

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	*Identify why laws and rules are made *Discuss types of rules we have for our home and school. *Discuss and list benefits and consequences of rules.	*Explain how laws and rules are made and changed to promote the <b>common good</b>	*Identify and explain why schools have rules.	*Identify and explain why cities make laws and ordinances	*Identify and explain why Missouri has a constitution and why the state makes and enforces laws	*Identify important principles in the Declaration of Independence, such as inalienable rights and government by consent of the governed
Principals of democracy In the United States						
ST	SS1, 4.1,1.10	SS1, 4.1, 1.10	SS1, 4.1, 1.10	SS1, 4.1, 1.10	SS1, 4.1, 1.10	SS1, 4.1, 1.10
DOK	2	2	2	2	2	2
EX	I	I/R	I/R	I/R	I/R	I/R
Activities	Create class rules at beginning of year Class Discussion of Cause/Effect of rules MOI Direct Instruction and Discussion DOK-2	Work as a class to develop a set of classroom expectations that follow the schoolwide expectations Construct T-Chart DOK-2 MOI Direct Instruction & Discussion	Write class/playground rules Read David Shannon books Complete venn diagram comparing home and school rules Discussion DOK-2 MOI Direct Instruction	Text Resource Guest Speakers Class Discussion Student Writing DOK-2 MOI Direct Instruction and Discussion	Read Constitution using Social Studies supplement "We the People." Celebrate Constitution Day. Students write a classroom constitution. IM-Discovery Learning and Direct Instruction DOK-2	Constitution Day Activities Graph and Classify principals Class Discussion Summarize in writing DOK-2 MOI Direct Instruction
Assessments	Teacher Observation Class Discussion	Class participation Compliance to classroom expectations	Teacher observation prompt- Rules are important because... Scoring Guide	Class Discussion Scoring Guide Test	Teacher observation Class Discussion Test	Modified Constitution Test Class Discussion Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1 Knowledge of the principles expressed in documents shaping constitutional democracy in the United States						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>		*Introduce the concept of <b>majority rule</b>	*Explain and apply the concept of <b>majority rule</b>	*Identify examples of the democratic decision making process.	*Identify examples of majority rule, separation of powers and checks and balances.	*Identify important principles in the constitution including a. limited government b. rule of law c. majority rule d. minority rights e. separation of powers f. checks and balances
		Principals of democracy in the United States (continued)				
ST		SS1, 1.10, 4.1	SS1, 1.10, 4.1	SS1, 1.10, 4.1	SS1, 1.10, 4.1	SS1, 1.10, 4.1
DOK		1	2	1	1	1
EX		I	I/R	I/R	I/R	I/R
<b>Activities</b>		Participate in class voting situations where the majority vote decides the activity DOK-1 MOI Direct Instruction	In class voting situations all year and graph voting results Discovery Learning DOK-2 MOI Direct Instruction	STUCO Elections Class Meetings Daily Lunch Kids Voting Activities Classroom Code of Conduct DOK-2 MOI Direct Instruction and Discussion	Complete Triorama. Kids Vote "Blank" Ballot IM- Direct Instruction DOK-1	Poster/Mobile of the three branches of government Balancing Act DOK-1 MOI Direct Instruction
<b>Assessments</b>		Teacher observation Student participation	Teacher observation	Teacher Observation Class Discussion	Scoring Guide of Triorama Teacher Observation	Government Test Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>A</b>						Identify important principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see Amendment 9)	
Principals of democracy in the United States (continued)							
ST							SS1, 1.10
DOK							1
EX						1	
<b>Activities</b>						Amendment Cards Town of Can't Do Class Discussion Text Resources DOK-1 MOI Direct Instruction	
<b>Assessments</b>						Constitution Test Class Discussion	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>B</b>	*Identify voting as a right and responsibility of citizens. *Classroom voting/election	*Identify the rights and responsibilities of citizens *Citizens vote to elect leaders	*Explain the rights and responsibilities of citizens *Citizens vote for local and national leaders	*Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice) *Citizens vote to elect government officials and change laws.	*Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government *Explain civic responsibilities such as voting and paying taxes.	*Explain rights and responsibilities as outlined in the constitution.
Role of citizens and governments in carrying out constitutional principles						
ST	SS1, 1.10, 4.2	SS1, 1.10, 4.2	SS1, 1.10, 4.2	SS1, 1.10, 4.2	SS1,1.10, 4.2	SS1, 1.10, 4.2
DOK	2	2	2	2	2	2
EX	I	I/R	I/R	I/R	I/R	I/R
Activities	Kid's Vote Let's Find Out Class Discussion Graph Results MOI Direct Instruction and Discussion DOK-2	<b>Kids Vote</b> Program Participate in class voting situations Graph Results DOK-2 MOI Direct Instruction	Kids Vote-distict activity, discussion of local elections, Classroom Constitution, unit in S.S. book "We the People" Discussion and Role Play DOK-2 MOI Direct Instruction	Kids Vote Program STUCO election Class Meetings Classroom Code Of Conduct DOK-2 MOI Direct Instruction and Discussion	Read Constitution using Social Studies supplement "We the People." /Kids Vote/ Students write a classroom constitution. IM-Discovery Learning and Direct Instruction DOK-2	Compare student's rights and responsibilities Class Discussion Graphic Organizer DOK-2 MOI Direct Instruction
Assessments	Teacher Observation Class Discussion	Student Participation Teacher Observation	Observe students actively voting for an issue in the class, draw a picture showing someone voting, write to describe how that person's vote will make a difference	Teacher Observation Class Discussion	Teacher observation Class Discussion	Modified Constitution Test Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1 Knowledge of the principles expressed in documents shaping constitutional democracy in the United States						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>	*Introduce the constitution as an important United States document.	*Introduce the constitution as an important United States document.	*Introduce the constitution and the Declaration of Independence as important United States document.	*State the main purposes of the constitution and the Declaration of Independence	*Explain the major purpose of the Constitution, Declaration of Independence and the Bill of Rights	*Discuss the major purpose of the Constitution, Declaration of Independence and the Bill of Rights
ST	SS1 1.5, 1.10	SS1 1.5, 1.10	SS1 1.5, 1.10	SS1 1.5, 1.10	SS1 1.5, 1.10	SS1 1.5, 1.10
DOK	1	1	1	1	2	2
EX	I	I	I	I/R	I/R	M
Activities	Constitution Song Read We the People Class Discussion MOI Direct Instruction and Discussion DOK-1	Required Constitution Day Activities on or around September 17 DOK-1 MOI Direct Instruction	Constitution Day Websites booklet from Edhelper Discussion DOK-1 MOI Direct Instruction	Constitution Day Packet Student Writing DOK-1 MOI Direct Instruction and Discussion	Read Constitution using Social Studies Supplement. Play The King's Candy. IM- Role Play and Direct Instruction Class Discussion DOK-2	Constitutional Concentration Cards Class Discussion Comparison of documents DOK-2 MOI Direct Instruction
Assessments	Teacher Observation Class Discussion	Student Participation Teacher Observation	Describe the importance of the Constitution by writing	OCR: Where in the World is Thomas Jefferson? Class Discussion Scoring Guide	Teacher observation Class Discussion	Modified Constitution Test Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles of Constitutional Democracy (K-5)

