

Quarter 1**THEME: FAMILIES NOW AND LONG AGO, NEAR AND FAR****STRAND: HISTORY**

Topic: Historical Thinking and Skills

HIS 1. Time can be divided into categories (e.g. Month of the year, past, present and future).

- **Expectations for Learning:** Use vocabulary correctly to distinguish categories of time.

HIS 2. Photographs, letters, artifacts and books can be used to learn about the past.

- **Expectations for Learning:** Use photographs, letters, artifacts & books to communicate information & draw conclusions about the past.

STRAND: GOVERNMENT

Topic: Civic Participation and Skills

GOV 8. Individuals are accountable for their actions.

- **Expectations for Learning:** Demonstrate accountability for personal actions.

GOV 9. Collaboration requires group members to respect the rights and opinions of others.

- **Expectations for Learning:** Collaborate in a way that demonstrates respect for the rights and opinions of others.

Topic: Rules and Laws

GOV 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences of breaking rules

- **Expectations for Learning:** Explain why there are different rules for different settings. Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.

STRAND: GEOGRAPHY

Topic: Spatial Thinking and Skills

GEO 4. Maps can be used to locate and identify places.

- **Expectations for Learning:** Use maps to locate and identify familiar places in the classroom, school, or neighborhood.

Ongoing Emphasis: HIS 2, GOV 10

Resources

Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

HIS 1**TG:**

- Unit 2 Lesson 6;
- Unit 4 Lesson 3;
- Unit 5 Lesson 4

A: Pages 14-15

LL: Forest Bright, Forest Night, Four Seasons Make a Year; I Live in Brooklyn; The Journey of Oliver. Woodman; The Other Side

HIS 2**TG:**

- Unit 2 Lesson 6;
- Unit 5 Lesson 4

A: Pages 14-15

LL: Roxaboxen

GEO 4

TG: Getting Started Lesson 2;

- Unit 1 Lesson 4, 5;
- Unit 2 Lessons 1-6;
- Unit 3 Lessons 2-4;
- Unit 4 Lessons 1-5;
- Unit 5 Lessons 1-3, 5;
- Unit 6 Lesson 1-4.

A: Pages 24-25, 28-29, 34, 36, 38, 40-45

LL: Be My Neighbor; Emeka's Gift; Family; Four Seasons Make a Year; I live in Brooklyn; The Journey of Oliver K. Woodman; Roxaboxen

Performance Tasks**HIS 1**

1. Create a classroom calendar where children can record basic weather observations. Refer to the calendar while comparing the weather of different months and seasons and integrate vocabulary from the content statement during discussions.

HIS 2

1. Children can share artifacts such as baby books, family pictures, letters and newspapers with the class. The teacher guides student examination of the artifacts by asking questions such as: *What do we understand about the past from this photograph?* Students can focus on topics such as clothing, architecture and modes of transportation.

GEO 4

1. Use a variety of kinds of maps as well as maps of a variety of different places (e.g., zoo, park, city) and have children practice locating and identifying places.

GOV 8

1. Invite a police officer in to talk about following rules and laws and being a good citizen.
2. Role-play scenarios of children doing something and then accepting consequences.

GOV 9

1. Students identify and list behaviors that show respect for others.

Academic Vocabulary

history, timeline, past, present, future, months, years, different, alike, social studies, family, safety signs, citizen, holiday, rules, setting, fairness, consequences, group, cooperation, community, laws, others, ourselves, school workers, leader, mayor, goods, individuals, accountable, responsibility, rights, opinions, respect, neighborhood, route, home, needs, food, clothes, wants, job, goods, factory, services, law, rule, safety sign, citizen, timeline, past, present, future, map, yesterday, today, tomorrow, week, month, symbol, map key, near, far, distance, block, on, behind, in front of, next to, above, below, left, right, model, alike, different, sphere, earth, globe, world map, sun, night, day, calendar, direction, opposite, north, south, north pole, south pole, east, west, compass arrows, country, United States, boundary, state, coastline, river, lake, mountains, country, Washington D.C., ocean, President, flag, liberty, season, weather, spring, fall, winter, summer, equator

Academic Connections

- ELA: RI: 4, 6, 7, 10; W: 3, 4, 5, 6, 8; SL: 2, 5; RL:2, 4,
- SCIENCE: Make connections between weather & season concepts as found in the Science Academic Content Standards.
- SEL: Demonstrate decision-making skills and responsible behaviors in personal, school and community context; Role-play scenarios of children doing something & accepting consequences;

Field Experiences

Invite a police officer in to talk about following rules and laws and being a good citizen.

