



# **Social Studies**

**Grade I**

**Families: Now and Long  
Ago, Near and Far**

**2024 - 2025**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Timeframe;
- Strand;
- Topic; and
- Standard.



### Scope and Sequence

The Scope and Sequence provides an overview of each grading period, including:

- Timeframes;
- Standards; and
- Lesson Resources.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Essential Understanding;
- Academic Vocabulary;
- Success Criteria;
- Content Elaborations
- Instructional Strategies
- Sample Questions and Performance Tasks; and
- Instructional Resources

## Year-at-a-Glance

Grading Period 1	Unit 1. Why Do We Have Rules?		9 weeks
	<b>Rules, Respect, and Fairness</b> Government Learning Targets 8-10	<b>Respecting Others, Getting Along and Learning From Each Other</b> Government Learning Targets 8-9	<b>Maps, Physical and Human Features</b> Geography Learning Targets 4-5
Grading Period 2	Unit 2. How Do We Learn About the Past?		9 weeks
	<b>Time</b> History Learning Target 1	<b>The Past</b> History Learning Targets 2-3	
Grading Period 3	Unit 3. Where Do We Live?		9 weeks
	<b>Cultures and How They Interact With The Environment</b> Geography Learning Targets 6-7		
Grading Period 4	Unit 4. How Do We Meet Our Needs and Wants?		9 weeks
	<b>Basic Human Needs</b> History Learning Target 3	<b>Wants and Choices/Goods and Services</b> Economics Learning Targets 11-14	

## Scope and Sequence

Grading Period I	Unit 1. Why Do We Have Rules?				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	Rules, Respect, and Fairness	<p><a href="#">Government 8. Demonstrate an understanding of accountability for personal actions at home, school, and the community.</a></p> <p><a href="#">Government 9. Collaborate in a way that demonstrates respect for the rights and opinions of others.</a></p> <p><a href="#">Government 10. Identify and explain why there are different rules for different settings.</a></p> <p><a href="#">Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.</a></p>	<ul style="list-style-type: none"> <li>School or community leader talk on rules and laws</li> <li>Role scenarios of choices and consequences</li> <li>Three column chart - Responsibilities in the classroom, at school, on the playground</li> </ul>	<p><i>Studies Weekly: The World Around Me</i></p> <ul style="list-style-type: none"> <li>Periodical 1, Community</li> <li>Periodical 2, Rules and Laws</li> </ul> <p>CCS Supplemental Lesson</p> <ul style="list-style-type: none"> <li><a href="#">Who Enforces Rules?</a></li> </ul>	
	Respecting Others, Getting Along and Learning From Each Other	<p><a href="#">Government 8. Demonstrate an understanding of accountability for personal actions at home, school, and the community.</a></p> <p><a href="#">Government 9. Collaborate in a way that demonstrates respect for the rights and opinions of others.</a></p>	<ul style="list-style-type: none"> <li>Match speech balloons to pictures of behavior</li> <li>Posters for rules in different settings</li> </ul>	<p><i>Studies Weekly: The World Around Me</i></p> <ul style="list-style-type: none"> <li>Periodical 3, Principles of Democracy</li> </ul>	
	Maps, Physical and Human Features	<p><a href="#">Geography 4. Use maps to locate and identify familiar places in the classroom, school, or neighborhood.</a></p> <p><a href="#">Geography 5. Describe physical and human characteristics of different places in the local community.</a></p>	<ul style="list-style-type: none"> <li>Locate and identify places on a map</li> <li>Explore characteristics through photographs, field trips, walks, technology</li> <li>T-Chart of community characteristics</li> <li>My Community book of characteristics</li> </ul>	<p><i>Studies Weekly: The World Around Me</i></p> <ul style="list-style-type: none"> <li>Periodical 13, Map Skills</li> </ul> <p>CCS Supplemental Lesson</p> <ul style="list-style-type: none"> <li><a href="#">Where Are We on the Map?</a></li> </ul>	

Grading Period 2	Unit 2. How Do We Learn About the Past? 9 weeks			
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
	Time	<a href="#">History 1. Use vocabulary correctly to distinguish categories of time.</a>	<ul style="list-style-type: none"> <li>Classroom calendar of weather observations</li> <li>Class timeline with events from students' lives</li> <li>Place a collection of photographs in order</li> </ul>	<i>Studies Weekly: The World Around Me</i> <ul style="list-style-type: none"> <li>Periodical 27, Time</li> </ul> CCS Supplemental Lesson <ul style="list-style-type: none"> <li><a href="#">What is Chronological Order?</a></li> </ul>
	The Past	<a href="#">History 2. Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.</a>  <a href="#">History 3. Compare the way families met basic needs in the past with the way they are met today.</a>	<ul style="list-style-type: none"> <li>Share artifacts of students' past</li> <li>History Bag of 5 things that would help someone learn about you</li> </ul>	<i>Studies Weekly: The World Around Me</i> <ul style="list-style-type: none"> <li>Periodical 28, Changes Over Time</li> <li>Periodical 31, Transportation Over Time</li> <li>Periodical 32, Communication Over Time</li> </ul>