1	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>D</b>	*Identify the flag as a symbol of our nation *Identify the colors of the American Flag *Recite the Pledge of Allegiance *Understand the Pledge of Allegiance honors our flag and our country.	*Recognize and explain the significance of the following national symbols: • Statue of Liberty • Nation's capitol • Pledge of Allegiance • American Flag	*Describe the importance of the Pledge of Allegiance and introduce the National Anthem as a symbol of our nation.	*Explain how the National Anthem symbolizes our nation		
Knowledge of the symbols of our nation						
ST	SS1 1.10, 1.6	SS1 1.10, 1.6	SS1 1.10, 1.6	SS1 1.10, 1.6		
DOK	1	1	2	2		
EX	I/M	I/M	I/M	M		
Activities	The Flag We Love Pledge Book Coloring Flags American Journal Recitation of Pledge MOI Direct Instruction DOK-1	Class Discussion Matching/ Concentration game using Photos of National Symbols DOK-1 MOI Direct Instruction	Read: ("The Flag We Love" by Pam Ryan) ROTC do flag demo., listen to song, class flag with symbols Demonstration and Cooperative Learning Compare/Contrast National Anthem and Pledge DOK-2 MOI Direct Instruction	Music Teacher will teach the National Anthem and discuss the importance. Create a Poster that represents the message of the National Anthem DOK-2 MOI Direct Instruction		
Assessments	Teacher Observation	Teacher observation Student participation Student/Teacher conferring	Compare importance of class and United States flag using a venn diagram	Class Discussion Scoring Guide		

# Meramec Valley R-III Social Studies Curriculum

## Principles and Processes of Governance Systems (K-5)

2	Knowledge of principles and processes of governance systems					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	*Participate in democratic decision-making processes	*Examine how individual rights are protected through laws.	Explain the importance of promoting the <b>common good</b>			
<b>Principles and purposes of government.</b>						
<b>ST</b>	<b>SS2 4.2, 1.10</b>	<b>SS2 4.2, 1.10</b>	<b>SS2 4.2, 1.10</b>			
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>1</b>			
<b>EX</b>	<b>I</b>	<b>I</b>	<b>I/R</b>			
<b>Activities</b>	Kid Vote Class Meetings Graph Results of voting in class MOI Direct Instruction and Discussion DOK-2	Class Discussion Development of Classroom Expectations that follow Schoolwide Expectations SW-PBS Matrix T-Chart DOK-2 MOI Direct Instruction & Discussion	Character Education programs, read: text (Roxaboxen by Alice McLerran) classroom community activities, class book Cooperative Learning DOK-1 MOI Direct Instruction			
<b>Assessment</b>	Teacher Observance Class Discussion	Student Participation Teacher Observation	Teacher observation prompt- Everyone should help our school community by... Classroom meetings			

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles and Processes of Governance Systems (K-5)

2	Knowledge of principles and processes of governance systems					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	*Explain how to resolve disputes peacefully in the classroom and on the playground	*Propose peaceful resolutions of disputes in the classroom and on the playground	*Demonstrate a peaceful resolution to a dispute *Explain how disputes can threaten the peace in a community and how they may be resolved peacefully.	*Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc		
<b>Principles and purposes of government (Continued)</b>						
<b>ST</b>	<b>SS2 3.2, 3.4</b>	<b>SS2 3.2, 3.4</b>	<b>SS2 3.2, 3.4</b>	<b>SS2 3.2, 3.4</b>		
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>		
<b>EX</b>	<b>I</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>		
<b>Activities</b>	Use "I" words Peace bench/chairs Class meetings PBS Graph looks like/ sounds like on T-chart Class Code of Conduct MOI Direct Instruction and Discussion DOK-2	Class Discussions Modeling, Role Play Provide Students opportunities to settle nonviolent disputes SW-PBS DOK-2 MOI Direct Instruction & Discussion	Role play MLK day-timeline Essay writing about who you admire MLK Day DOK-2 MOI Direct Instruction	Use Peace Table, Peace Path and Class Code of Conduct Kids Voting Activities DOK-2 MOI Direct Instruction and Discussion		
<b>Assessment</b>	Teacher Observance Class Discussion	Teacher Observation	Write a peaceful resolution to a given prompt Use peace table	Teacher Observation Class Discussion		

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Principles and Processes of Governance Systems (K-5)

2	Knowledge of principles and processes of governance systems					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>B</b>						
Similarities and differences of governmental systems					*Compare and contrast a democracy and a monarchy.	*Investigate the similarities and differences of a democracy and a monarchy.
ST					<b>SS2 3.5</b>	<b>SS2 3.5</b>
DOK					<b>2</b>	<b>2</b>
EX					<b>I</b>	<b>R</b>
Activities					Read and Discuss the Branches of Government using Social Studies text. Play The King's Candy. Pg 42 Flip Book construct a venn diagram IM- Role Playing and Direct Instruction DOK 2	Venn Diagram In Regards To Read and Class Discuss Using Text/LMC Resources DOK-2 MOI Direct Instruction
Assessment					Teacher observation Class Discussion Scoring Guide	OCR comparing democracy and monarchy Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles and Processes of Governance Systems (K-5)

2	Knowledge of principles and processes of governance systems					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>	*Describe how groups need to make decisions and how those decisions are made in families and classrooms	*Describe how authoritative decisions are made, enforced and interpreted within schools	*Describe how authoritative decisions are made, enforced and interpreted within local communities	*Describe how authoritative decisions are made, enforced and interpreted within the federal government	*Describe how authoritative decisions are made, enforced and interpreted within the state government	
<b>Processes of Governmental systems</b>						
<b>ST</b>	<b>SS2 1.10, 4.1</b>	<b>SS2 1.10, 4.1</b>	<b>SS2 1.10, 4.1</b>	<b>SS2 1.10, 4.1</b>	<b>SS2 1.10, 4.1</b>	
<b>DOK</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	
<b>EX</b>	<b>I</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>	
<b>Activities</b>	Centers Collaborative Work Small Groups Class Code of conduct Class Meetings PBS MOI Direct Instruction and Discussion DOK-2	Class Discussion SW-PBS Matrix DOK-2 MOI Direct Instruction	Website of role play situations Discussions of school, family, and class decisions and graph Role Play DOK-2 MOI Direct Instruction	Text Resources Class Discussion Compare and Contrast Student Writing DOK-2 MOI Direct Instruction and Discussion	Read and Discuss "How a bill becomes a Law" using Social Studies text. School House Rock Complete flowchart. IM- Lecture/ Discussion and Direct Instruction DOK-2	
<b>Assessment</b>	Teacher Observance Class Discussion	Student Participation Teacher Observation	Chart decisions from above and respond to a writing prompt	Class Discussion	Teacher observation Class Discussion	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Principles and Processes of Governance Systems (K-5)

