.)

Influential People

- Locate where historical events occurred on a map.

Sustainability

Students will:

- Explore elements in their environment that affect their lives.
- Examine how people use and think about physical and built environments.
- Explore concerns about the use (ex: farming, living, and have fun) and abuse (ex: pesticides, cutting down trees, and pollution) of the physical environment.
- Examine how people adapt to and change the environment.

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Economics

Essential Questions:

Why do we have to make choices about what we buy?

<u>Missouri Learning Standards</u>	
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.
<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to understand economic concepts.	<p>Innovating: Student demonstrates advanced understanding and application of the learning goal.</p> <p>Meeting: Student demonstrates skills and understanding related to economics as evidenced by:</p> <ul style="list-style-type: none"> Identifying scarcity within the school, community, or world. Identifying goods and services. Describing the relationship between consumers and producers. <p>Approaching: Student demonstrates skills and understanding related to economics at school and in the community at times with teacher guidance.</p> <p>Beginning: Student demonstrates limited understanding or skill with the learning goal.</p>
<u>Learning Targets</u>	
<p>Communities Students will:</p> <ul style="list-style-type: none"> Explore why we must make choices about what to buy. Identify examples of goods and services. Describe how consumers make decisions about purchasing goods and services of producers. Consider that some people have more than others due to circumstances outside of their control. <p>Sustainability</p>	

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Students will:

- Seek out examples of scarcity within your school and community and world.
- Examine connections between goods/services and the environment.
- Explore the connection between consumers/producers and the environment.
- Consider the limited nature of natural resources and explore alternatives.

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People, Groups & Cultures

Essential Questions:

How do people celebrate and commemorate cultural traditions in our school and community?

Missouri Learning Standards

- 1.RI.6.A Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 1.RI.6.C Recount stories about locations, people, and events in your community.
- 1.RI.6.D Describe how your community commemorates its cultural heritage.

Social Justice Standards

- ID.K-2.2 Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- ID.K-2.3 Students will recognize that people's multiple identities interact and create unique and complex individuals.
- DI.K-2.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- DI.K-2.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.K-2.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Learning Goal

Students will be able to understand people, groups, and cultures.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to the study of people, groups, and cultures at school and in the community as evidenced by:

- Sharing cultural characteristics of different identity groups.
- Describing the achievements of different individuals or groups as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to the study of people, groups, and cultures at school and in the community at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

Communities

Students will:

- Examine cultural characteristics such as language, celebrations, customs, holidays, artistic expression, food, dress, and traditions of their families, classmates, or communities.
- Explore how people at school and in the community honor their cultural heritages.
- Describe ways that they are similar to and different from people who share their identities and those who have other identities.
- Recognize that some people have been treated differently than others because of their identities.

Influential People

Students will:

- Explore the stories and contributions of people throughout history from a multitude of identity groups.
- Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- Recognize that some people have been treated differently than others because of their cultural identities and have worked to correct injustice.
- Examine how individuals and groups have fought racism, injustice and bias.

Social Studies

SECOND

Regions

In second grade, students will engage in the study of geography through the lens of the people living in regions of the state, nation, and world. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore various regions through the disciplines of history, civics, economics, and culture. Throughout the course, students examine issues of social justice and equity within an anti-bias framework. Students will generate and research compelling questions that allow them to find personal meaning in the topics of social studies and to participate as informed citizens of a culturally diverse, democratic society in an interdependent world.

Scope and Sequence of Units						
<i>Regions</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
Indigenous Peoples of America	X	X		X	X	X
World Cultures	X	X		X	X	X
Pioneers of Change	X	X	X	X	X	X

Social Studies

SECOND

Regions

Tools of Social Science Inquiry

Essential Questions:

How can I find and communicate information about regions of the world?

How can I analyze Social Studies sources?

Missouri Learning Standards

- 2.TS.7.A.a Describe and analyze primary and secondary social studies sources in classroom discussion with guidance and support.
- 2.TS.7.A.b Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments) to share information on social studies topics.
- 2.TS.7.B Use visual tools and informational texts to communicate information.
- 2.TS.7.C.a Explain the difference between fact and opinion in social studies topics.
- 2.TS.7.C.b Explain the concept of point of view in social studies topics.
- 2.TS.7.D Share research about a social studies topic.
- 2.TS.7.E.a Develop supporting questions about social studies topics, with assistance.
- 2.TS.7.E.b Describe a process to answer those questions.
- 2.TS.7.E.c Discuss types of sources that would be helpful in exploring social studies questions.

Social Justice Standards

- AC.K-2.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Learning Goal

Students will be able to demonstrate skills of social science inquiry within content learning goals.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:

- Identifying fact, opinion, and point of view in social studies sources.
- Asking questions and finding answers on a social studies topic using primary and secondary sources.
- Sharing information about a social studies topic using a visual tool and/or artifact.
- Discussing strategies to make change in the world.

Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Social Studies

SECOND

Regions

All Units

Students will:

- Identify and analyze primary and secondary social studies sources with guidance and support.
- Ask questions and find answers using primary and secondary sources with guidance and support.
- Differentiate between fact and opinion with guidance and support.
- Recognize points of view in primary and secondary sources with guidance and support.
- Investigate and share information about social studies topics and questions using a variety of media and artifacts.
- Work together to identify, discuss, and/or propose solutions to problems in the world.

Social Studies

SECOND

Regions

History

Essential Questions:

How is the past the same as and different from the present?

How have individuals influenced my community and world?

Missouri Learning Standards

- 2.H.3.A Compare the culture and people in our community across multiple time periods.
2.H.3.B Compare and contrast the changing habitats, resources, art and daily lives of Native American peoples in regions of the US.
2.H.3.C Describe the contributions of inventors or pioneers in their field who influenced progress in the nation.
2.PC.1.E Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

Social Justice Standards

- DI.K-2.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
DI.K-2.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
JU.K-2.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
JU.K-2.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Learning Goal

Students will be able to understand history, continuity, and change.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to history, continuity, and change in regions of the world as evidenced by:

- Comparing and contrasting the past and present.
- Sharing contributions of significant individuals and groups.

Approaching: Student demonstrates skills and understanding related to history, continuity, and change among groups of people in regions of the world at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Indigenous Peoples of America

Students will:

- Discuss the meaning of vocabulary such as Indigenous peoples, Native American, American Indian etc.
- Explore the cultures of Native American nations across regions in America both in the past and in the present.
- Examine the impact of forced movement of Native Americans to reservations in America.

Social Studies

SECOND

Regions

- Examine how individuals and groups have fought racism, injustice and bias.

World Cultures

Students will:

- Explore how people in different regions of the world such as the Americas, Asia, Africa, the African Diaspora and Europe have lived in the past and present.

Pioneers of Change

Students will:

- Explore the lives and contributions of changemakers and pioneers of various identities in different fields such as art, politics, industry, technology, medicine, science, and exploration such as Mae Jemison, Steve Jobs, Dr. Temple Grandin, Dr. Condoleeza Rice, Tammy Duckworth, Lonnie Johnson, etc.
- Examine how individuals and groups have fought racism, injustice and bias.

