



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 1

Essential Questions:

1. What do role models do to make a difference in our community?
2. How do our school and community influence each other?
3. How do citizens affect a community?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

First
Quarter

My School and Community

Aug. 27-
Oct. 18

1.PC.1.D-Give examples of being an active and informed citizen in your classroom and community

1.PC.1.E-Describe the character traits of role models within your community

1.GS.2.D-Describe roles and responsibilities of people in government, such as judge, mayor, police, city council member, in a community

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can describe a citizen.
- I can give examples of being an active citizen in my classroom.
- I can give examples of being an active citizen in my community.
- I can identify role models in my community.
- I can describe the character traits of role models in my community.
- I can identify roles and responsibilities of people in government that are in my community.
- I can describe roles and responsibilities of people in government that are in my community.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 2

Essential Question:

1. How can you use maps and globes to help you find things?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Second
Quarter

Maps and
Globes

Oct. 21-
Dec. 20

1.EG.5.A.a- identify globes as representation of real places

1.EG.5.A.b-With assistance, read, construct maps which have a title and key

1.EG.5.A.c-Describe how maps are created for different purposes such as school fire drill, a trip to the zoo, etc.

1.EG.5.A.d-use a compass rose to identify cardinal directions

1.EG.5.B-locate a place by pointing it out on a map and describe its relative location (i.e.description of a location by explaining where the place is in relation to one or more other places

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify a globe.
- I can read maps that contain a title and key.
- I can construct maps that contain a title and key.
- I can describe how maps are created for different purposes.
- I can use a compass rose to identify cardinal directions.
- I can locate a place by pointing to it on map.
- I can describe its location.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 3

Essential Questions:

1. Why are symbols important to our country?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Third
Quarter

Presidents and US Symbols

Jan. 7-
Mar. 13

1.PC.1.F.a-recognize and explain the significance of the Statue of Liberty, US Capital, Bald Eagle, and the Liberty Bell

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can recognize the Statue of Liberty.
- I can recognize the US Capital.
- I can recognize the Bald Eagle.
- I can recognize the Liberty Bell.
- I can explain the significance of the Statue of Liberty.
- I can explain the significance of the US Capital.
- I can explain the significance of the Liberty Bell.
- I can explain the significance of the Bald Eagle.



Sedalia School District #200

Level: Elementary

Subject Area: Social Studies

Unit/Grade: Unit 4

Essential Questions:

1. How do we get things we need or want in our school and community?
2. How do goods and services help my community?

Pacing

Priority Standards (Missouri Learning Standards and Show-Me Standards)

I CAN statements

Fourth
Quarter

**Economic:
Needs and Wants**

Mar. 23-
May 21

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

[Missouri Learning Standards](#)
[Show Me Standards](#)

- I can identify goods in my school and community.
- I can identify services in my school and community.
- I can describe goods in my school and community.
- I can describe services in my school and community.
- I can identify consumers in my school and community.
- I can identify producers in my school and community.
- I can describe consumers in my school and community.
- I can describe producers in my school and community.