2	Knowledge of principles and processes of governance systems					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>	*Explain what it means to make rules and how it is necessary to carry out or enforce rules *Identify the current President and his job.	*Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)	*Introduce and identify the three branches of government in the federal government.	*Identify and explain the functions of the three branches of government in the federal government	*Identify and explain the functions of the three branches of government in the state government	*Distinguish between powers and functions of local, state and national government
<b>Processes of Governmental systems (Continued)</b>						
<b>ST</b>	<b>SS2 1.10, 1.6</b>	<b>SS2.1.10, 1.6</b>	<b>SS2 1.10 , 1.6</b>	<b>SS2 1.10, 1.6</b>	<b>SS2 1.10, 1.6</b>	<b>SS2 1.10, 1.6</b>
<b>DOK</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>EX</b>	<b>I</b>	<b>I/R</b>	<b>I</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>
<b>Activities</b>	President Book Time For Kids Let's Find Out Discuss Classroom Rules and graph on T-chart looks like/ sounds like MOI Direct Instruction and Discussion DOK-2	Class Discussions Class Meetings Role Playing DOK-1 MOI Direct Instruction & Discussion	Create a Poster representing how they relate to each other. The Tired King Discussion DOK-2 MOI Direct Instruction	Draw a tree with the 3 branches of gov't., the leaves give details of each branch. DOK-1 MOI Direct Instruction	Complete Branches of Government mobile. Mo. Branch Worksheet IM- Learning Center and Direct Instruction DOK-2	Create chart in class for different levels Class Discussion Student Writing DOK-2 MOI Direct Instruction
<b>Assessment</b>	Teacher Observance Class Discussion	Student Participation Teacher Observation	Assessment that comes with King Louie packet	Scoring Guide	Scoring Guide for Branches of Government mobile. Teacher observation.	OCR on test Class Discussion Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>A.</b>	*Introduce Native Americans as the first people in North America.	*Introduce and identify different Native American cultures and their regions.	*Compare and contrast the habitats, resources, art and daily lives of native American peoples, Woodland and Plains Indians	*Identify the contributions of Native Americans to the people migrating to North America.	*Evaluate the impact of westward expansion on the Native American in Missouri	*Summarize the viability and diversity of Native American cultures before Europeans came
Understand the migrations of people from many regions to North America						
<b>ST</b>	SS3 1.9	SS3 1.9	SS3 1.9	SS3 1.9	SS3 1.9	SS3 1.9
<b>DOK</b>	1	2	2	1	2	2
<b>EX</b>	I	I/R	I/R	I/R	I/R	I/R
<b>ACTIVITIES</b>	The Very First Thanksgiving Day Peace Feast Thanksgiving Journal MOI Direct Instruction DOK-1	Literature Connections from District Adopted Reading text Center Activities Student Participation in Native American Games from different regions Use of Graphic Organizer to show similarities/differences Thanksgiving Activities DOK-2 MOI Direct Instruction & Learning Centers	American Indian Tribe packet Discussion Habitat Booklet/Report Compare food, clothing, shelter, trans. of both tribes and share findings DOK-2 MOI Direct Instruction	Read <u>Anasazi</u> from textbook November/Thanksgiving Activities KWL Chart DOK-1 MOI Direct Instruction	Read and Discuss about Missouri Tribes using Social Studies Text. Complete OCR using Better Answers/RACE format. IM-Lecture/ Discussion and Direct Instruction DOK-2	Native American Research Student Writing Text and LMC Resources DOK-2 MOI Direct Instruction
<b>ASSESSMENTS</b>	Teacher Observation Class Discussion	Student Participation Teacher Observation	Complete Venn diagrams Report/booklet scoring guide	Performance Event Class Discussion KWL	Teacher observation Discussion of OCR Scoring Guide	Native American Projects Scoring Guide Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>B.</b>					*Identify and describe the significance of the individuals from Missouri who have made contributions to our state and national heritage; examples include Lewis and Clark, Mary Easton Sibley, John Berry Meacham, George Washington Carver, Laura Ingalls Wilder, Mark Twain, Harry S Truman and Thomas Hart Benton	
Knowledge of the ways Missourians have interacted, survived and progressed from the distant past to present times						
ST					SS 3 1.10	
DOK					2	
EX					1	
<b>ACTIVITIES</b>					Complete Famous Missourian Research Project Research Organize and Summarize Information and Report IM- Discovery Learning and Direct Instruction DOK-2	
<b>ASSESSMENTS</b>					Research project Scoring Guide	

I-INTRODUCE  
 R-REINFORCE  
 M-MASTER  
 E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>C</b>	*Introduce that people came to North America from other places	*Discuss why Christopher Columbus and the Pilgrims came to North America.	*Discuss the contributions of the early settlers.	*Locate and describe early settlements in North America.	*Locate and describe settlements in Missouri of people of European and African heritage	*Outline the discovery, exploration and early settlement of America
Discovery, Exploration and Settlement of the United States						
ST	SS3 1.9	SS3 1.9	SS3 1.9	SS3 1.9	SS 3 1.9	SS 3 1.9, 1.6
DOK	1	1	1	2	2	2
EX	I	R	I	I	I	I/R
<b>ACTIVITIES</b>	Christopher Columbus Sets Sail <u>The Mayflower</u> Pilgrims Thanksgiving Journal MOI Direct Instruction DOK-1	Teacher Read Alouds Class Discussions Writing Activities Thanksgiving Activities MOI Direct Instruction & Discussion DOK-1	S.S. book unit The First Thanksgiving story Discussion Write a thank you letter from settlers to Indians describing ways they helped DOK-1 MOI Direct Instruction	Read <u>Jamestown</u> from Social Studies textbook. Research Other Source Material Student Writing Create a Model of an Early Settlement in North America DOK-2 MOI Direct Instruction	Read and Discuss early settlements in MO. Identify on a MO Map. Write a letter to tourism center or National Park in this area. IM- Direct Instruction, Learner Centered DOK-2	Class Discussions Student Writing using text and LMC Resources Explorer Project DOK-2 MOI Direct Instruction and Class Discussion
<b>ASSESSMENTS</b>	Teacher Assessment Class Discussion	Student Participation Teacher Observation Scoring Guide	Thank you letter scoring guide Class discussion	Teacher Observation Scoring Guides	Letter scoring guide Class Discussion	Explorer Project Scoring Guide Student Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>D</b>					*Introduce the American Revolution.	*Explain the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful
Perspectives on The American Revolution						
ST					SS3 3.1, 3.6	SS 3 3.1, 3.6
DOK					1	2
EX					I	I/R
<b>ACTIVITIES</b>					Complete "The British are Coming!" Flip book. IM-Discovery Learning and Direct Instruction DOK-1	Class Discussions Student Writing Compare Perspectives and Chart Use Text and LMC Resources for persuasive poster DOK-2 MOI Direct Instruction and Discussion
<b>ASSESSMENTS</b>					The British are Coming scoring guide Class Discussion	Persuasive Poster Scoring Guide Class Discussion Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>F</b> Westward Expansion and Settlement in the US					*Outline issues of Missouri statehood, such as the Missouri Compromise	*Investigate the causes and consequences of Westward Expansion, including: a. Texas and the Mexican War b. Oregon Territory c. California Gold Rush
<b>ST</b>					<b>SS 3 1.6, 1.8</b>	<b>SS 3 1.6, 1.8</b>
<b>DOK</b>						<b>2</b>
<b>EX</b>					I	I
<b>ACTIVITIES</b>					Read and Discuss How Missouri became a state using S.S. text. List the parts of the Missouri Compromise. IM- Direct Instruction and Discussion DOK-2	The Pocket Book Student Writing describing cause/ effect DOK-2 MOI Direct Instruction
<b>ASSESSMENTS</b>					Teacher observation Discussion of list Unit Test	Scoring Guide Quiz using Pocket Book Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>F</b>					*Summarize the events in westward expansion, including people's motivation, their hardships, and Missouri as a jumpingoff point to the West	*Examine cultural interactions among these groups from colonial times to Civil War: a. Native Americans b. Immigrants from Europe c. Africans brought to America
Westward Expansion and Settlement in the US (continued)						
ST					SS 3 1.9, 1.6	SS 3 1.9, 1.6
DOK					2	2
EX					1	1
<b>ACTIVITIES</b>					Use planning sheet to write a journal or diary from the point of view of a pioneer. IM-Discovery Learning and Direct Instruction DOK 2	Class Discussions throughout the year Student Writing DOK-2 MOI Direct Instruction and Discussion
<b>ASSESSMENTS</b>					Scoring guide for Oregon Trail journal Teacher observation	Project scoring guide Student Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>G</b>	*Identify important people in American History such as: • George Washington • Abraham Lincoln • Martin Luther King Jr.	*Describe the contributions of important people in American History such as: • George Washington • Abraham Lincoln • Martin Luther King Jr.	*Describe the contributions of important people in American History such as: • George Washington • Abraham Lincoln • Martin Luther King Jr. • Rosa Parks • Harriet Tubman	*Describe the contributions of Martin Luther King, Jr and other famous Americans.	*Describe the contributions of Thomas Jefferson and other famous Americans.	*Investigate contributions of famous Americans.
Knowledge of contributions of non-Missourians						
ST	SS3 1.10, 1.2	SS 3 1.10, 1.2	SS 3 1.10, 1.2	SS 3 1.10, 1.2	SS 3 1.10, 1.2	SS3 1.10, 1.2
DOK	1	1	2	2	2	2
EX	I	I/R	I/R	I/R	I/R	I/R
<b>ACTIVITIES</b>	Time For Kids Let's Find Out President Journal Freedom Poem Martin's Big Words MOI Direct Instruction DOK-1	Class Discussions Presidents' Day Activities Center Activities DOK-1 MOI Direct Instruction & Discussion	Biography reports/research project Discovery Learning DOK-2 MOI Direct Instruction	Read different biographies of MLK and other famous Americans and summarize information. Living History Museum Presentation DOK-2 MOI Direct Instruction and Student Presentation	Choose famous American, complete Biography book report. IM- Discovery Learning and Direct Instruction DOK-2	Bio Boards / Biography Book Report Report Inventors Houghton Mifflin Reading DOK-2 MOI Direct Instruction
<b>ASSESSMENTS</b>	Teacher Observations Class Discussion	Student Participation Teacher Observation	Report scoring guide	Performance Event - Dr.Martin Luther King Jr Teacher Observation Scoring Guides	Biography scoring guide	Final Biography Book Report Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>H</b>					*Sequence and describe the importance of a. Louisiana Purchase b. Lewis and Clark Expedition	
Expansion and reform movements						
ST					SS 3 1.6, 1.8	
DOK					2	
EX					1	
<b>ACTIVITIES</b>					Using a map, label six important events from the Corps of Discovery's Journey. What a Bargain IM-Cooperative Learning and Direct Instruction DOK-2	
<b>ASSESSMENTS</b>					Lewis and Clark scoring guide Unit Test	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-3 Social Studies Curriculum