Social Studies

SECOND

Regions

Civics

Essential Questions:

How do people make change in a community?

Missouri Learning Standards

- | | |
|------------|--|
| 2.PC.1.B.a | Explain and give examples of how laws and rules are made and changed within a community. |
| 2.PC.1.C | Examine how individual rights are protected within a community. |
| 2.PC.1.D.a | Analyze how being an active and informed citizen makes a difference in your community. |
| 2.PC.1.D.b | List the consequences of citizens not actively participating in their communities. |
| 2.PC.1.F.a | Describe the importance of the Pledge of Allegiance. |
| 3.PC.1.F.a | Explain how the National Anthem symbolizes our nation. |
| 2.PC.1.F.b | Recognize and explain the significance of national symbols including national landmarks, national parks, and important memorials. |
| 2.GS.2.C | Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making. |
| 2.GS.2.D | Identify and explain the concept of branches and functions of government. |
| 2.RI.6.B | Demonstrate a peaceful resolution to a dispute. |

Social Justice Standards

- | | |
|-----------|--|
| JU.K-2.12 | Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination). |
| AC.K-2.17 | Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. |

Learning Goal

Students will be able to understand governmental systems and principles.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles in regions of the world as evidenced by:

- Identifying ways to make change in a community.
- Proposing solutions to conflicts or problems in the school or community.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles in our community at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Pioneers of Change
Students will:

Social Studies

SECOND

Regions

- Recognize how the government plays a part in citizens' lives.
- Discuss why it is important to be an active and informed citizen.
- Discuss how to resolve disagreements at school.
- Consider how to address problems or unfairness at different levels of community (i.e. home, classroom, school, city, state, nation, etc.)
- Work together to identify, discuss, and/or propose solutions to problems in the world.
- Practice civil discourse.
- Discuss the meaning of the Pledge of Allegiance, national anthem, and national or cultural symbols.

Social Studies

SECOND

Regions

Geography

Essential Questions:

How does geography influence people and cultures?

Missouri Learning Standards

- 2.EG.5.A.a Read and construct maps with title and key (regions of state, United States, world).
2.EG.5.A.b Identify the properties and use of different types of maps for a variety of purposes.
2.EG.5.B.a Name and locate the regions in your community (county, township, significant historical landmarks etc.)
2.EG.5.B.b Name and locate regions of the world (continents, oceans, hemispheres, etc.)
2.EG.5.C.a Identify and describe physical characteristics of the world (landforms, water bodies, etc.).
2.EG.5.C.b Identify and describe physical characteristics (such as climate, topography, relationship to water and ecosystems, etc.) of the student's region in Missouri.
2.EG.5.C.c Describe human characteristics (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) of the student's region in Missouri.
2.EG.5.E.a Describe different types of communication and transportation and identify their advantages and disadvantages.
2.EG.5.E.b Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
2.EG.5.F.a Define the concept of regions as places which have unifying political, physical, or cultural characteristics.
2.EG.5.F.b Identify examples of different regions in Missouri (e.g., urban, rural, recreational area, wheat-producing region, business district).
2.EG.5.F.c Describe why people of different groups settle more in one place or region than another.
2.EG.5.G Explain how geography affects the way people live today.

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography in regions of the world as evidenced by:

- Using maps, globes, and other models to describe physical and human characteristics of place.
- Describing how geographical characteristics affect people in regions of the world.

Approaching: Student demonstrates skills and understanding related to geography in regions of the world with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Indigenous Peoples of America

Social Studies

SECOND

Regions

Students will:

- Read and construct maps for a variety of purposes including showing different perspectives and how maps are used to convey messages.
- Name and locate regions in the Americas using relative and geographic location.
- Recognize regions as places that have a unifying characteristic i.e. political, climatic, language, physical, human, etc.
- Examine geographical characteristics of Indigenous peoples in the past and in the present.
- Explore how geography affects the way Indigenous peoples live in regions around the world.

World Cultures

Students will:

- Read and construct maps for a variety of purposes including showing different perspectives and how maps are used to convey messages.
- Name and locate continents and regions in the world using relative and geographic location.
- Recognize regions as places that have a unifying characteristic i.e. political, climatic, language, physical, human, etc.
- Share research on the geographical characteristics of cultures around the world.
- Explore how geography affects the way people live in regions around the world.

Pioneers of Change

Students will:

- Consider how advances made by inventors and pioneers changed communication, transportation, or other systems (i.e. political, economic, etc.)

Social Studies

SECOND

Regions

Economics

Essential Questions:

How do people meet their wants and needs?

Missouri Learning Standards

- 2.E.4.A.a Describe consumption and production and the relationship to goods and services, within your region.
- 2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
- 2.E.4.A.c Demonstrate how people barter to exchange goods and services.
- 2.E.4.A.d Explain the relationship of income, labor, and wages.
- 2.E.4.B Describe a personal cost-benefit situation.

Learning Goal

Students will be able to understand economic concepts.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to economics in regions of the world as evidenced by:

- Describing the relationship between consumers and producers.

Approaching: Student demonstrates skills and understanding related to economics in our community and world at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Indigenous Peoples of America

Students will:

- Describe how people use money and/or barter to exchange goods and services.
- Examine the consequences of economic decisions.

World Cultures

Students will:

- Explore how people in different regions produce and consume goods and services.

Pioneers of Change

Students will:

- Describe how people use money and/or barter to exchange goods and services.
- Consider how inventors and pioneers change what people buy and sell.

Social Studies

SECOND

Regions

People, Groups & Cultures

Essential Questions:

How does culture shape a community?

How is culture shared?

Missouri Learning Standards

- 2.RI.6.A Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 2.RI.6.C Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends, and African American folktales.
- 2.RI.6.D Describe how regions commemorate cultural heritage.

Social Justice Standards

- ID.K-2.3 Students will recognize that people's multiple identities interact and create unique and complex individuals.
- DI.K-2.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- DI.K-2.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.K-2.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Learning Goal

Proficiency Scales

Students will be able to understand people, groups, and cultures.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to the study of people, groups, and cultures in regions of the world as evidenced by:

- Sharing cultural characteristics of different identity groups.
- Describing the achievements of different groups of people as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to the study of people, groups, and cultures in regions of the world at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Discuss the meaning of vocabulary such as culture and connect this to their own families, communities, and identities.
- Examine regions of the world through a cultural lens.

Social Studies

SECOND

Regions

- Explore the stories and contributions of people throughout history from a variety of identity groups.
- Develop language and knowledge to accurately and respectfully describe how people are both similar to and different from each other and others in their identity groups.

Social Studies

THIRD

Missouri Past and Present

In third grade, students will engage in a yearlong study of the state of Missouri. To foster the development of critical thinking and analysis skills, students will practice and apply the Tools of Social Science Inquiry in all units. They will analyze the impact of geography, economics, and governmental structures to study both the history and contemporary society of Missouri. Throughout the course, students will examine issues of social justice and equity within a human rights framework. Students will generate and research compelling questions that allow them to find personal meaning in the topics of social studies and to participate as informed citizens of a culturally diverse, democratic society in an interdependent world.

