

## Social Studies

Level	Summary	Description
1	<b>Self &amp; Personal Identity; Classroom as Community; Rules, Authority &amp; Decision-Making; Active Listening &amp; Peaceful Conflict Resolution; Basic Maps &amp; Positional Language</b>	Children begin to understand themselves as unique individuals who are part of a larger classroom and school community. They identify and share basic personal facts (name, age, birthday, family members, where they live) and begin to see 'I' as part of 'we'. They explore why rules exist in the classroom (safety, fairness, respect, helping everyone learn and get along) and identify authority figures such as the teacher and principal who guide and protect the group. Foundational social-emotional and civic skills are introduced: active listening during discussions and stories, and peaceful conflict resolution through modeling and role-play — using calm words, sharing, taking turns, walking away to cool down, and asking an adult for help when needed. They practice explaining why a strategy works. Simple maps of the classroom are created and read using positional words with a title and a few labeled features. This level lays the groundwork for all future civic identity, behavior, and community belonging.
2	<b>Family Members &amp; Relationships; Personal/Family Timelines &amp; Change Over Time; Family-School Connections; Authority in Family vs. School; Conflict Resolution in Family Contexts</b>	Children name immediate and extended family members and describe their relationships. They explore simple roles people have in a family and create a simple personal or family timeline with 5–7 events. They compare family life or school life in the past and present. Authority structures are compared (family vs. school). Conflict resolution is extended to family contexts. Active listening continues in classroom discussions about family stories.
3	<b>School Community &amp; Culture; Rules, Authority Figures &amp; Decision-Making; School Maps with Legend; School Helpers &amp; Their Jobs; Extending Conflict Resolution &amp; Listening</b>	Children explore the school as its own community. They explain at least 3 reasons rules exist at the school level and identify authority figures beyond the classroom teacher with one main responsibility each. They describe one way the class or school makes group decisions. Detailed maps of the school are created and read with title, at least 6 features, simple legend, positional language, and introductory cardinal directions. Conflict resolution and active listening are practiced in school-wide contexts.
4	<b>Local Neighborhood &amp; Community (Physical &amp; Human Characteristics); Local Maps, Routes &amp; Compass Rose; Community Helpers/Jobs; City Laws Intro; Early Active</b>	Children identify physical and human features of their local neighborhood and town. They explain how people have changed the environment and how the environment affects people. They create and read maps of a familiar local route with title, legend, compass rose, and cardinal directions. Community helpers and jobs are explored in depth (police, fire, mail, doctors, librarians, farmers, etc.) with connections to producers of goods/services and consumers. Early active citizenship actions are practiced and discussed. Conflict resolution skills are applied to real or role-played neighborhood/playground situations.
5	<b>Local Community Past &amp; Present (Then-and-Now); City/Community Laws, Authority &amp; Decision-Making; Missouri Introduction &amp; State Symbols (Gateway Arch &amp; Others); Connecting Local</b>	Children compare and contrast their local community or school in the past and present through then-and-now charts or drawings, identifying at least 4 specific changes and explaining one reason for a change. City and community laws/rules are explored and compared to family and school rules, with examples of how city laws can be created or changed. Missouri is introduced as 'our state.' State symbols are introduced with meaning, especially the Gateway Arch and Great Seal, and what they represent about Missouri's history and identity. Active citizenship is connected from local town to state level.
6	<b>Missouri Geography &amp; Location Skills (U.S. Map, Capital, Rivers, Bordering States); State Symbols Significance &amp; Missouri Identity; Active Citizenship Connecting Local to State Level</b>	Children locate Missouri independently on a U.S. map and identify key geographic features: capital (Jefferson City), major rivers (Missouri and Mississippi), and at least four bordering states. They deepen understanding of Missouri state symbols and what they reveal about Missouri identity and history, especially the Gateway Arch as a symbol of westward expansion and growth. Active citizenship expands with connections from local actions to the state level.
