

First Grade Social Studies Curriculum Map With Learning Targets Attached

Grade Level: First Grade		School: Brookfield Elementary	
Subject: Social Studies		Date: April 8, 2014	
<h1 style="text-align: center;">SEPTEMBER</h1>		Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.	
Content Standards		Resources	Assessments
History Strand Content Statement: 1. Time can be divided into categories (e.g., months of the year, past, present and future).		Daily Calendar <i>Go Math</i> Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
Government Strand Content Statement: 8. Individuals are accountable for their actions.		Introduction and reinforcement of school and classroom guidelines and rules Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
Government Strand Content Statement: 9. Collaboration requires group members to respect the rights and opinions of others.		Introduction and reinforcement of school and classroom guidelines and rules Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
Government Strand Content Statement: 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.		Introduction and reinforcement of school and classroom guidelines and rules Grade 1 Social Studies Model Curricula from Ohio State Standards Brain Pop Jr.	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)

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<div>OCTOBER</div>		Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.	
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<p style="text-align: center; font-size: 2em; color: blue;">NOVEMBER</p>		<p>Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.</p>	
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<p>History Strand Content Statement: 1. Time can be divided into categories (e.g., months of the year, past, present and future).</p>		Daily Calendar <i>Go Math</i> Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
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First Grade Social Studies Curriculum Map With Learning Targets Attached

<p>History Strand Content Statement: 2. Photographs, letters, artifacts and books can be used to learn about the past.</p>	<p><i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books e.g. <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i> both by Kate Waters Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>History Strand Content Statement: 3. The way basic human needs are met has changed over time.</p>	<p><i>Scholastic News</i> Various trade books e.g. <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i> both by Kate Waters Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Geography Strand Content Statements: 6. Families interact with the physical environment differently in different times and places.</p>	<p><i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books e.g. <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i> both by Kate Waters Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Geography Strand Content Statements: 7. Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p><i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books e.g. <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i> both by Kate Waters Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>

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<div>DECEMBER</div>		Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.	
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<h1 style="text-align: center;">JANUARY</h1>		Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.	
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History Strand Content Statement: 1. Time can be divided into categories (e.g., months of the year, past, present and future).		Daily Calendar <i>Go Math</i> Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
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First Grade Social Studies Curriculum Map With Learning Targets Attached

<p>Geography Strand Content Statement: 4. Maps can be used to locate and identify places.</p>	<p><i>Evan-Moor Maps</i> <i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books Lesson Plan: United States Geological Survey (USGS) http://education.usgs.gov/common/primary.htm Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Geography Strand Content Statement: 5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p><i>Evan-Moor Maps</i> <i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books Lesson Plan: United States Geological Survey (USGS) http://education.usgs.gov/common/primary.htm Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>

First Grade Social Studies Curriculum Map With Learning Targets Attached

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<p>Geography Strand Content Statement: 4. Maps can be used to locate and identify places.</p>	<p><i>Evan-Moor Maps</i> <i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books Lesson Plan: United States Geological Survey (USGS) http://education.usgs.gov/common/primary.htm Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Geography Strand Content Statement: 5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).</p>	<p><i>Evan-Moor Maps</i> <i>National Geographic Young Explorer</i> <i>Scholastic News</i> Various trade books Lesson Plan: United States Geological Survey (USGS) http://education.usgs.gov/common/primary.htm Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>

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<div>MARCH</div>		Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.	
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History Strand Content Statement: 1. Time can be divided into categories (e.g., months of the year, past, present and future).		Daily Calendar <i>Go Math</i> Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
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First Grade Social Studies Curriculum Map With Learning Targets Attached

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<p style="text-align: center; font-size: 2em; color: #000080;">APRIL</p>		<p>Families Now and Long Ago, Near and Far The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundation for understanding principles of government and their roles as citizens.</p>	
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History Strand Content Statement: 1. Time can be divided into categories (e.g., months of the year, past, present and future).		Daily Calendar <i>Go Math</i> Grade 1 Social Studies Model Curricula from Ohio State Standards	Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)
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Economics Strand Content Statement:			