Scope and Sequence of Units						
<i>Missouri Past & Present</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
Government of Missouri	X		X			
Regions of Missouri	X			X		
Business of Missouri	X				X	
History of Missouri	X	X				X

Social Studies

THIRD

Missouri Past and Present

Tools of Social Science Inquiry

Essential Questions:

How can I research and communicate information about Missouri?

How can I analyze sources of information for validity and reliability?

Missouri Learning Standards

- 3.TS.7.A.a Select and analyze primary and secondary sources to determine importance with guidance and support.
- 3.TS.7.A.b Create and use artifacts such as building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments to share information on a social studies topic.
- 3.TS.7.B With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- 3.TS.7.C.a Identify facts and opinions in social studies topics.
- 3.TS.7.C.b Identify point of view in social studies topics.
- 3.TS.7.D Present social studies research to an audience using appropriate sources.
- 3.TS.7.E.a Generate supporting questions about social studies topics.
- 3.TS.7.E.b Use steps in a process to investigate a social studies question.
- 3.TS.7.E.c Use appropriate sources to investigate social studies questions.
- 3.TS.7.F Investigate an appropriate social studies question and share results with assistance, if needed.

Social Justice Standards

- AC.3-5.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Learning Goal

Students will be able to demonstrate skills of social science inquiry within content learning goals.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:

- Recognizing fact, opinion, and point of view in social studies sources.
- Asking questions and finding answers on a social studies topic using primary and secondary sources.
- Sharing information about a social studies topic using a visual tool and/or artifact.
- Proposing actions or strategies to make change in the world.

Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Social Studies

THIRD

Missouri Past and Present

Learning Targets

All Units

Students will:

- Examine and analyze primary and secondary social studies sources for accuracy and reliability.
- Identify fact and opinion in social studies sources.
- Recognize points of view in primary and secondary sources.
- Consider the voices that are present and those that are missing in sources.
- Ask questions and find answers using primary and secondary sources.
- Create charts, maps, or other visuals to communicate information.
- Investigate and share information about social studies topics and questions using a variety of media and artifacts.
- Discuss and analyze strategies for making change in the world.

Social Studies

THIRD

Missouri Past and Present

History

Essential Questions:

How has Missouri changed over time? How has it remained the same?

What role has Missouri played in the history of the United States?

Missouri Learning Standards

- | | |
|-------------|---|
| 3.H.3.A.a | Describe the migration of native Americans to Missouri prior to European settlement in the state. |
| 3.H.3.A.b | Describe the discovery, exploration and early settlement of Missouri by European immigrants. |
| 3.H.3.A.c | Describe the reasons African peoples were enslaved and brought to Missouri. |
| 3.H.3.B.a | Examine cultural interactions and conflicts among Native Americans, European immigrants and enslaved and free Africans in Missouri. |
| 3.H.3.B.b | Examine changing cultural interactions and conflicts among Missourians after the Civil War. |
| 3.H.3.C.3.a | Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage. |
| 3.H.3.E | Discuss the causes and consequences of the Dred Scott decision on Missouri and the nation. |
| 3.H.3.F.a | Describe the importance of the Louisiana Purchase and the expedition of Lewis and Clark. |
| 3.H.3.F.b | Evaluate the impact of westward expansion on the Native Americans in Missouri. |
| 3.H.3.F.c | Discuss issues of Missouri statehood. |
| 3.H.3.G.a | Explain Missouri's role in the Civil War including the concept of a border state. |
| 3.H.3.G.c | Describe the consequences of the Civil War in Missouri on education, transportation and communication. |

Social Justice Standards

- | | |
|-----------|---|
| DI.3-5.8 | Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. |
| DI.3-5.10 | Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. |
| JU.3-5.13 | Students will analyze the harmful impact of bias and injustice on the world, historically and today. |
| JU.3-5.15 | Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. |

Learning Goal

Proficiency Scales

Students will be able to understand history, continuity, and change.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to history, continuity, and change in Missouri as evidenced by:

- Describing major events in Missouri history.
- Comparing and contrasting the past and present.
- Sharing contributions of significant individuals and groups.

Social Studies

THIRD

Missouri Past and Present

Approaching: Student demonstrates skills and understanding related to history, continuity, and change in Missouri at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

History of Missouri

Students will:

- Examine the settlement of Saint Louis and Missouri by Indigenous People, Europeans, Africans, immigrants, and others.
- Examine the significance of the Louisiana Purchase.
- Trace the expedition of Lewis and Clark and discuss its impact.
- Discuss the impact of the Indian Removal Act on Indigenous peoples of Missouri.
- Examine how the issue of slavery impacted Missouri statehood.
- Examine the Dred Scott decision and how this impacted the nation and state.
- Discuss the role of Missouri as a border state in the Civil War and how that affected groups of people living in Missouri.
- Explore Missouri history through the lives and contributions of Missourians of various identity groups in different fields such as art, activism, politics, industry, technology, medicine, science, and exploration.

Social Studies

THIRD

Missouri Past and Present

Civics

Essential Questions:

What is the role of the government in the lives of Missourians?

How do we balance the common good with individual rights in Missouri?

Missouri Learning Standards

3.PC.1.B.a	Explain and give examples of how laws are made and changed within the state.
3.PC.1.B.b	Explain the major purposes of the Missouri Constitution
3.PC.1.B.c	Examine how individual rights are protected in our state
3.PC.1.D	Explain how the State of Missouri relies on responsible participation and draw implications for how people should participate.
3.PC.1.E	Describe the character traits and civic attitudes of influential Missourians.
3.PC.1.F	Recognize and explain the significance of the Gateway Arch and the Great Seal of Missouri and other symbols of our state.
3.GS.A	Explain how governments balance individual rights with the common good to solve local community or state issues.
3.GS.B	Analyze peaceful resolution of disputes by the courts, or other legitimate authorities in Missouri.
3.GS.C	Describe how authoritative decisions are made, enforced and interpreted by the state government across historical time periods and/or in current events.
3.GS.D	Identify and explain the functions of the three branches of government in Missouri.
3.RI.6.B	Take part in a constructive process or method for resolving conflicts.

Social Justice Standards/Teaching Tolerance Anti-Bias Framework

JU.3-5.12	Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination).
AC.3-5.17	Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Learning Goal

Students will be able to understand governmental systems and principles.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles in Missouri as evidenced by:

- Describing the purpose and function of government.
- Identifying rights and responsibilities of citizens.
- Explaining ways to make change at the community, local, or state level.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles in Missouri at times with teacher guidance.

Social Studies

THIRD

Missouri Past and Present

	Beginning: Student demonstrates limited understanding or skill with the learning goal.
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Learning Targets

Government of Missouri

Students will:

- Examine the purpose of the Missouri Constitution and how it limits the power of government.
- Identify and explain the functions of the three branches of government in Missouri.
- Examine how laws are made and changed in Missouri.
- Examine how individual rights are protected and balanced with the common good in local or state issues.
- Investigate examples of peaceful resolution of a dispute through the courts or via other means like initiatives and referendums.
- Recognize when people have been treated unfairly in Missouri for example in the context of the Dred Scott case or redlining.
- Describe historical and current examples of people bringing about change such as the Underground Railroad or Temperance Movement.
- Recognize the significance of Missouri symbols, such as the Gateway Arch, official state symbols, etc.
- Practice respectful civil discourse.
- Consider how to address problems or unfairness at different levels of local or state communities.