## Missouri, United States and World History (K-5)

3a.	Knowledge of continuity and change in the history of Missouri and the United States					
	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
I Understanding the causes and consequences of the Civil War					*Identify and explain Missouri's role in the Civil War, i.e., Missouri as a border state *Describe the changes in Missouri since the Civil War in education, transportation and communication	Identify political, economical and social causes and consequences of the Civil War and Reconstruction
ST					SS 3 1.6 1.9	SS 3 1.6, 3.1
DOK					2	2
EX					I	I
ACTIVITIES					Missouri Compromise Read about famous Missouri Battles and construct a timeline summarizing and sequencing in writing IM- Learner Centered and Direct Instruction DOK-2	Civil War Pocket Book Class Discussion Cause/ Effect Student Writing DOK-2 MOI Direct Instruction
ASSESSMENTS					Timeline scoring guide Teacher observation	Scoring Guide/ Pocket Book Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4 Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	*Identify examples of scarcity and opportunity cost. *Introduce vocabulary: supply and demand, producers and consumers.	*Identify examples of private goods and services *Describe the relationships among consumers, consumption, producers and production *Discuss scarcity and opportunity cost.	*Explain or demonstrate how people trade using money and bartering using the terminology scarcity, opportunity cost, supply and demand, producers and consumers.	*Identify and explain public goods and services *Distinguish among natural, capital and human resources	*Compare saving and financial investment *Explain supply and demand	*Apply the following economic concepts: a. scarcity b. supply and demand c. trade-offs (opportunity cost)
	Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events					
<b>ST</b>	SS4 1.6, 1.10	SS4 1.6, 1.10	SS4 1.6, 1.10	SS4 1.6, 1.10	SS4 1.6, 1.10	SS4 1.6,1.10
<b>DOK</b>	2	2	2	2	2	2
<b>EX</b>	I	I/R	I/R	I/R	I/R	I/R
<b>Activities</b>	Oral Discussion *apples *pumpkins *products from a farm Graph/Compare MOI Direct Instruction and Discussion DOK-2	Class Discussion Needs and Wants Activities Use of Graphic Organizers/Webs to show relationships Junior Achievement DOK-2 MOI Direct Instruction & Discussion	Easing Into Economics unit If you Give a Mouse a Cookie Unit   AIMs units Discussion Cooperative Learning DOK-2 MOI Direct Instruction	Read in Social Studies textbook, discuss and brainstorm examples of each and chart Student Writing DOK-2 MOI Direct Instruction and Discussion	Read and discuss supply and demand using social studies text. Create a business plan for something your class could sell including cost/benefits. Examine/Discuss Benefits of Saving and Investment. IM- Problem Based Learning and Direct Instruction DOK-2	Junior Achievement Read and Discuss Using Text Resources. Student Writing DOK-2                   MOI Direct Instruction
<b>Assessments</b>	Teacher Observation	Student Participation Teacher Observation	Mouse/Cookie Assess packet Easing into Economics assessment	Teacher Observation Scoring Guide Class Discussion	Teacher observation Scoring Guide	Economical Concepts Quiz                   Class Discussion           Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>B</b>			*Explain how to make decisions using cost benefit analysis	*Conduct a cost benefit analysis	*Interpret past, explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decisions made by consumers and decisions pertaining to the environment)	*Interpret past, explain present and predict future consequences of economic personal decisions.
Understanding the consequences of personal and public economics and decisions						
ST			SS4 3.8	SS4 3.8	SS4 3.8	SS4 3.8
DOK			2	2	3	2
EX			I	I/R	I/R	I/R
Activities			Junior Achievement- the unit is designed around setting up a donut shop AIMs units Role Play DOK-2 MOI Direct Instruction	Class Economic Project Identify Input/Expenditures Vs. Receipts and Chart Summarize in Writing DOK-2 MOI Direct Instruction and Discussion	Put your business plan into action in the form of a school store or service Make predictions Make Observation chart data IM- Problem Based Learning and Direct Instruction DOK-3	Class Discssions Student Writing using text and LMC resources OCR DOK-2 MOI Direct Instuction
Assessments			Teacher observation	Teacher Observation Scoring Guide Class Discussion	Teacher observation Scoring Guide	OCR on test Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>			*Introduce the concept of taxes. *Understand that taxes paid provides services.	*Identify taxes that students experience, such as sales taxes *List how tax money is used, who benefits from tax supported services and who pays for these services	*Explain how the state gets the money it needs to provide goods and services, especially by the collection of sales taxes	
Understanding various types of taxes and their purposes						
ST			SS4 1.8 1.10	SS4 1.8 1.10	SS4 1.8 1.10	
DOK			1	1	2	
EX			I	I/R	I/R	
<b>Activities</b>			Junior Achievement- use play money to learn how to pay taxes Role Play AIMs Unit Listened to a tape on how money goes through the community DOK-1 MOI Direct Instruction	Role Play - Community workers and follow your tax money at work. Have Government officials come and speak to students concerning tax money. Brainstorm list of services provided by tax dollars Student Writing DOK-1 MOI Direct Instruction and Discussion	Read and discuss how Missouri get revenue through taxes. Shopping Act, Write cause and effect statements about the impact of people not paying taxes. Create a Business IM- Discussion and Direct Instruction DOK 2	
<b>Assessments</b>			Worksheet in booklet to complete	Teacher Observation Scoring Guide Class Discussion	Teacher observation Scoring Guide	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>D</b>			*Introduce that many different workers in many different places produce food and other goods and that communities are interdependent.	*Explain how decisions of households, businesses and governments affect one another *Recognize that many different workers in many different places produce food and other goods and that communities are interdependent.	*Explain how decisions of households, businesses and governments affect one another *Recognize that many different workers in many different places produce food and other goods and that communities are interdependent.	
Interdependence of households, businesses and governments						
ST			SS4 1.6	SS4 1.6	SS4 1.6	
DOK			1	2	2	
EX			I	I/R	I/R	
Activities			S.S. book unit- From Here to There Discussion Complete flow chart describing how a good/service reaches the community DOK-1 MOI Direct Instruction	Create a chart describing how an ear of corn gets to the kitchen table (include seeds, soil, fertilizer, transportation, grocery stores, ect.) Create Chart. Role Play - path of a good from creation to consumer (include impacts of decisions made by consumer, business and government) Using a Class store Textbook: Read and discuss DOK-2 MOI Direct Instruction and Discussion	Discuss how regions and communities are interdependent/food Discuss household decisions and impact on local business Student Writing IM-Discussion and Direct Instruction DOK-2	
Assessments			Flow chart scoring guide Class discussion	Class Discussion Scoring Guide	Teacher observation Scoring Guide Class Discussion	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>E</b>			*Introduce that over time places change, technology changes and people meet their needs differently.	*Identify how places, technology and people have changed over time.	*Introduce the role of technology in our economy and how our economy has changed from agricultural economy to an industrial economy.(Industrial Revolution)	*Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
The role of technology in changing the US from an agricultural economy to an industrial economy						
ST			SS4 1.6 2.3	SS4 1.6 2.3	SS4 1.6 2.3	SS4 1.6 2.3
DOK			2	2	2	2
EX			I	I/R	I/R	I/R
<b>Activities</b>			Time line of inventions Compare/contrast then and now Discovery Learning DOK-2 MOI Direct Instruction	Discussion of past/present Create Venn Diagram Comparing Past/Present DOK-2 MOI Direct Instruction and Discussion	Read and discuss the Industrial Revolution using Social Studies text. Organize data from text into a poster Examine area agriculture and identify comparisons IM-Cooperative Learning and Direct Instruction DOK-2	Industrial Revolution Resources Class Discussion Venn Diagram Comparing Economy Types DOK-2 MOI Direct Instruction
<b>Assessments</b>			Venn diagram scoring guide Class discussion	Class Discussion Scoring Guide	Teacher observation Scoring Guide	Unit Assessment/Test Class Discussion Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Economic Concepts and Principles (K-8)