7	<b>Early Missouri History — Native Americans, European Settlement &amp; Migration, Enslaved African Peoples; Economics Foundations (Scarcity, Needs vs. Wants, Goods vs. Services, Consumers vs.</b>	Children learn about the first people in Missouri — Native American tribes and nations who lived here for thousands of years as stewards of the land. They explore European exploration and settlement (French, Spanish, American pioneers after the Louisiana Purchase) and the context of enslaved African peoples brought to Missouri. Economics foundations are introduced with real Missouri and classroom examples: scarcity, needs vs. wants, goods vs. services, consumers vs. producers, and money vs. barter. Human-environment interaction is revisited with Missouri-specific examples of how people changed the land and how the environment shaped settlement and life.

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8	<b>Missouri Constitution — Purposes &amp; Why We Have One; Missouri State Government Branches (Legislative, Executive, Judicial); Multi-Level Governance Comparison (Home, School, City,</b>	Children learn why Missouri has a Constitution — a 'rulebook' for the whole state that protects rights, organizes government, and helps ensure fairness and order. They identify the three branches of Missouri state government and describe one main job of each (Legislative makes laws, Executive carries out laws, Judicial interprets laws and decides disputes). They compare governance at multiple levels (home, school, city, state). Students generate simple 'I wonder' questions about Missouri government or history and, with support, use basic sources to find answers.
9	<b>Missouri as a Border State in the Civil War; Effects of the Civil War on Missouri Life; Geography's Role in Historical Events; Multiple Accounts &amp; Perspectives on Missouri History</b>	Children learn why Missouri was called a 'border state' during the Civil War and why its position mattered. They describe at least two effects the Civil War had on life in Missouri (divided families/communities, battles, disruption, end of slavery). Geography's role is emphasized (rivers for movement, fertile land, strategic location). Multiple accounts and perspectives are introduced and compared (Union vs. Confederate sympathizers, enslaved people seeking freedom, etc.), building critical thinking about history as stories from different viewpoints.
10	<b>United States National Symbols &amp; Their Meanings; How America Started (Native Peoples, Exploration, Colonies, Independence, Constitution, Westward Growth including</b>	Children recognize and explain major U.S. national symbols and what they represent (Flag, Statue of Liberty, Bald Eagle, Liberty Bell, Capitol, National Anthem). They learn a simple, age-appropriate narrative of how America started: Native peoples for thousands of years, European exploration and settlement, 13 colonies, desire for representation and rights, Declaration of Independence (1776) with its big ideas about rights and consent of the governed, Revolution, Constitution (1787) with three branches and Bill of Rights, and westward growth including the Louisiana Purchase and Missouri statehood (1821). Students recite the Pledge of Allegiance and explain its purpose, describe one big idea from the Declaration or Constitution, and connect Missouri's story to the larger American narrative.
11	<b>Founding Principles Application (to Historical Periods &amp; Current Events); U.S. &amp; Missouri Governance Connections; Leading Short Inquiry Projects; Rights, Responsibilities &amp; Active</b>	Children apply core ideas from the Declaration of Independence and U.S. Constitution to historical periods studied and to current or local events. They lead short inquiry projects on compelling questions about U.S. or Missouri topics, using a simple research process with at least 2 sources, synthesizing information, and presenting findings with evidence.
12	<b>Economics in Missouri, U.S. &amp; Local Contexts (Scarcity, Opportunity Cost, Goods/Services, Producers/Consumers, Trade); Human-Environment Interaction &amp; Problem-Solving; Active</b>	Children apply economic concepts to real Missouri, U.S., and local examples at a deeper level (scarcity, opportunity cost, goods vs. services, producers vs. consumers, trade). Human-environment interaction is extended with problem-solving examples from Missouri and the Kansas City/Liberty area. Students propose realistic solutions or improvements to an environmental or economic issue and connect this to active citizenship using knowledge of governance and peaceful advocacy.
13	<b>Missouri &amp; U.S. History/Governance Synthesis; Comparing Multiple Accounts &amp; Points of View; Continuity &amp; Change Across Time and Place</b>	Children synthesize key Missouri and U.S. history and governance concepts into a clear explanation or presentation. They compare and contrast multiple accounts or perspectives on historical events or government processes, noting similarities and differences in point of view, what each emphasizes, and whose voices may be included or missing.