Social Studies

THIRD

Missouri Past and Present

Geography

Essential Question:

How does geography influence people and cultures?

Missouri Learning Standards

- 3.EG.5.A Read and construct historical and current maps
- 3.EG.5.B.a Name and locate major cities, rivers, regions, and states which border Missouri.
- 3.EG.5.B.b Describe and use absolute location using a grid system.
- 3.EG.5.C.a Identify and compare physical geographic characteristics of Missouri, such as climate, topography, relationship to water and ecosystems.
- 3.EG.5.C.b Describe human geographic characteristics of Missouri such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.
- 3.EG.5.D Describe how people of Missouri are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 3.EG.5.E Describe how changes in communication and transportation technologies affect people's lives.
- 3.EG.5.F.a Identify regions in Missouri.
- 3.EG.5.F.b Compare regions in Missouri (e.g. explain how life in a city region is different from life in a rural region or how landscapes in mountainous regions look different from landscapes in plains regions).
- 3.EG.5.G Explain how geography affected important events in Missouri history.

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography in Missouri as evidenced by:

- Interpreting maps of Missouri including major cities and rivers.
- Describing how geographical characteristics affect people in Missouri.

Approaching: Student demonstrates skills and understanding related to geography in Missouri at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Regions of Missouri

Students will:

- Locate Missouri in relation to the United States and world on a map using latitude and longitude.
- Compare past and current maps of Missouri.
- Read and construct maps to locate major cities, rivers, regions and bordering states of Missouri.
- Identify characteristics of rural, urban, and suburban communities in Missouri.

Social Studies

THIRD

Missouri Past and Present

- Examine how geography has influenced people and events in Missouri.
- Consider how changes in communication and transportation technologies affect people's lives.
- Compare and contrast geographic characteristics (i.e. agriculture, goods and services, economy, topography, etc.) of different regions of Missouri.
- Examine how laws governing zoning and districting impact people economically and politically.
- Explore human and physical characteristics of places in Missouri and consider reasons behind them such as redlining.

Social Studies

THIRD

Missouri Past and Present

Economics

Essential Question:

How does economics influence the people of Missouri?

Missouri Learning Standards

- 3.E.4.A.3.a Compare and contrast private and public goods and services.
3.E.4.A.3.b Define natural, capital and human resources.
3.E.4.A.3.c Define economy.
3.E.4.A.3.d Explain supply and demand.
3.E.4.B.3 Conduct a personal cost-benefit analysis.
3.E.4.C.3.a Define taxes and explain how taxes are generated and used.
3.E.4.C.3.b List how tax monies are used, who benefits from tax-supported services, and who pays for these services.
3.E.4.D Explain factors, past and present, that influence changes in our state's economy (technology, movement of people, resources, etc.)

Learning Goal

Students will be able to understand economic concepts.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to economics in Missouri as evidenced by:

- Describing how people and institutions contribute to the economy.
- Explaining how economic factors affect people.
- Evaluating the consequences of economic decisions.

Approaching: Student demonstrates skills and understanding related to economics in Missouri at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Business of Missouri

Students will:

- Discuss what is meant by an economy.
- Identify examples of private and public goods and services in Missouri.
- Identify examples of natural, capital, and human resources in Missouri.
- Investigate how supply and demand affect prices.
- Analyze the benefits and costs of a personal or public economic decision.
- Examine how tax monies are used and consider who benefits from those decisions and who does not.
- Identify factors that influence changes in our local and state economy.

Social Studies

THIRD

Missouri Past and Present

- Investigate how economic and political decisions impact groups of people.
- Discuss examples of economic injustice and discuss ways to address them.

Social Studies

THIRD

Missouri Past and Present

People, Groups & Cultures

Essential Questions:

How does culture shape a community?

How is culture shared?

Missouri Learning Standards

- 3.RI.6.A Compare the cultural characteristics of regions in Missouri including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
- 3.RI.6.C Research stories and songs that reflect the cultural history of Missouri.
- 3.RI.6.D Describe how people in Missouri preserve their cultural heritage.
- 3.RI.6.E Examine the changing roles of Native Americans, immigrants, African Americans, women and others in Missouri history.

Social Justice Standards

- ID.3-5.3 Students will recognize that people's multiple identities interact and create unique and complex individuals.
- DI.3-5.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- DI.K-2.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.3-5.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Learning Goal

Students will be able to understand people, groups, and cultures.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to the study of people, groups, and cultures in Missouri as evidenced by:

- Sharing cultural characteristics of different identity groups.
- Describing the achievements of different groups of people as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to the study of people, groups, and cultures in Missouri at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

History of Missouri

Students will:

- Compare cultural characteristics (such as language, celebrations, customs, holidays, music, art, stories, etc.) of different identity groups living in St. Louis and/or Missouri in the past and present for example Kansas City jazz, St. Louis blues, baseball, food, etc.

Social Studies

THIRD

Missouri Past and Present

- Examine changing circumstances and roles of different identity groups in Saint Louis and Missouri in the past and present.
- Discuss how race and identity impact Missourians in the past and present.
- Explore how people and regions commemorate culture and heritage (such as the Rock Hill parade, Webster Community Days, state fair, museums, etc.)

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

In fourth grade, students will engage in the study of United States history beginning with pre-colonial indigenous cultures and ending with the American Revolution. To foster the development of critical thinking and analysis skills, students will practice and apply the Tools of Social Science Inquiry in all units. Students will explore multiple perspectives through an interdisciplinary approach including history, civics, geography, economics, and culture. Throughout the course, students will examine issues of social justice and equity within a human rights framework. Students will generate and research compelling questions that allow them to find personal meaning in the topics of social studies and to participate as informed citizens of a culturally diverse, democratic society in an interdependent world.

Scope and Sequence of Units						
<i>Our Nation (Through 1787)</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
Cultures Converge	X	X	X	X	X	X
Colonial America	X	X	X	X	X	X
Revolution & Independence	X	X	X	X	X	X

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Tools of Social Science Inquiry

Essential Questions:

How can I research and communicate information about early American history?

How can I analyze sources of information for validity and reliability in order to inform my own opinions?