First Grade Social Studies Curriculum Map With Learning Targets Attached

<p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</p>	<p>Brain Pop Jr. Lesson Plan: Trade to the Tailor http://www.econedlink.org/ Lesson Plan: Toys for Me: A Lesson On Choice http://www.econedlink.org/ Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Economics Strand Content Statement: 12. People produce and consume goods and services in the community.</p>	<p>Brain Pop Jr. Lesson Plan: Simple Simon Meets a Producer http://www.econedlink.org/ Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Economics Strand Content Statement: 13. People trade to obtain goods and services they want.</p>	<p>Brain Pop Jr. Lesson Plan: Trade to the Tailor http://www.econedlink.org/ Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>
<p>Economics Strand Content Statement: 14. Currency is used as a means of economic exchange.</p>	<p>Brain Pop Jr. Trade books <i>The Story of Money</i> by Betsy Maestro <i>Money Madness</i> by David Adler Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments First Grade Assessment Packet (collaboratively produced by grade level team)</p>

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First Grade Social Studies Curriculum Map With Learning Targets Attached

<p>Economics Strand Content Statement:</p> <p>11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.</p>	<p>Brain Pop Jr. Lesson Plan: Trade to the Tailor http://www.econedlink.org/</p> <p>Lesson Plan: Toys for Me: A Lesson On Choice http://www.econedlink.org/ Grade 1 Social Studies Model Curricula from Ohio State Standards</p>	<p>Observations, oral assessments Teacher created (collaboratively produced by grade level team)</p>
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First Grade Social Studies Curriculum Map With Learning Targets Attached

Social Studies Learning Targets

Content Statement: 1 - Time can be divided into categories (e.g., months of the year, past, present and future).

I can list events in my life in the order in which they occurred.

I can tell stories about my family that occurred in the past, present, and future.

Content Statement: 2 - Photographs, letters, artifacts and books can be used to learn about the past.

I can talk about family photographs, letters, artifacts, and books.

Content Statement: 3 - The way basic human needs are met has changed over time.

I understand that humans need food, clothing, and shelter to survive.

I understand how people in the past worked to provide their family with food, clothing and shelter.

I understand that my family works at jobs to earn money to pay for basic needs.

Content Statement: 4 - Maps can be used to locate and identify places

I can use a map or model to locate familiar places in my classroom, school, or neighborhood.

Content Statement: 5 - Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).

I can locate physical features on a map such as lakes, rivers, hills, mountains, and forests.

Content Statement: 6 - Families interact with the physical environment differently in different times and places.

I know that people depend on their physical environment for food, clothing, shelter, transportation, and recreation.

I know that in the past people used their physical environment for food.

Content Statement: 7 - Diverse cultural practices address basic human needs in various ways and may change over time.

I know that culture is a learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.

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Content Statement: 8 - Individuals are accountable for their actions.

I can accept personal responsibility for my actions.

Content Statement: 9 - Collaboration requires group members to respect the rights and opinions of others.

I can play fairly, show good sportsmanship, and show respect for the rights and opinions of others.

Content Statement: 10 - Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

I know that there are rules at school that are different from rules at home.

Content Statement: 11 - Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

I can make choices between two items when I do not have enough money to buy them both.

Content Statement: 12 – People produce and consume goods and services in the community.

I can identify goods.

I can identify a service.

I can name community members working at jobs where they produce goods and services.

Content Statement: 13 – People trade to obtain goods and services they want.

I can identify some goods and services that are needs.

I can identify some goods and services that are wants.

I know that individuals cannot produce every good or service they want.

Content Statement: 14 – Currency is used as a means of economic exchange.

I can obtain goods and services by purchasing them with money.