## Unit 3. Where Do We Live?

9 weeks

Grading Period 3	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
	Cultures and How They Interact With The Environment	<p><a href="#">Geography 6. Describe the way families in different places interact with the physical environment.</a></p> <p><a href="#">Compare the way families interacted with the physical environment in the past with the way they interact today.</a></p> <p><a href="#">Geography 7. Describe how different cultures satisfy basic needs and how this may change over time.</a></p>	<ul style="list-style-type: none"> <li>• Dress for the weather in various cities</li> <li>• Match pictures with physical activities from various environments</li> <li>• Books, photographs and artifacts to show cultural practices in various times and places - guided discussion</li> </ul>	<p><i>Studies Weekly: The World Around Me</i></p> <ul style="list-style-type: none"> <li>• Periodical 21, Culture</li> </ul> <p><i>Families through Time</i> by Jeanne Dustman book</p> <p>CCS Supplemental Lessons</p> <ul style="list-style-type: none"> <li>• <a href="#">What Are the Features of the Land?</a></li> <li>• <a href="#">How Do People Live in Different Environments?</a></li> </ul>

Grading Period 4	Unit 4. How Do We Meet Our Needs and Wants?				9 weeks
	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources	
	Basic Human Needs	<a href="#">History 3. Compare the way families met basic needs in the past with the way they are met today.</a>	<ul style="list-style-type: none"> <li>• Then and now photograph sort of food, shelter, and clothing</li> <li>• T-Chart of communication technology</li> </ul>	<i>Studies Weekly: The World Around Me</i> <ul style="list-style-type: none"> <li>• Periodical 30, Inventors</li> </ul>	
	Wants and Choices/Goods and Services	<a href="#">Economics 11. Explain the relationship between wants and resources.</a> <a href="#">Explain how and why people must make economic choices.</a>  <a href="#">Economics 12. Demonstrate how people are producers and consumers in the community.</a>  <a href="#">Economics 13. Explain why people trade.</a>  <a href="#">Economics 14. Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.</a>	<ul style="list-style-type: none"> <li>• Choosing between two items activity- drawing and discussion</li> <li>• Workplace visit to school cafeteria</li> <li>• Goods and services trading activity</li> <li>• Buying activity with play currency</li> </ul>	<i>Studies Weekly: The World Around Me</i> <ul style="list-style-type: none"> <li>• Periodical 22, Needs and Wants</li> <li>• Periodical 23, Goods and Services</li> </ul> <a href="#">PBS Video: Let's Trade</a>  EconEdLink Lessons <ul style="list-style-type: none"> <li>• <a href="#">A New Coat for Anna – Barter and Trade</a></li> <li>• <a href="#">Toys for Me: A Lesson on Choice</a></li> <li>• <a href="#">The Little Red Hen is a Producer and a Consumer</a></li> </ul>	

## Curriculum and Instruction Guide

### Unit I. Why Do We Have Rules?

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 8. Demonstrate an understanding of accountability for personal actions at home, school, and the community.</b></p> <p>Government Content Statement 8. Individuals have a responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Accept personal responsibility for actions</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Making responsible choices</li> <li>– Respecting others</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> demonstrate</p> <p><b>Tier 3</b> accountability choices goals individuals personal actions responsibilities</p>
<p><b><u>Success Criteria</u></b></p> <p>8a. I can demonstrate accountability for personal actions.              8b. I can define, identify and give examples of personal responsibility.              8c. I can identify possible common goals in homes, schools, and communities.              8d. I can use personal responsibility to solve a problem at home or school.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GO.2.10 (Future Grade Standard)</b> Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.</p>	



## Content Elaborations

Students share responsibilities and take action toward common goals. Individuals make choices that impact their homes, schools, and communities.

## Instructional Strategies

Invite a school or community leader in to talk about following rules and laws and being a good citizen.

Role-play scenarios of children doing something and then accepting consequences.

Complete a three-column chart labeled: Classroom Responsibilities, School Responsibilities, and Playground Responsibilities.

## Sample Assessments and Performance Tasks

Give two examples of personal responsibility in the classroom and at home.

Complete the graphic organizer by identifying examples and non-examples of personal responsibility.

Which is an example of a personal responsibility?