Missouri Learning Standards

- | | |
|------------|---|
| 4.TS.7.A.a | Select, analyze, and evaluate primary and secondary social studies sources with guidance and support. |
| 4.TS.7.A.b | Analyze and use artifacts to share information on social studies topics. (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments). |
| 4.TS.7.B.a | Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance and support, as needed. |
| 4.TS.7.B.b | Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding. |
| 4.TS.7.C | Distinguish between fact and opinion and recognize bias and point of view in social studies topics. |
| 4.TS.7.D | With assistance, conduct and present social studies research to an audience using appropriate sources. |
| 4.TS.7.E.a | Generate compelling research questions about a social studies' topic. |
| 4.TS.7.E.b | Apply a research process to a compelling social studies' question. |
| 4.TS.7.E.c | Identify and use appropriate resources for investigating a compelling social studies question. |
| 4.TS.7.F | Research an appropriate social studies' question and share results with an audience. |

Social Justice Standards

- | | |
|-----------|--|
| AC.3-5.20 | Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. |
|-----------|--|

Learning Goal

Students will be able to demonstrate skills of social science inquiry within content learning goals.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:

- Recognizing point of view and bias in social studies sources.
- Asking questions and finding answers on a social studies topic using primary and secondary sources.
- Sharing information about a social studies topic using visual tools and/or artifacts with an audience.
- Analyzing actions or strategies that lead to change.

Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Learning Targets

All Units

Students will:

- Select, analyze, and evaluate primary and secondary social studies sources with support.
- Analyze and use artifacts to share information on social studies topics.
- Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas with guidance.
- Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- Distinguish between fact and opinion and recognize bias and points of view in sources.
- Research a social studies' question using appropriate resources and share results with an audience.
- Explore and analyze strategies that lead to change while recognizing change may bring opposition.
- Work together to identify, discuss, and propose solutions to problems in the world.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

History

Essential Questions:

How has America changed over time? How has it remained the same?

How does the past influence the present?

Missouri Learning Standards

- | | |
|------------|---|
| 4.H.3.A.a | Describe the migrations of Native Americans prior to 1800. |
| 4.H.3.A.b | Describe the discovery, exploration and early settlement of America by Europeans prior to 1800. |
| 4.H.3.A.c | Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800. |
| 4.H.3.B | Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800. |
| 4.H.3.C | Identify and describe the contributions of significant individuals to America and to the United States prior to 1800 (e.g., Variety of explorers, Founding Fathers, King George III, Pocahontas, Squanto, William Penn, Nathaniel Greene, Abigail Adams, Crispus Attucks, etc.) |
| 4.H.3.D.a | Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies. |
| 4.H.3.D.b. | Explain the factors that contributed to the colonists' success. |
| 4.H.3.E.a | Describe the historical context for the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights. |
| 4.H.3.E.b | Explain how the Declaration of Independence affected people in the United States prior to c. 1800. |
| 4.H.3.F | Investigate the causes and consequences of westward expansion prior to 1800. |

Social Justice Standards

- | | |
|-----------|--|
| DI.3-5.8 | Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. |
| DI.3-5.10 | Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. |
| JU.3-5.13 | Students will analyze the harmful impact of bias and injustice on the world, historically and today. |
| JU.3-5.14 | Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. |
| JU.3-5.15 | Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. |

Learning Goal

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Students will be able to understand history, continuity, and change.

Meeting: Student demonstrates skills and understanding related to history, continuity, and change in America prior to 1800 as evidenced by:

- Sequencing and describing major periods and events.
- Describing the causes and consequences of conflict.
- Sharing contributions of significant individuals and groups.
- Connecting the past to the present.

Approaching: Student demonstrates skills and understanding related to history, continuity, and change in America prior to 1800 with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Describe contributions of significant individuals from a variety of cultural identities in American history prior to 1800 such as Indigenous people, European, African, and Asian explorers and founders, women, etc.
- Examine stories of injustice and bias due to identity.
- Examine actions of people and groups who have worked throughout history to bring more justice and fairness to the world both through attempts to make everyday life easier and through attempts at challenging unjust systems.

Cultures Converge

Students will:

- Explore global cultures and civilizations such as those of Africa and the African Diaspora, North and South America, Asia and Europe.
- Trace how and why groups of people from around the world traveled to and settled in America prior to 1800 including Native American nations, Africans, Europeans, and others.
- Examine vocabulary that surrounds discussion of settlement in America such as Indigenous people, Native American, migration, exploration, discovery, race, enslavement, etc.
- Study cultural interactions and conflicts among Europeans, Indigenous peoples, Africans and enslaved people in North America prior to 1800.
- Examine the impact of European settlement on Africans and Indigenous peoples of America.
- Consider how cultures and identities interact, merge, and create new intersectional identities.

Colonial America

Students will:

- Examine the political, social, religious, and economic reasons for colonization.
- Describe life in colonial America for people of different identity groups.
- Study cultural interactions and conflicts among Europeans, Native Americans, Africans and enslaved people in America prior to 1800.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

- Compare and contrast geographic, economic, and cultural characteristics of the colonies.
- Describe conditions of slavery in the Americas and ways in which enslaved people resisted bondage.
- Recognize the consequences of enslavement on people and institutions throughout early American history and how this impacts the nation today.

Revolution & Independence

Students will:

- Trace the events leading to the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights.
- Examine political, economic, geographic and social causes and consequences of the American Revolution.
- Investigate points of view of Loyalists, Patriots, Native Americans, Africans, enslaved people, Europeans, and others impacted by the American Revolution.
- Examine the factors that contributed to the Patriots' success.
- Examine the historical factors leading to the drafting of the U.S. Constitution and Bill of Rights.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Civics

Essential Questions:

What is the role of the government in people's lives?

How do we balance the common good with individual rights?

Missouri Learning Standards

- | | |
|------------|---|
| 4.PC.1.A. | With assistance, research and analyze the text of the Declaration of Independence to determine important principles that it contains, including inalienable rights, government by consent of the governed, and the redress of grievances. |
| 4.PC.1.B.b | Explain the major purposes of the Constitution. |
| 4.PC.1.C.a | Explain the major purpose of the Bill of Rights. |
| 4.PC.1.D | Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. |
| 4.PC.1.E | Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800. |
| 4.PC.1.F | Recognize and explain the significance of national symbols associated with historical events and time periods being studied. |
| 4.GS.2A | Explain how the purpose and role of government have been debated since early settlement to c. 1800. |
| 4.GS.2.B | Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800. |
| 4.GS.2.D | Identify and explain the functions of the three branches of government in the federal government. |
| 4.RI.6.B | Apply constructive processes or methods for resolving conflicts. |

Social Justice Standards

- | | |
|-----------|---|
| JU.3-5.12 | Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination). |
| AC.3-5.17 | Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. |
| AC.3-5.19 | Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. |

Learning Goal

Students will be able to understand governmental systems and principles.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles in America prior to 1800 as evidenced by:

- Identifying human rights in the context of American history and current events.
- Explaining principles of American government.
- Applying principles of American government to historical and current events.
- Describing ways to make change in society.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles in America prior to 1800 at times with teacher guidance.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

	Beginning: Student demonstrates limited understanding or skill with the learning goal.
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Learning Targets

All Units

Students will:

- Consider the meaning of freedom and democracy in an historical context.
- Reflect on the idea of universal rights and what that means for individuals and for society.
- Examine historical and current examples of people bringing about change in government and society.
- Discuss perspectives on the role of government in people's lives.
- Analyze methods of resolving conflict in the context of early American history.
- Practice respectful civil discourse.
- Recognize when people are treated unfairly and discuss ways to challenge unfairness even when it is uncomfortable to do so.