Additional Resources

- Ohio Resource Center (Ohiorc.org):
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5591&parent=5503>
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5597&parent=5503>
- Maps: http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1
<http://www.maps.com/funfacts.aspx?nav=FF> <http://mapzone Ordnancesurvey.co.uk/mapzone/Pages/HomeworkHelp/>

Differentiation

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. (These strategies apply for all 4 marking periods.)

Quarter 2**THEME: FAMILIES NOW AND LONG AGO, NEAR AND FAR****STRAND: GEOGRAPHY***Topic: Human Systems*

GEO 6. Families interact with the physical environment differently in different times and places. Diverse cultural practices address basic human needs in various ways and may change over time.

- **Expectations for Learning:** Describe the way families in different places interact with the physical environment. Compare the way families interacted with the physical environment in the past with the way they interact today.

GEO 7. Diverse cultural practices address basic human needs in various ways and may change over time

- **Expectations for Learning:** Describe how different cultures satisfy basic needs and how this may change over time.

Ongoing Emphasis:

HIS 2, GOV 8, GOV 4, GOV 9, GOV 10

Resources

Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

GEO 6

encouraging the use of descriptive language to make comparisons.

TG:

- Unit 1 Lessons 3-4;
- Unit 2 Lesson 6;
- Unit 5 Lesson 5;
- Unit 6 Lessons 3,-4

A: Pages 14 -15, 35, 37, 39-44

LL: Be My Neighbor, Emeka's Gift; Family Forest Bright, Forest Night; Four Seasons Make a Year; I Live in Brooklyn; The Other Side; Roxaboxen; CD-Lessons 2 Families; 6 Neighborhoods Change; 15 Other Places, Other People

GEO 7**TG:**

- Unit 2 Lesson 6;
- Unit 6 Lessons 3-4

A: Pages 14-15, 35, 37, 39-44

LL: Be My Neighbor; Emeka's Gift; Family; I Live in Brooklyn; The Other Side; Roxaboxen

WEEKLY STUDIES

Week 6,7,9,10,20

Performance Tasks**GEO 6**

1. Look at the weather report for cities in different regions of the United States either in the newspaper or online. Ask students how they would dress if they were visiting that city.
2. Explore the physical and human characteristics of a variety of places, modeling and GEO 6 encouraging the use of descriptive language to make comparisons.

GEO 7

1. Provide students with various books, photos and artifacts to illustrate the cultural practices of families in other cultures in various time periods. Guide students to compare the way each cultural group addresses basic human needs today with the way it was done in the past.

Academic Vocabulary

family, group, neighborhood, route, goods, timeline, past, present, future, season, weather, spring, summer, fall, winter, month, equator, Canada, Mexico, continent, country, United States, North America, ocean

Academic Connections

- ELA: RL 1.5, RI 1.3, L.1b

Additional Resources

- *Houses and Homes (Around the World Series)* by Ann Morris
- Ohio Resource Center (Ohiorc.org):
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5595&parent=5503>
- Transit People: <http://www.transitpeople.org/lesson/trancovr.shtml>
- Americas on the Move: <http://amhistory.si.edu/onthemove/>

Quarter 3**STRAND: HISTORY***Topic: Heritage***HIS 3.** The way basic human needs are met has changed over time.

- **Expectations for Learning:** Compare the way families met basic needs in the past with the way they are met today.

STRAND: GEOGRAPHY*Topic: Spatial Thinking and Skills***GEO 4.** Maps can be used to locate and identify places

- **Expectations for Learning:** Use maps to locate and identify familiar places in the classroom, school, or neighborhood.

*Topic: Places and Regions***GEO 5.** Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

- **Expectations for Learning:** Compare physical and human characteristics of different places in the local community

*Topic: Human Systems***GEO 6.** Families interact with the physical environment differently in different times and places

- **Expectations for Learning:** Describe the way families in different places interact with the physical environment. Compare the way families interacted with the physical environment in the past with the way they interact today.

GEO 7. Diverse cultural practices address basic human needs in various ways and may change over time.