4	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>F</b>						*Interpret the past, explain the present and predict future consequences of economic decisions
Interpreting the past, explaining the present and predicting the future of economic decisions						
<b>ST</b>						<b>SS4 3.8</b>
<b>DOK</b>						<b>2</b>
<b>EX</b>						<b>1</b>
<b>Activities</b>						Class Discussions Student Writing using text and LMC Resources OCR DOK-2 MOI Direct Instruction
<b>Assessments</b>						OCR on test Class Discussion Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	*Identify maps and globes as geographic tools *Identify land and water on a map. *Locate a map key.	*Read and construct a basic map *Use a compass rose to identify cardinal directions.	*Construct maps with title and key *Use a compass rose to identify cardinal and intermediate directions.	*Read and construct maps with title, key, compass rose.	*Construct and interpret maps that include: • latitude • longitude • continents • oceans • hemispheres • key • compass rose • cardinal directions • intermediate directions	*Use geographical research sources to acquire information and answer questions. Construct: political, elevation, relief, historical and road maps that include: • latitude • longitude • continents • oceans • hemispheres • key • compass rose • cardinal directions • intermediate directions
Reading and constructing maps						
ST	SS5 1.4, 1.5	SS5 1.4, 1.5	SS5 1.4, 1.5, 1.8	SS5 1.4, 1.5, 1.8	SS5 1.4, 1.5, 1.8	SS5 1.4, 1.5, 1.8
DOK	1	2	2	2	2	2
EX	I	I/R	I/R	I/R	I/R	I/R
Activities	As the Crow Flies Me On A Map Map journal A Neighborhood activity MOI Direct Instruction DOK-1	District Adopted Reading Text Story "Me on the Map" Class Discussion Construct a map of student's room at home Nystrom materials (Globe Cart) DOK-2 MOI Direct Instruction & Discussion	S.S. book unit, construct maps with compass rose, map games with compass rose (Halloween Trick or Treat Map, Santa Map Skills) DOK-2 MOI Direct Instruction	Create playground map, labeled appropriately Create Scoring Guide/Expectations DOK-2 MOI Direct Instruction	Construct a map that includes key vocabulary words. Island Project IM-Learner Centered and Direct Instruction DOK-2	Nystrom World Map (Political Map) resource Construct Map DOK-2 MOI Direct Instruction
Assessments	Teacher Observation Map Activity Assessment	Student Participation Teacher Observation Completed Map with Compass Rose Scoring Guide	S.S. book assessment, scoring guide for making a map	Scoring Guide	Scoring guide for map, Teacher Observation	World Map assesment Map Scoring Guide

I-INTRODUCE  
 R-REINFORCE  
 M-MASTER  
 E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

<b>5</b>	<b>Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment</b>					
	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>B</b>	*Identify and locate the United States on a map.	*Identify and locate Missouri on a map.	*Identify and locate the world's seven continents and four oceans	*Identify and locate the Mississippi and Missouri Rivers *Locate and identify the states bordering Missouri on a map. *Locate countries, states and cities on a map.	*Locate major topographic features of Missouri *Locate Missouri counties on a map. *Locate the cities of Kansas City, Springfield, St. Louis, Jefferson City, Columbia and St. Joseph	*Locate cities of Missouri and the United States *Locate states and major topographic features in the United States.
Understanding the concept of location to make predictions and solve problems						
<b>ST</b>	<b>SS5 1.4 1.5 1.6</b>	<b>SS5 1.4 1.5 1.6</b>	<b>SS5 1.4 1.5 1.6</b>	<b>SS5 1.4 1.5 1.6</b>	<b>SS5 1.4 1.5 1.6</b>	<b>SS5 1.4 1.5 1.6</b>
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>EX</b>	<b>I</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>	<b>I/R</b>
<b>Activities</b>	<u>Me On A Map</u> United States Map activity MOI Direct Instruction and Discussion DOK-1	Class discussion Using Classroom Map of the United States, find Missouri Nystrom Materials (Globe Cart) DOK-1 MOI Direct Instruction & Discussion	S.S. unit in book Discussion Cut and glue world map DOK-1 MOI Direct Instruction	Create a Map of Missouri Appropriately Labeled DOK-1 MOI Direct Instruction	Create a model of Missouri. Label key terms and regions. IM-Learner Centered and Direct Instruction DOK-1	Landform Activity Label map with states and topographical features Locate cities on MO/US map DOK-1 MOI Direct Instruction
<b>Assessments</b>	Teacher Observation Map Activity Assessment	Teacher Observation Student Participation	World map scoring guide Teacher observation	Scoring Guide	Scoring guide for model Teacher Observation	Landform Quiz Map Scoring Guide Map Quizzes