Revolution and Independence

Students will:

- Analyze the Declaration of Independence to identify principles such as inalienable rights, consent of the governed, and redress of grievances.
- Analyze historical and current events in the context of principles of the Declaration of Independence.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Geography

Essential Question: How does geography influence people and cultures?

Missouri Learning Standards

- 4.EG.5.A Construct and interpret historical and current maps.
- 4.EG.5.B Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
- 4.EG.5.C.a Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationship to water and ecosystems.
- 4.EG.5.C.b Identify and compare diverse human geographic characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.
- 4.EG.5.D Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 4.EG.5.E Analyze how changes in communication and transportation technologies affect people's lives.
- 4.EG.5.F Identify different regions in the United States and analyze how their characteristics affect people who live there.
- 4.EG.5.G Use geography to interpret the past and predict future consequences as appropriate to topics or eras discussed (e.g., why rivers have played an important role in human transportation or what will likely happen if the population of a city increases considerably).

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography in America prior to 1800 as evidenced by:

- Interpreting maps.
- Describing how geographic characteristics impact the movement and settlement of people.
- Comparing geographic characteristics of places.

Approaching: Student demonstrates skills and understanding related to geography in America prior to 1800 at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Use a variety of maps to inform their understanding of history and recognize how maps influence these understandings.
- Name and locate specific places such as regions, bodies of water, nations, colonies, etc.
- Compare human characteristics of places such as language, economies, culture, religion, ethnicities, politics, etc.
- Compare physical characteristics of places such as climate, topography, relationship to water, ecosystems, etc.
- Investigate how people were affected by and adapted to the physical environment in the time period before 1800.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Economics

Essential Question: How does economics influence people?

Missouri Learning Standards

- | | |
|-----------|--|
| 4.E.4.A.a | Compare and contrast saving and financial investment. |
| 4.E.4.A.b | Explain the relationship of profit and loss in economic decisions. |
| 4.E.4.A.c | Distinguish among natural, capital and human resources. |
| 4.E.4.B | Conduct a public cost-benefit analysis. |
| 4.E.4.C | Explain how the government utilizes taxes to provide goods and services. |
| 4.E.4.D | Explain factors, past and present, that influence changes in state and regional economies (e.g. technology, movement of people, resources, etc.) |

Social Justice Standards

- | | |
|-----------|--|
| JU.3-5.13 | Students will analyze the harmful impact of bias and injustice on the world, historically and today. |
| JU.3-5.14 | Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. |

Learning Goal

Students will be able to understand economic concepts.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to economics in America prior to 1800 as evidenced by:

- Describing how people and institutions contribute to the economy.
- Explaining how economic factors affect people.
- Evaluating the consequences of economic decisions.

Approaching: Student demonstrates skills and understanding related to economics in America prior to 1800 at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Cultures Converge

Students will:

- Examine the economic interests driving European settlement and the impact on Indigenous people.
- Investigate the trans-Atlantic slave trade and the impact on people, groups, and nations.
- Recognize that the economic success of landowners throughout the colonies rested upon the work of enslaved people.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

Colonial America

Students will:

- Identify natural, capital and human resources in American colonies prior to 1800.
- Examine the consequences of enslavement and racism in the past and present.
- Examine how natural resources contributed to the geographic and economic expansion of the United States.

Revolution & Independence

Students will:

- Examine the reasons for English taxation in the colonies and the impact of those decisions.
- Consider how economic interests influenced political decisions in America prior to 1800.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

People, Groups & Cultures

Essential Questions:

How have cultural factors influenced the people of America?

How has culture been both a unifying and a divisive force in America?

Missouri Learning Standards

- 4.RI.6.A Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 such as language, celebrations, customs, holidays, artistic expression, food, dress, & tradition.
- 4.RI.6.C Research stories and songs that reflect the cultural history of the United States prior to c. 1800
- 4.RI.6.D Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.
- 4.RI.6.E Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.

Social Justice Standards

- ID.3-5.3 Students will recognize that people's multiple identities interact and create unique and complex individuals.
- DI.3-5.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- DI.K-2.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.3-5.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Learning Goal

Students will be able to understand people, groups, and cultures.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to the study of people, groups, and cultures in America prior to 1800 as evidenced by:

- Sharing cultural characteristics of different identity groups.
- Describing the achievements of people of different identity groups as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to the study of people, groups, and cultures in America prior to 1800 at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Understand the variety of civilizations and cultures of the Americas and Africa as they existed prior to contact with Europeans.

Social Studies

Fourth Grade

Our Nation (Prior to 1800)

- Explore cultural characteristics among groups of people living in early America such as language, celebrations, customs, holidays, stories, art, music, food, dress, traditions, etc.
- Examine the roles of Europeans, Indigenous peoples, Africans, African Americans, women and others in early American history.
- Examine how groups such as enslaved people preserved their home culture while creating new traditions.
- Explore contributions of people in different identity groups and challenges they have faced.
- Use accurate, respectful words to describe how they are similar to and different from people of various identity groups.
- Try to understand people as individuals and recognize all people within a shared identity group are not the same.

Social Studies

Fifth Grade

Our Nation (1783-1865)

In fifth grade, students will continue their study of United States history emphasizing the time period after the American Revolution until the end of the Civil War. To foster the development of critical thinking and analysis skills, students will practice and apply the Tools of Social Science Inquiry in all units. Students will explore multiple perspectives through an interdisciplinary approach including history, civics, geography, economics, and culture. Throughout the course, students will examine issues of social justice and equity within the framework of the U.S. Constitution and Bill of Rights. Students will generate and research compelling questions that allow them to find personal meaning in the topics of social studies and to participate as informed citizens of a culturally diverse, democratic society in an interdependent world.

Scope and Sequence of Units						
<i>Our Nation (1783-1865)</i>	Student Demonstrates Skills of Social Science Inquiry	Student Understands History Continuity and Change	Student Understands Governmental Systems and Principles	Student Understands Geographical Study	Student Understands Economic Concepts	Student Understands People, Groups and Cultures
We the People	X	X	X	X	X	X
The Expansion	X	X	X	X	X	X
The War at Home	X	X	X	X	X	X

Social Studies

Fifth Grade

Our Nation (1783-1865)

Tools of Social Science Inquiry

Essential Questions:

How can I research and communicate information about American history?

How can I analyze sources of information for validity and reliability in order to inform my own opinions?

Missouri Learning Standards

- 5.TS.7.A.a Identify, select, analyze, and evaluate resources to create a product of social science inquiry.
- 5.TS.7.A.b Evaluate and use artifacts to share information on social studies topics (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 5.TS.7.B.a Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas (such as maps, graphs, statistical data, timelines, cartoons, charts and diagrams).
- 5.TS.7.B.b Create and present products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics.
- 5.TS.7.C.a Explain how facts and opinions affect point of view and/or bias in social studies' topics.
- 5.TS.7.C.b Identify, research, and defend a point of view/position on a social studies' topic.
- 5.TS.7.D Conduct and present social studies research to an audience using appropriate sources.
- 5.TS.7.E.a Generate compelling research questions about a social studies' topic.
- 5.TS.7.E.b Create and apply a research process to investigate a compelling social studies' question.
- 5.TS.7.E.c Evaluate and use appropriate resources for investigating a compelling social studies' question.
- 5.TS.7.F Conduct and present research on a social studies' question to an audience, using appropriate sources.
- 5.TS.7.G Research and defend a point of view/position on a social studies' question.