- **Expectations for Learning:** Describe how different cultures satisfy basic needs and how this may change over time.

Ongoing Emphasis: HIS 2, GOV 8, 9, 10

Resources**Essential Questions**

Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

HIS 3**TG:**

- Unit 2 Lesson 6

A: Pages 8-9

LL: The Other Side; Roxaboxen

GEO 4

TG: Getting Started Lesson 2;

- Unit 1 Lesson 4, 5;
- Unit 2 Lessons 1- 6;
- Unit 3 Lessons 2-4;
- Unit 4 Lessons 1-5;
- Unit 5 Lessons 1-3, 5;
- Unit 6 Lesson 1-4

A: Every spread has a map that can be used to locate and identify places, especially pages 24-25, 28-29, 34-45

LL: Be My Neighbor; Emeka's Gift; Family; Four Seasons Make a Year; I live in Brooklyn; The Journey of Oliver K. Woodman; Roxaboxen

GEO 4 - Lesson Plan: United States Geological Survey (USGS): <http://education.usgs.gov/common/primary.htm> This USGS page includes lessons on maps for elementary students. In the left column, click on the Geography heading. Select What Do Maps Show? (Teacher Lesson). Although these lessons are geared for upper elementary students, many ideas and activities can be adapted for use in the 1st-grade classroom.

Performance Tasks**HIS 3**

1. Provide children with various pictures of food, clothing and shelter from the past and present. Ask students to sort the pictures into *then* and *now* groups. Once students have had a chance to compare the *then* and *now* examples, ask the

GEO 4**1. Lesson Plan: United States Geological Survey (USGS)**

- <http://education.usgs.gov/common/primary.htm>
- This USGS page includes lessons on maps for elementary students. In the left column, click on the *Geography* heading. Select *What Do Maps Show? (Teacher Lesson)*. Although these lessons are geared for upper elementary students, many ideas and activities can be adapted for use in the first-grade classroom.

GEO 5

1. Explore the physical and human characteristics of a variety of places, modeling and encouraging the use of descriptive language to make comparisons.

GEO 6

1. Look at the weather report for cities in different regions of the United States either in the newspaper or online. Ask students how they would dress if they were visiting that city.
2. Explore the physical and human characteristics of a variety of places, modeling and GEO 6 encouraging the use of descriptive language to make comparisons.

GEO 7

1. Provide students with various books, photos and artifacts to illustrate the cultural practices of families in other cultures in various time periods. Guide students to compare the way each cultural group addresses basic human needs today with the way it was done in the past.

Resources Cont.**GEO 5****TG:**

- Unit 1 Lessons 4-5;
- Unit 2 Lessons 1, 4, 6;
- Unit 3 Lesson 3;
- Unit 4 Lesson 2;
- Unit 5 Lessons 1-3;

GEO 6**TG:**

- Unit 1 Lessons 3-4;
- Unit 2 Lesson 6;
- Unit 5 Lesson 5;
- Unit 6 Lessons 3-4

A: Pages 14-15, 34-44

LL: Be My Neighbor, Emeka's Gift; Family Forest Bright, Forest Night; Four Seasons Make a Year; I Live in Brooklyn; The Other Side; Roxaboxen; CDLessons 2 Families; 6 Neighborhoods Change; 15 Other Places, Other People

GEO 7**TG:**

Unit 2 Lesson 6;

Unit 6 Lessons 3, 4

A: Pages 14-15, 34 – 44

LL: Be My Neighbor; Emeka's Gift; Family; I Live in Brooklyn; The Other Side; Roxaboxen

WEEKLY STUDIES

Week 2, 8,11,12,19

Academic Vocabulary

divided, goods, timeline, neighborhood, home, job, needs, wants, factory, services, categories, past, present, future, near, far, distance, chronological, block, globe, world map, alike, different, country, United States, boundary, coastline, mountains, river, lake, symbol, capital, map key, Washington D.C., President, liberty, flag, continent, Europe, Asia, Australia, Antarctica, North America, South America, Africa, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Address, world address, state, direction, north, south, east, west, city, town, Canada, Mexico, maps, identify, locate, models, distinctive, physical characteristics, human characteristics, diverse, cultural practices, behavior

Academic Connections

- ELA: RI 1.9, RF 1.b, RF 1.6, L 1.6, L 1.c, RL 1.9, RI 1.5, RF 1.a, W 1.2, SL 1.6, L 1.g

Additional Resources

- Ohio Resource Center (Ohiorc.org): <http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5593&parent=5503>
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5594&parent=5503>
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5595&parent=5503>
- Transit People: <http://www.transitpeople.org/lesson/trancovr.shtml> Americas on the Move: <http://amhistory.si.edu/onthemove/>

Quarter 4**STRAND: ECONOMICS*****Topic: Scarcity***

ECO 11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.