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>B</b>		*Locate a place by pointing it out on a map and by describing its relative location using cardinal directions.	*Locate a place by pointing it out on a map and by describing its relative location using cardinal and intermediate directions.	*Describe and use absolute location using a grid system	*Locate real places using absolute and/or relative location	*Locate and describe real places, using absolute and relative location
Understanding the concept of location to make predictions and solve problems (continued)						
ST		SS5 1.4 1.5 1.6	SS5 1.4 1.5 1.6	SS5 1.4 1.5 1.6	SS5 1.4 1.5 1.6	SS5 1.4 1.5 1.6
DOK		1	1	1	1	1
EX		I	I/R	I/R	I/R	I/R
Activities		Center Activities Give clues to a place on a map and have students move using cardinal directions Nystrom Materials (Globe Cart) DOK-1 MOI Direct Instruction & Discussion	S.S. unit in book Map games Cooperative Learning DOK-1 MOI Direct Instruction	Map Activities Create Map Locations Challenges and Share DOK-1 MOI Direct Instruction	Use cardinal and intermediate directions to locate information on a grid map. IM- Direct Instruction. DOK-1	In class mapping activity Nystrom DOK-1 MOI Direct Instruction
Assessments		Student Participation Teacher Observation	Santa Map quiz	Performance Event Scoring Guide	Teacher Observation Scoring Guide	Nystrom Quiz World Map scoring guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>			Identify and describe physical characteristics in the world (landforms, water bodies, etc.) Introduce the United States as a country divided into 50 states and hundreds of communities.	Identify the 50 states and understand each state has a capital.	Identify state capitals for states west of the Mississippi River.	Identify physical characteristics, such as climate, topography, relationship to water and ecosystems Identify state capitals for states east of the Mississippi River.
Understanding the concept of place						
ST			SS5 1.6	SS5 1.6	SS5 1.6	SS5 1.6
DOK			1	1	1	1
EX			I	I/R	I/R	I/R
Activities			Landform mobile and map, Sheppard's Software site with map skills to identify states, state reports, Trucker Buddies, Flat Stanley unit Discovery Learning DOK-1 MOI Direct Instruction	Label a blank US map with states and capitals. DOK-1 MOI Direct Instruction	Create flash cards or file folder games to match states and capitals. What a Bargain IM-Learning Center and Direct Instruction DOK-1	Geography review State Capital review DOK 1 MOI Direct Instruction
Assessments			Landforms quiz Scoring Guide for maps Sheppard's website	Teacher Observation	Quiz over states and capitals.	State Capital Quiz Geography quiz

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

<b>5</b>	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>					Describe human characteristics of a place, (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.) Historical Base of Missouri	Identify human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system
Understanding the concept of place (continued)						
ST					<b>SS5 1.6</b>	<b>SS5 1.6</b>
DOK					<b>2</b>	<b>2</b>
EX					<b>I/R</b>	<b>I</b>
Activities					Research in computer lab a historic Missouri location. Display the information collected on a poster or powerpoint presentation. Group Work/ Research IM-Collaborative Groups and Direct Instruction DOK-2	Class Discussions throughout the year Student Writing Summarize Using Text and LMc Resources DOK-2 MOI Direct Instruction
Assessments					Scoring guide, Teacher observation	Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>D</b>		Discuss how our environment influences the way we live, work and travel.	Describe why people of different groups settle more in one place than another Describe how transportation and communication systems have facilitated the movement of people, products and ideas	Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are	Describe how people are affected by, depend on, adapt to and change their environments	Describe how people are affected by, depend on, adapt to and change their environments
<b>Relationships within places (Human-Environment Interactions) (Movement)</b>						
ST		SS 5 1.6	SS 5 1.6	SS5 1.6	SS5 1.6	SS5 1.6
DOK		2	2	2	2	2
EX		I	I/R	I/R	I/R	R
<b>Activities</b>		Class Discussion Role Play different situations and how they affect/influence life, work and travel and Graph DOK-2 MOI Direct Instruction & Discussion	Native American unit Economics unit reference to Social Studies book Cause/Effect DOK-2 MOI Direct Instruction	Text Resources Research an Ecosystem and Working With a Group, Present Finding to Class DOK-2 MOI Direct Instruction and Cooperative Learning	Discuss how the railroads, interstates, and air travel have allowed for urban sprawl. Have students write cause and effect statements of urban sprawl. IM-Discussion and Direct Instruction DOK-2	Class Discussions throughout the year Cause/Effect Written Summaries DOK-2 MOI Direct Instruction and Discussion
<b>Assessments</b>		Student Participation Teacher Observation	Teacher observation	Class Discussion Scoring Guide	Teacher Observation Scoring Guide	Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>F</b>			Describe different types of communication and transportation and identify their advantages and disadvantages	Describe how changes in communication and transportation technologies affect people's lives		
Understanding relationships between and among places						
ST			SS5 1.6	SS5 1.6		
DOK			2	2		
EX			1	I/R		
Activities			Compare/ Contrast Communication and Transportation from then and now. Complete Venn Diagram and/or T-Chart DOK-2 MOI Direct Instruction	Read and discuss textbook Create a Venn Diagram to Compare/Contrast Student Writing DOK-2 MOI Direct Instruction and Discussion		
Assessments			Scoring Guide Class Discussion	Scoring Guide Class Discussion		

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>F</b>				Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other		
Understanding relationships between and among places (continued)						
ST				SS5 1.6, 4.1		
DOK				2		
EX				I/R		
Activities				Read and discuss textbook Student Writing (Cause/Effect) DOK-2 MOI Direct Instruction and Discussion		
Assessments				Scoring Guide Class Discussion		

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>F</b>			Define regions (i.e., as places that have some unifying characteristic— political, climatic, language, physical, etc.)	Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district)	Compare regions (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) Missouri Regions	Identify different kinds of regions in the United States
Understanding relationships between and among regions						
ST			SS5 1.6	SS5 1.6	SS5 1.6	SS5 1.6
DOK			1	2	2	2
EX			I/R	I/R	I/R	I/R
Activities			Social Studies book Use Nystrom materials DOK-1 MOI Direct Instruction	Read and discuss textbook Research Regions and Working as a Group Present Finding To Class Student Writing DOK-2 MOI Direct Instruction and Student Prenetations	Create mini book or flip book about Missouri's regions. Missouri Regions Map Include information on agriculture and geography. IM-Learner Centered and Direct Instruction DOK-2	Regions Map Compare/Contrast regions in writing DOK-2 MOI Direct Instruction
Assessments			Teacher observation	Scoring Guide Class Discussion	Teacher Observation Scoring Guide	Regions Map assesment Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>G</b>			Use geography to explain the present (e.g., why today's supermarkets are able to sell apples throughout the year)	Use geography to explain benefits and consequences of location and cities and communities.	Use geography to interpret the past (e.g., why rivers have played an important role in human transportation) and predict future consequences (e.g., what will likely happen if the population of a city increases considerably)	
Using geography to interpret, explain and predict						
ST			SS5 1.6 3.1	SS5 1.6 3.1	SS5 1.6 3.1	
DOK			2	2	3	
EX			I	I/R	IR	
Activities			(Where Do Your Belongings Come From?) Use Text: Discovery Learning Research one country and write about their products we use DOK-2 MOI Direct Instruction	Read and discuss textbook Research Geography of Our Region and Report on Advantages/ Disadvantages DOK-2 MOI Direct Instruction and Discussion	Research and Discuss how the boats, railroads, interstates, and air travel have changed over time and impacted/ population. Hypothesize and predict future modes of transportation Student Writing IM-Discussion and Direct Instruction DOK-3	
Assessments			Research/writing scoring guide Class discussion	Scoring Guide Class Discussion	Teacher Observation Scoring Guide Class Discussion	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Elements of Geographical Study and Analysis

5	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>J</b>						Use geography to interpret the past, explain the present and plan for the future (e.g., physical processes that continue to reshape the earth)  SS5 1.6, 3.2 2 I
Using geography to interpret, explain and plan for the future						
ST						
DOK						
EX						
Activities						Class Discussions throughout the year Make Observations and Summarize in Writing DOK-2 MOI Direct Instruction and Discussion
Assessments						Class Discussion Writing Scoring Guide

I-INTRODUCE  
 R-REINFORCE  
 M-MASTER  
 E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Relationships of Individuals and Groups to Institutions and Traditions (K-8)