Social Justice Standards

- AC.3-5.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Learning Goal

Students will be able to demonstrate skills of social science inquiry within content learning goals.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills of social science inquiry within the content learning goals as evidenced by:

- Recognizing how facts and opinions influence point of view and bias in social studies sources.
- Asking questions and finding answers on a social studies topic using primary and secondary sources.
- Sharing information about a social studies topic using visual tools and/or artifacts with an audience.
- Analyzing actions or strategies that lead to change.

Social Studies

Fifth Grade

Our Nation (1783-1865)

Approaching: Student demonstrates skills of social science inquiry within the content learning goals at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Select, analyze, and evaluate primary and secondary social studies sources.
- Analyze and use artifacts to share information on social studies topics.
- Use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
- Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.
- Analyze and evaluate sources and artifacts for bias, perspective, validity and reliability with support.
- Research a social studies' question using appropriate resources and share results with an audience.
- Defend a position on a social studies topic.
- Analyze strategies that bring about change in the world.

Social Studies

Fifth Grade

Our Nation (1783-1865)

History

Essential Questions:

How has America changed over time? How has it remained the same?

How does the past influence the present?

Missouri Learning Standards

4.H.3.E.a	Describe the historical context for the drafting of the Declaration of Independence, the Constitution, and the Bill of Rights.
4.H.3.E.b	Explain how the Constitution and the Bill of Rights affected people in the United States prior to c. 1800.
5.H.3.A.a	Outline the territorial expansion of the United States.
5.H.3.A.b	Describe the impact of migration on immigrants and the United States.
5.H.3.B	Examine cultural interactions and conflicts among Native Americans, European Americans and African Americans.
5.H.3.C	Identify and describe the contributions of historically significant individuals to the United States.
5.H.3.E	Explain the causes and consequences of major political developments and reform in U.S. history.
5.H.3.F	Investigate the causes and consequences of westward expansion, including the Texas and the Mexican War, Oregon Territory, California Gold Rush.
5.H.3.G	Identify political, economic and social causes and consequences of the Civil War.

Social Justice Standards

DI.3-5.8	Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
DI.3-5.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
JU.3-5.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
JU.3-5.14	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
JU.3-5.15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Learning Goal

Proficiency Scales

Students will be able to understand history, continuity, and change.

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to history, continuity, and change during the time period after the American Revolution until the end of the Civil War as evidenced by:

- Sequencing and describing major periods and events.
- Describing the causes and consequences of conflict.
- Sharing contributions of significant individuals and groups.
- Connecting the past to the present.

Social Studies

Fifth Grade

Our Nation (1783-1865)

Approaching: Student demonstrates skills and understanding related to history, continuity, and change during the time period after the American Revolution until the end of the Civil War at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Describe contributions of significant individuals from a variety of cultural identities in American history
- Examine stories of injustice and bias due to identity.
- Examine actions of people and groups who have worked throughout history to bring more justice and fairness to the world both through attempts to make everyday life easier and through attempts at challenging unjust systems.

We the People

Students will:

- Consider how the compromises made at the Constitutional Convention (i.e. The Great Compromise, Slave Trade Compromise, Three-Fifths Compromise, Electoral College Compromise, etc.) have impacted the nation and its people.
- Examine how the U.S. Constitution and Bill of Rights have been interpreted in historical and current events.
- Investigate how the application of the principles and rights written in the Constitution and Bill of Rights has changed over time.
- Explore how groups of people who have experienced disenfranchisement such as Indigenous peoples, enslaved Africans, People of Color, women, and children have used the principles of the Constitution to seek justice.

The Expansion

Students will:

- Explore causes of territorial expansion prior to 1865 Northwest Territory, Louisiana Purchase, Mexico, Oregon, etc.
- Examine the consequences of Manifest Destiny such as the removal of Indigenous people, increased tension over the issue of slavery, and the expansion of American power.
- Investigate social movements that impacted the United States such as abolitionism, women's suffrage, labor reform, temperance, etc.
- Examine how immigration impacted the territorial and economic expansion of the United States.

The War at Home

Students will:

- Examine the economic and political factors that played into the system of slavery in the United States.
- Examine the consequences of enslavement in the United States both in the past and the present.
- Investigate political, economic, geographic and social causes of the Civil War including how national disagreements about slavery led to war.
- Examine the impact of war on Americans at home and on the battlefield.

Social Studies

Fifth Grade

Our Nation (1783-1865)

Civics

Essential Questions:

What is the role of the government in people's lives?

How do we balance the common good with individual rights?

Missouri Learning Standards

- | | |
|------------|--|
| 4.PC.1.B.c | With assistance, research and analyze the text of the U.S. Constitution to determine important principles such as limited government, rule of law, majority rules, minority rights, separation of powers, checks and balances and popular sovereignty. |
| 4.PC.1.C.b | Identify important principles in the Bill of Rights, such as basic rights and freedoms. |
| 5.PC.1.A | Apply the principles of the Declaration of Independence to the historical time periods being studied and to current events. |
| 5.PC.1.B | Apply the principles of the U.S. Constitution to the historical time periods being studied and to current events. |
| 5.PC.1.C | Apply the principles of the Bill of Rights to historical time periods being studied and to current events. |
| 5.PC.1.D | Analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. |
| 5.PC.1.E | Describe the character traits and civic attitudes of significant individuals. |
| 5.PC.1.F | Recognize and explain the significance of national symbols associated with historical events and time periods being studied. |
| 4.GS.2.C | Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or in current events. |
| 5.GS.A | Explain how the purpose and role of government have been debated across historical time periods to current times. |
| 5.GS.B | Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history. |
| 5.GS.C | Analyze how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and current events. |
| 5.GS.D | Distinguish between powers and functions of local, state and national government in the past and present. |
| 5.RI.6.B | Evaluate constructive processes or methods for resolving conflicts. |

Social Justice Standards

- | | |
|-----------|---|
| JU.3-5.12 | Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level e.g., discrimination). |
| AC.3-5.17 | Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. |
| AC.3-5.19 | Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. |

Learning Goal

Students will be able to understand

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to governmental systems and principles in the United States during the time period after the American Revolution until the end of the Civil War as evidenced by:

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governmental systems and principles.

- Explaining principles of American government.
- Applying principles of American government to historical and current events.
- Describing the purpose and function of government under the U.S. Constitution.
- Identifying rights and responsibilities of citizens.
- Analyzing ways to make change in society.

Approaching: Student demonstrates skills and understanding related to governmental systems and principles in the United States during the time period after the American Revolution until the end of the Civil War at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Consider the meaning of freedom and democracy in the context of historical and current events.
- Investigate historical and current examples of people bringing about change in government and society.
- Discuss the methods and results of conflict resolution in historical and current events.
- Discuss perspectives on the role of government in people's lives.
- Consider the role of the federal government in making, enforcing, and interpreting laws using historical and current examples.