14	<b>Source Evaluation &amp; Credibility; Advanced Inquiry Process; Research Skills for Missouri &amp; U.S. Topics</b>	Children learn to evaluate simple sources for credibility when researching Missouri or U.S. topics (who created it, when, purpose, evidence vs. opinion, fairness, consistency with other sources). They practice these questions with various sources and apply source evaluation as part of inquiry or research projects.

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15	<b>Structured Debate, Discussion &amp; Peaceful Dispute Resolution (Advanced); Active &amp; Informed Citizenship Participation (Local to National); Considering Multiple Viewpoints</b>	Children participate in or lead structured debates or discussions on governance, history, or community issues, using evidence, listening respectfully, considering multiple viewpoints, and seeking common ground. Active and informed citizenship is expanded to participation methods at school, local community, state, and national levels, connected to founding principles of consent of the governed and rights with responsibilities.
16	<b>Capstone Design: Integrated Research or Action Project; Compelling Question on Missouri/U.S. Governance, History, Economics, Geography, or Local Community Issue; Project</b>	Children independently design a short research or action project on a compelling question related to Missouri or U.S. governance, history, economics, geography, or a local/community issue. The design process includes stating a clear question and rationale, what is already known, planned sources/methods, simple timeline, how findings will be shared or acted upon, and success criteria. Emphasis is on student voice, choice, and leadership.
17	<b>Capstone Execution: Research, Source Evaluation, Synthesis with Evidence, Multiple Perspectives &amp; Analysis</b>	Children carry out their designed capstone project. They gather information from multiple sources (at least 3), evaluate each for credibility and usefulness, and prioritize reliable evidence. They analyze information using lenses from prior learning (cause and effect, continuity and change, multiple perspectives, economic concepts, human-environment interaction, governance). They synthesize findings into coherent conclusions supported by evidence.
18	<b>Capstone Completion: Proposed Solutions/Actions, Presentation with Evidence, Reflection on Learning &amp; Citizenship Growth, Leadership Celebration</b>	Children complete their capstone by proposing realistic solutions or actions grounded in evidence and governance knowledge. They create and deliver a clear presentation explaining the question, research process, evidence-based findings, and proposed actions. Students engage in deep reflection on what they learned about the topic and about themselves as learners and young citizens, and how they can use these skills going forward. This level represents the culmination of the focused Missouri and U.S. portion of the K-5 journey.
19	<b>Broadening the Lens – Early Civilizations &amp; Human Stories Across Continents (Brief Overviews of Prior Millennia in North America, South America, Asia, Europe); Geography, Trade,</b>	After focusing deeply on Missouri and the United States, students step back to see a wider human story across thousands of years and multiple continents. They receive brief, high-level overviews of major early developments and civilizations, always connected back to themes they already know (geography's influence, how societies create rules and governance, trade and economics, human-environment interaction, migration, and multiple perspectives). North America: Advanced societies such as the Mississippian culture (including Cahokia near modern Illinois — large planned cities with mounds, extensive trade networks, and complex social organization) and Ancestral Puebloans in the Southwest, directly connecting to the Native American presence and stewardship already studied in Missouri. South America: Powerful civilizations and empires such as the Inca (remarkable road systems, terrace farming in the Andes mountains, centralized governance, and record-keeping) and earlier cultures that shaped the land and societies long before European arrival.
20	<b>Our Place in the Human Story – Full K-5 Journey Synthesis (Self to Missouri to U.S. to Broader World); Global Citizenship &amp; Interconnected World; Final Reflection on Growth, Inquiry</b>	Students bring their entire K-5 social studies journey together in a culminating synthesis and reflection.  Level 20 emphasizes that we are part of a much larger, interconnected human family. Migrations, trade, ideas, conflicts, inventions, and environmental choices from many places and many centuries have shaped (and continue to shape) the Missouri and United States we know — from the foods we eat and technologies we use, to the diverse people who make up our communities, to the ideas about freedom, rights, and government that we still debate and practice today. Students discuss what responsible global citizenship looks like for young people: learning about and respecting people from different backgrounds and times, understanding that actions in one place can affect others (environment, trade, ideas), staying curious and asking good questions, and using evidence and multiple perspectives when thinking about issues.