6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	Name common physical, social and emotional needs	Explain how people have common physical, social and emotional needs	Understand that people have similar needs, feelings, physical characteristics and capabilities	Compare how people's needs have been met in different ways in different cultures at various times		
Cultures meeting the needs of people						
ST	SS6 1.10	SS6 1.10	SS6 1.10	SS6 1.10		
DOK	2	1	1	2		
EX	I, R	I/R	I/R	R		
Activities	Discuss needs and wants "Things You Need" Poem Graph needs vs. wants Class Discussion MOI Direct Instruction and Discussion DOK-2	Class Discussions Counselor Lessons DOK-1 MOI Direct Instruction & Discussion	Social Studies book, Unit 1-We Live Together DOK-1 MOI Direct Instruction	Use text resources, Compare/Contrast/graph information Summarize in Writing DOK-2 MOI Direct Instruction		
Assessments	Teacher Observations Class Discussion	Student Participation Teacher Observation	page 38W-How We Live Together writing Rubric in book	Class Discussion Graph Scoring guide Writing Scoring Guide		
<b>B</b>	Recognize that families provide for	Describe how needs are met by friends and	Describe how needs are met by families	Indicate how various human needs are met	Analyze how needs are met by groups and	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Relationships of Individuals and Groups to Institutions and Traditions (K-8)

6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Groups meeting the needs of individuals	our needs and wants.	families	and friends	by family, other people, and organizations in the local communities and other cultures	organizations (e.g., governments, businesses, schools, religious institutions, charitable organizations, etc.)	
ST	SS6 1.9	SS6 1.9	SS6 1.9	SS6 1.9	SS6 1.9	
DOK	2	2	2	2	2	
EX	I, R	I/R	R	I/R	I/R	
Activities	Discuss needs and wants and graph "Things You Need" Poem MOI Direct Instruction and Discussion DOK-2	Family/Friend Activities Counselor Lessons Graph/Classify DOK-2 MOI Direct Instruction & Discussion	Needs and Wants web activity Discussion Junior Achievement Web and Writing Activity DOK-2 MOI Direct Instruction	Read and discuss textbook Class Discussion Summarize relationships in writing DOK-2 MOI Direct Instruction	Create a graphic organizer to describe how various needs are met by various organizations Research a need in community and how a group could respond IM-Discovery Learning and Direct Instruction DOK-2	
Assessments	Teacher Observations Class Discussion	Student Participation Teacher Observation	Web and Writing Activity Scoring Guide	Class Discussion Writing Scoring Guide	Teacher observation Scoring Guide	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Relationships of Individuals and Groups to Institutions and Traditions (K-8)

6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>	Identify ways to resolve problems and conflicts appropriately.	Identify ways to resolve problems and conflicts appropriately.	Identify ways to resolve problems and conflicts appropriately.	Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision)	Evaluate constructive processes or methods for resolving conflicts by using a problem-solving organizer	Apply constructive processes or methods for resolving conflicts by using a problem-solving organizer
<b>Methods of resolving conflicts</b>						
<b>ST</b>	SS6 2.3, 3.6	SS6 2.3, 3.6	SS6 2.3, 3.6	SS6 2.3, 3.6	SS6 2.3, 3.6	SS6 2.3, 3.6
<b>DOK</b>	2	2	2	2	2	2
<b>EX</b>	I, R	I/R	R	I/R	R	R
<b>Activities</b>	Counselor lessons Class meetings Class Code of Conduct Graph on T-Chart looks like/sounds like MOI Direct Instruction and Discussion DOK-2	Class Discussions Counselor Lessons Cause/Effect Role Play DOK-2 MOI Direct Instruction & Discussion	Problem and Solution cards-give students cards and they have to match up/chart Role Play Counselor lessons DOK-2 MOI Direct Instruction	Class Meetings Economy Unit Written Summary of process and resolution DOK-2 MOI Direct Instruction	Class Meetings. Teacher presents a problem that occurs in our daily lives and students brainstorm for various solutions and graph. IM-Discussion and Direct Instruction DOK-2	Counselor Class Meeting Written Summary of process method used and resolution DOK-2 MOI Direct Instruction and Discussion
<b>Assessments</b>	Teacher Observations Class Discussion	Student Participation Teacher Observation	Teacher Observation Class Discussion	Teacher Observation Class Discussion Scoring Guide	Teacher observation Class Discussion	Class Discussion Writing Scoring Guide

# Meramec Valley R-III Social Studies Curriculum

## Relationships of Individuals and Groups to Institutions and Traditions (K-8)

6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>E</b>				Describe how groups can influence behaviors of individuals	Introduce factors that influence inclusion/exclusion from a group.	Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
<b>Group membership</b>						
<b>ST</b>				<b>SS6 1.9</b>	<b>SS6 1.9</b>	<b>SS6 1.9</b>
<b>DOK</b>				<b>2</b>	<b>3</b>	<b>2</b>
<b>EX</b>				<b>I/R</b>	<b>I</b>	<b>I/R</b>
<b>Activities</b>				Class Meetings Summarize Group influences in Writing DOK-2 MOI Direct Instruction	Discrimination Civil Rights. Discuss how discrimination has occurred over time using leveled readers. Identify examples of discrimination draw conclusions and formulate solutions in writing. IM- Learning Centers and Direct Instruction DOK-3	* Counselor guest speaker Written Summary of influencing factors DOK-2 MOI Direct Instruction
<b>Assessments</b>				Class Discussion Writing Scoring Guide	Teacher observation Scoring Guide Class Discussion	Class Discussion Writing Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Relationships of Individuals and Groups to Institutions and Traditions (K-8)