We the People

Students will:

- Examine major principles of the U.S. Constitution (such as federalism, popular sovereignty, limited government, rule of law, majority rule, separation of powers, and checks and balances) and apply them to historical and current events.
- Unpack major protections of the Bill of Rights as well as of the 13th, 14th, and 15th Amendments and apply them to historical and current events.
- Identify powers and limitations of the federal and state governments.
- Examine the functions of the three branches of government in the federal government.

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Geography

Essential Questions:

How does geography influence people and cultures?

Missouri Learning Standards

- 5.EG.5.A.a Use geographic research sources to acquire and process information to answer questions and solve problems.
- 5.EG.5.A.b Construct maps for relevant social studies topics.
- 5.EG.5.B.a Name and locate specific regions, states, capitals, river systems and mountain ranges in the United States based on historical or current topics.
- 5.EG.5.B.b Locate and describe real places, using absolute and relative location.
- 5.EG.5.C.a Describe and analyze physical characteristics of the nation, such as climate, topography, relationship to water and ecosystems.
- 5.EG.5.C.b Describe and analyze diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.
- 5.EG.5.D Evaluate how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
- 5.EG.5.E Evaluate how changes in communication and transportation technologies affect people's lives.
- 5.EG.5.F Describe different regions in the United States and analyze how their characteristics affect people who live there (history, economy, governance, society, and today's culture).
- 5.EG.5.G.a Use geography to interpret the past, explain the present and plan for the future as appropriate to topics or eras discussed (e.g., physical processes that continue to reshape the earth).
- 5.EG.5.G.b Use a geographic lens to describe the impact of migration on the immigrants and the United States c. 1800-2000.

Learning Goal

Students will be able to understand geographical study.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to geography during the time period after the American Revolution until the end of the Civil War as evidenced by:

- Interpreting maps.
- Describing how geographic characteristics impact the movement and settlement of people.
- Comparing geographic characteristics of places.

Approaching: Student demonstrates skills and understanding related to geography during the time period after the American Revolution until the end of the Civil War at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

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Our Nation (1783-1865)

Students will:

- Use a variety of maps to inform their understanding of history and recognize how maps influence these understandings.

The Expansion

Students will:

- Locate and describe real places, such as regions, territories, states, etc. using absolute and relative location.
- Consider how physical geographic characteristics impact people and movement.
- Examine human characteristics of places such as language, economies, culture, religion, ethnicities, politics, etc.
- Explore how communication and transportation technologies impact people and events.

The War at Home

Students will:

- Locate and describe real places, such as regions, territories, states, etc. using absolute and relative location.
- Consider how physical geographic characteristics impact people and movement.
- Examine human characteristics of places such as language, economies, culture, religion, ethnicities, politics, etc.
- Explore how communication and transportation technologies impact people and events.

Social Studies

Fifth Grade

Our Nation (1783-1865)

Economics

Essential Questions:

How does economics influence people?

Missouri Learning Standards

- 5.E.4.A Explain how scarcity, supply and demand, opportunity costs, income, labor, wages and other economic concepts affect our nation's past, present and future.
- 5.E.4.D.a Explain the factors, past and present, that influence changes in our nation's economy (technology, movement of people, resources, etc.)
- 5.E.4.Db Use an economic lens to describe the impact of migration on the immigrants and the United States.

Social Justice Standards

- JU.3-5.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- JU.3-5.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

Learning Goal

Students will be able to understand economic concepts.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to economics during the time period after the American Revolution until the end of the Civil War as evidenced by:

- Describing how people and institutions contribute to the economy.
- Explaining how economic factors affect people.
- Evaluating the consequences of economic decisions.

Approaching: Student demonstrates skills and understanding related to economics in the United States during the time period after the American Revolution until the end of the Civil War at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Explain how economic factors such as scarcity, supply and demand, opportunity costs, income, labor, wages, etc. impacted the United States.

The Expansion

Students will:

- Explore how factors such as technology, movement of people, resources, etc. impacted the economy.

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- Explore how economic and political factors impacted the role of women in the United States.
- Examine the relationship between immigration and economic factors.
- Explore the economic consequences of expansion in the United States.
- Investigate how natural resources led to the geographic and economic expansion of the United States.
- Consider how expansion contributed to economic and industrial development.

The War at Home

Students will:

- Examine the economic characteristics and interests in different regions of the United States and consider how that impacted the war.
- Examine how the institution of slavery operated as an economic engine of the United States and how this played into the politics of war.
- Examine the consequences of enslavement and racism in the past and present.

Social Studies

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Our Nation (1783-1865)

People, Groups & Cultures

Essential Questions:

How have cultural factors influenced the people of America?

How has culture been both a unifying and a divisive force in America?

Missouri Learning Standards

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|------------|--|
| 5.RI.6.A.a | Compare cultural characteristics across historical time periods in the U.S. post 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions). |
| 5.RI.6.A.b | Describe the cultural impact of migration on the immigrants and the United States c. 1800-2000. |
| 5.RI.6.C | Research stories and songs that reflect the cultural history of the United States c. 1800-2000. |
| 5.RI.6.D | Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time. |
| 5.RI.6.E | Examine the changing roles among Native Americans, Immigrants, African Americans, women and others from 1800-2000. |

Social Justice Standards

- | | |
|-----------|---|
| ID.3-5.3 | Students will recognize that people's multiple identities interact and create unique and complex individuals. |
| DI.3-5.7 | Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups. |
| DI.K-2.9 | Students will respond to diversity by building empathy, respect, understanding and connection. |
| JU.3-5.11 | Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. |

Learning Goal

Students will be able to understand people, groups and cultures.

Proficiency Scales

Innovating: Student demonstrates advanced understanding and application of the learning goal.

Meeting: Student demonstrates skills and understanding related to people, groups, and culture during the time period after the American Revolution until the end of the Civil War as evidenced by:

- Sharing cultural perspectives of different identity groups during the 1800s.
- Describing the achievements of people of different identity groups as well as challenges they have faced.

Approaching: Student demonstrates skills and understanding related to people, groups, and culture during the time period after the American Revolution until the end of the Civil War at times with teacher guidance.

Beginning: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

All Units

Students will:

- Examine how identity groups experienced different levels of political power and freedom in the United States.

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Our Nation (1783-1865)

- Examine different types of resistance toward oppression.
- Examine how conditions, events, or the way groups of people were treated shaped identity and culture in America.
- Explore contributions of people in different identity groups and challenges they have faced.
- Use accurate, respectful words to describe how they are similar to and different from people of various identity groups.
- Try to understand people as individuals and recognize all people within a shared identity group are not the same.

The Expansion

Students will:

- Explore the impact of expansion on the cultures of different identity groups such as Native Americans, African Americans both enslaved and free, immigrants, women, European Americans, etc.
- Examine the cultural impact of immigration.

The War at Home

Students will:

- Consider the changing roles of different groups of people (i.e. Native Americans, immigrants, African Americans, women and others) during the war.