- **Expectations for Learning:** Explain why and how people must make economic choices. Demonstrate how people are producers and consumers in the community.

Topic: Production and Consumption

ECO 12. People produce and consume goods and services in the community.

- **Expectations for Learning:** Demonstrate how people are producers and consumers in the community.

Topic: Markets

ECO 13. People trade to obtain goods and services they want. Currency issued as a means of economic exchange.

- **Expectations for Learning:** Explain why people trade.

Topics: Financial Literacy

ECO 14. Currency is used as a means of economic exchange.

- **Expectations for Learning:** Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.

Ongoing Emphasis: HIS 2, GOV 8, GOV 9, GOV 10

Resources

Textbook / Resource Nystrom Herff-Jones (TG: Teacher's Guide A: Block Buddy LL: Literacy Library)

ECO 11**TG:**

- Unit 2 Lessons 2-3, 6

A: Pages 8-9

LL: The Big Buck Adventure; Emeka's Gift; The Journey of Oliver K. Woodman

ECO 12**TG:**

- Unit 1 Lesson 2;
- Unit 2 Lessons 4-6

A: Pages 10-11, 13, 40, 44

LL: The Big Buck Adventure; Emeka's Gift; Fire Righter; I Live in Brooklyn;

Roxaboxen **ECO 13**

TG:

- Unit 2 Lessons 2-4, 6

A: Pages 10-11, 13, 40

LL: The Big Buck Adventure; Emeka's Gift; Roxaboxen

ECO 14**TG:**

- Unit 2 Lesson 3

LL: The Big Buck Adventure; The Story of Money by Betsy Maestro; Money Madness by David Adler

WEEKLY STUDIES

Weeks 21,22,23,24

Performance Tasks**ECO 11**

1. Lesson Plan: Trade to the Tailor:

<http://www.econedlink.org/lessons/index.php?lid=699&type=educator> This lesson is based on the A: New Coat for Anna book by Harriet Ziefert. Children are introduced to scarcity, resources and decision making through Anna and her mother.

2. Toys for Me: <http://www.econedlink.org/lessons/index.php?lid=517&type=educator>

This lesson plan from the Council for Economic Education introduces the concept of scarcity by illustrating how time is finite and how life involves a series of choices. Specifically, this lesson teaches students about scarcity and choice

ECO 12

1. Lesson Plan: Simple Simon Meets a Producer:

<http://www.econedlink.org/lessons/index.php?lid=464&type=educator>

Using the classic rhyme, Simple Simon and the Pie-Man, children are introduced to the concepts of consumer and producer.

ECO 13

1. Children describe and then illustrate ways in which their family trades to get the goods and services they want.
2. Children bring in a good from home or offer a service to trade with classmates. Each child introduces his or her good or service, then the teacher allows time for students to trade. Guide children to discuss the reasons for the trades they make.

ECO 14

1. Set up a classroom store and have students shop using play money in exchange for items purchased.

Academic Vocabulary

needs, clothes, food, home, wants, goods, timeline, past, present, future, school workers, social studies, citizen, group, rule, job, factory, services, law, safety signs, leader, mayor, limited (scarce), unlimited, resources, choices, produce, consume, community, consumer, trade, currency, economic exchange, circulation

Academic Connections

- ELA: RL 1.8, W 1.1, W 1.7

Additional Resources

- Ohio Resource Center (Ohiorc.org): <http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5600&parent=5503>
<http://www.ohiorc.org/standards/ohio/socialstudies/resources.aspx?id=5598&parent=5503>
- Econlink-Little Bill the Producer: <http://www.econedlink.org/lessons/index.php?lid=564&type=educator>
- Beacon Learning Center: <http://www.econedlink.org/lessons/index.php?lid=564&type=educator>
- The Story of Money by Betsy Maestro
- Money Madness by David Adler