6	Knowledge of relationships of the individual and groups to institutions and cultural traditions					
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
I Changing ideas, concepts and traditions	Introduce that holidays are a way to remember the past.	Identify and discuss that holidays are a way to remember the past.	Understand that holidays are a way to remember the past.	Introduce how holidays and traditions have changed.	Discuss how holidays and traditions have changed.	Identify how ideas, concepts and traditions have changed over time in the United States
ST	SS6 1.9	SS6 1.9	SS6 1.9	SS6 1.9	SS6 1.9	SS6 1.9
DOK	1	1	1	2	2	2
EX	I	I/R	I/R	I/R	I/R	I/R
Activities	"Presidents' Day" Poem Thanksgiving Day Christmas, Hannukah, Kwanza Class Discussion Holiday Traditions MOI Direct Instruction and Discussion DOK-1	Discuss Holiday Traditions Holidays Around the World Center Activities DOK-1 MOI Direct Instruction & Learning Centers/Discussion	Social Studies book, Unit 3-Long Ago and Today Write/make a display of how a holiday helps us to remember the past DOK-1 MOI Direct Instruction	Christmas Around the World Written Summary Compare and Contrast Class Discussion DOK-2 MOI Direct Instruction	Discuss The First Thanksgiving. OCR Compare the first Thanksgiving to your Thanksgiving and summarize in writing. IM-Learner Centered and Direct Instruction DOK-2	Class Discussions Compare/Contrast Thanksgiving and summarize changes in writing Constitution Day Create a timeline of changes in the US DOK-2 MOI Direct Instruction
Assessments	Teacher Observations Class Discussion	Student Participation Teacher Observation	Holiday display scoring guide Writing scoring guide Test from text	Teacher Observation Class Discussion Writing Scoring Guide	Scoring Guide, Teacher observation	Timeline scoring guide Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7 Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	Identify visual, graphic and auditory aids (e.g. posters and recordings)	Identify visual, graphic and auditory aids (e.g. globes, maps)	Identify and select visual, graphic and auditory aids (e.g. graphs and charts)	Identify, select and use visual, graphic and auditory aids (e.g. timelines and diagrams)	Identify, select and use visual, graphic and auditory aids	Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters
Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry						
ST	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10
DOK	1	1	1	2	2	4
EX	I	I/R	R	R	R	R
<b>Activities</b>	Use a variety of venn diagrams and charts Utilize technology with students Utilize globes, maps, word walls Class Discussion MOI Direct Instruction DOK-1	Class discussions Center Activities DOK-1 MOI Direct Instruction & Discussion/Learning Centers	Make timeline of themselves Use Foldables book DOK-1 MOI Direct Instruction	Create a personal life and a Living History Museum timeline. Use Venn Diagrams to compare/contrast information. Create posters to represent information. DOK-2 MOI Direct Instruction	Use smart board or overheads to help students visualize concept Assist in incorporating use of aids in student presentations. IM-Demonstration and Direct Instruction DOK-2	Ongoing class activities and Discussion Conduct research, draw conclusions, cite evidence, and summarize in writing DOK-4 MOI Direct Instruction
<b>Assessments</b>	teacher observations Class Discussion	Student Participation Teacher Observation	Teacher observation Scoring Guide	Teacher Observation Scoring Guides	Teacher Observation Scoring Guide	Class Discussion Research Project Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	Identify primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos)	Identify and use primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos)	Identify, select and use primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos)	Identify, use and create primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos)	Use and evaluate primary and secondary sources (e.g. diaries, letters, people, interviews, journals and photos)	
Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (continued)						
ST	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	
DOK	1	2	2	3	3	
EX	I	R	R	R	R	
<b>Activities</b>	Oral Discussion Bring sources cite class discussion identifying as primary and secondary sources discuss and chart with students MOI Direct Instruction DOK-1	Teacher Read Alouds Class Discussion Graphic Organizers DOK-2 MOI Direct Instruction & Discussion	Native American unit (*Make a diary and write about each day) Famous American report Complete Grandparent interviews DOK-2 MOI Direct Instruction Famous American Report	Research and Document Sources When Gathering Information for Living History Project Create a Journal From Research Explain Differences in Source Material DOK-3 MOI Direct Instruction	Discuss differences, within social studies text, Identify primary and secondary sources within each unit Research a topic using resources from classroom and LMC cite evidence and draw conclusion in writing. IM- Direct Instruction, Learner Centered DOK-3	
<b>Assessments</b>	Teacher observations Class Discussion	Student Participation Teacher Observation	Famous American report scoring guide Grandparent interview scoring guide	Scoring Guides Class Discussion	Teacher Observation Scoring Guides	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	Identify library and media resources (e.g. videos, electronic resources, periodicals and books)	Identify library and media resources (e.g. videos electronic resources, books and periodicals)	Identify and select library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, telephone directories, and books)	Identify and use library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books)	Identify and use library and media resources (e.g. electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, books, and cartoons)	
Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (continued)						
<b>ST</b>	<b>SS7 1.4, 1.10</b>	<b>SS7 1.4, 1.10</b>	<b>SS7 1.4, 1.10</b>	<b>SS7 1.4, 1.10</b>	<b>SS7 1.4, 1.10</b>	
<b>DOK</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	
<b>EX</b>	<b>I</b>	<b>I/R</b>	<b>R</b>	<b>R</b>	<b>R</b>	
<b>Activities</b>	Library visits/instruction Utilize LMC resources in class instruction and use/value MOI Direct Instruction DOK-1	Class discussions Center Activities Library Activities DOK-1 MOI Direct Instruction	Use of internet for research projects Classroom Centers with items Compare and Contrast use of resources DOK-2 MOI Direct Instruction	Use a variety of the above materials to research information for the Living History Museum and organize materials for project DOK-2 MOI Direct Instruction	Use a variety of resources when completing research projects (Famous American, Famous Missourian, Missouri Map, etc) investigate cirte evidence and draw conclusions in writing. IM-Learner Centered and Direct Instruction DOK-3	
<b>Assessments</b>	Teacher observations Class Discussion	Student Participation Teacher Observation	Teacher observation Scoring Guide	Teacher Observation Use of scoring guide for accuracy of information	Teacher Observation Scoring Guides	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>A</b>	Identify artifacts (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify artifacts (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and select artifacts (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and use artifacts (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	Identify and create artifacts (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments)	
Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry (continued)						
ST	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	SS7 1.4, 1.10	
DOK	1	1	1	2	3	
EX	I	R	R	R	R	
<b>Activities</b>	Thanksgiving Dinosaur unit artifacts use artifacts with units of study or make/construct artifacts as part of units of study MOI Direct Instruction DOK-1	Class Discussions Teacher Read Alouds Center Activities Art and Music Lessons DOK-1 MOI Direct Instruction & Discussion	National Symbols unit Native American unit Just the Ticket project DOK-1 MOI Direct Instruction	Research Artifacts and Incorporate Material into Living History Project Incorporate Artifact Research into Journal DOK-2 MOI Direct Instruction	In conjunction with Lewis and Clark unit Research and Information, create a model of a boat or fort. Cite Evidence from research summarize in writing and present to class using memory bag of artifacts in oral presentation. Lewis and Clark Project IM-Learner Centered and Direct Instruction DOK-3	
<b>Assessments</b>	Teacher observations Class Discussion	Student Participation Teacher Observation	Teacher observation Scoring Guide	Scoring Guides	Teacher Observation Class Discussion Scoring Guides Student Model and Presentation	

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>B</b>				Create timelines to enhance studies in history.	Create maps, timelines, diagrams and cartoons to enhance studies in civics, history, economics and geography	Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions Create maps, graphs, timelines, charts and diagrams to communicate information
Knowledge to create and use various social studies graphics and maps						
ST				SS7 1.8, 2.1	SS7 1.8, 2.1	SS7 1.8, 2.1
DOK				2	2	2
EX				I	I/R	R
<b>Activities</b>				Create the Living History Museum timeline working individually and in cooperative groups Class Discussion DOK-2 MOI Direct Instruction	In conjunction with various units, complete visual presentation in the form of timelines, diagrams, and cartoons to show student understanding. IM- Learner Centered and Direct Instruction DOK-2	Nystrom Timeline Project Summarize Conclusions and make predictions in writing DOK-2 MOI Direct Instruction
<b>Assessments</b>				Scoring Guide Class Discussion	Teacher Observation Scoring Guides Class Discussion	Class Discussion Writing Scoring Guide Timeline Scoring Guide

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH



# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>C</b>				Interpret/evaluate accuracy of information and reliability of sources.	Interpret/evaluate accuracy of information and reliability of sources.	Distinguish between fact and opinion and recognize bias and points of view
Understanding fact, opinion, bias and points of view in sources						
ST				SS7 1.7, 3.6, 3.5	SS7 1.7, 3.6, 3.5	SS7 1.7, 3.6, 3.5
DOK				2	2	2
EX				I	R	I/R
<b>Activities</b>				Explain Differences in Source Materials and List Advantages/ Disadvantages of Each Chart Reliability Student Writing DOK-2 MOI Direct Instruction and Discussion	Discuss accuracy of resources (primary and secondary). Discuss how all information on internet is not reliable research give examples and summarize in writing IM- Discussion and Direct Instruction DOK-2	Cross Curricular activities Class Meetings Chart fact/opinion Summarize data in writing DOK-2 MOI Direct Instruction
<b>Assessments</b>				Class Discussion Scoring Guides	Class Discussion Scoring Guide	Writing Scoring Guide

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>D</b>						Use technological tools for research and presentation
Using technological tools						
ST						SS7 1.4, 2.1
DOK						
EX						I
Activities						Ongoing through class projects Identify appropriate technology to use Write Summary illustrating best uses DOK-1 MOI Direct Instruction
Assessments						Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH

# Meramec Valley R-III Social Studies Curriculum

## Tools of Social Science Inquiry (K-8)

7	Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>G</b>						Identify, research and defend a point of view/position
Supporting a point of view						
ST						SS7 1.2, 1.4, 1.7
DOK						2
EX						1
Activities						Class Discussions Loyalist/Patriot Project Compare/Contrast Points of view and chart Summarize in writing DOK-2 MOI Direct Instruction
Assessments						Loyalist/Patriot Project Scoring Guide Writing Scoring Guide Class Discussion

I-INTRODUCE  
R-REINFORCE  
M-MASTER  
E-ENRICH