Read the story below. Decide whether the actions of the student reflect personal responsibility for their actions.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical I, Community (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lesson: [Who Enforces Rules?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 9. Collaborate in a way that demonstrates respect for the rights and opinions of others.</b></p> <p>Government Content Statement 9. Collaborate in a way that demonstrates respect for the rights and opinions of others.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Collaboration within a group</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Group accountability for choices</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> collaborate demonstrate</p> <p><b>Tier 3</b> choices fair play opinions respect rights sportsmanship</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>9a. I can identify and list behaviors that show respect.</li> <li>9b. I can identify and list behaviors that show collaboration.</li> <li>9c. I can define and give examples of sportsmanship and fair play.</li> <li>9d. I can work and play collaboratively in a group.</li> <li>9e. I can demonstrate respect for the rights and opinions of others.</li> <li>9f. I can collaborate with others to solve a problem.</li> <li>9g. I can collaborate in a way that shows respect for the rights and opinions of others.</li> </ul>		
<p><b>GO.K.9 (Prior Grade Standard)</b></p> <p>Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.</p>	<p><b>GO.2.11 (Future Grade Standard)</b></p> <p>Groups are accountable for choices they make and actions they take.</p>	

## Content Elaborations

As children work and play collaboratively, they understand the importance of fair play, good sportsmanship, respect for the rights and opinions of others, and the idea of treating others the way they want to be treated.

This builds to an understanding of perspective and concern for the common good.

## Instructional Strategies

As a class, have students identify and list behaviors that show respect for others.

Match a given set of printed speech balloons to pictures showing the target behavior (e.g., “good game” balloon to a picture of athletes from opposing teams shaking hands).

## Sample Assessments and Performance Tasks

Move the boxes below to the correct column on whether each action shows respect or disrespect.

Use the information in the table to decide which action is the best one to take while working in a group.

How are fair play and sportsmanship similar?

Which of the two statements below is an example of good sportsmanship?

Divide into two groups: One will act the “right” way and the other will act the “wrong” in dealing with a difficult situation.

Read the sentence below. What problem in the group is being described? What is one way to resolve the group conflict?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 1, Community and Periodical 3, Principles of Democracy (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 10. Identify and explain why there are different rules for different settings.</b></p> <p><b>Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.</b></p> <p>Government Content Statement. 10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>– Different rules for different settings</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>– How rules govern behavior in different settings</li> </ul>	<p><b>Academic Vocabulary/Language</b></p> <p><b>Tier 2</b> define explain</p> <p><b>Tier 3</b> behavior consequences different setting fairness govern principle of fairness rules settings</p>
<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>10a. I can define and explain the purpose of rules.</li> <li>10b. I can explain why there are different rules for different settings and give examples.</li> <li>10c. I can explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.</li> <li>10d. I can explain the concept of fairness and give examples of fair rules.</li> <li>10e. I can explain why rules include consequences for those who break them.</li> <li>10f. I can evaluate the consequences for breaking rules at school or home.</li> </ul>		
<p><b>GO.K.10 (Prior Grade Standard)</b></p> <p>The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<p><b>GO.2.12 (Future Grade Standard)</b></p> <p>There are different rules and laws that govern behavior in different settings.</p>	

## Content Elaborations

Building on the concept of the purpose for rules in the home, school, and community, students will understand there are different rules in different settings.

Students understand that rules need to be fair. Fair means justice for all parties.

There are consequences for breaking rules.

## Instructional Strategies

Have students compare playground, cafeteria, gym and classroom rules, noting differences and similarities. Then, children design and role-play various scenarios related to the rules in each setting.

Have students make posters that demonstrate the appropriate rules and actions for each setting.

## Sample Assessments and Performance Tasks

What is the purpose of rules?

How can rules keep us safe?

What are the consequences of not following rules in the home, school, and community?

Read aloud and discuss a fiction or nonfiction book about the purpose of rules.

List ways to be a good citizen. Draw and write a sentence about one of those ways.

Compare rules at home and school in a Venn diagram using pictures and words.

What would happen without rules in the school/community?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 2, Rules and Laws (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 4. Use maps to locate and identify familiar places in the classroom, school, or neighborhood.</b></p> <p>Geography Content Statement 4. Maps can be used to locate and identify places.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>Using maps and models to locate familiar places</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>Using map symbols to answer questions about location</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> identify locate</p> <p><b>Tier 3</b> classroom local community maps neighborhood school symbols</p>
<p><b><u>Success Criteria</u></b></p> <p>4a. I can use maps to locate and identify familiar places in the classroom, school or neighborhood.</p> <p>4b. I can explain the purpose of a map.</p> <p>4c. I can identify maps of the local community, Ohio and the United States.</p> <p>4d. I can draw a map of a familiar place.</p>		
<p><b>GE.K.6 (Prior Grade Standard)</b></p> <p>Models and maps represent places.</p>	<p><b>GE.2.5 (Future Grade Standard)</b></p> <p>Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</p>	

## Content Elaborations

Maps are representations of areas on Earth's surface. Maps and models are used to locate familiar places in the classroom, school, or neighborhood.

Children can also be introduced to maps of the local community, Ohio, and the United States.

## Instructional Strategies

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.

## Sample Assessments and Performance Tasks

What are some ways maps and models can be used?

How do you locate places on a map?

Describe locations of places relative to other places using models and maps, e.g., school, play field, home, shopping center.

Locate Columbus on a map.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 13, Map Skills (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lesson: [Where Are We on the Map?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 5. Describe physical and human characteristics of different places in the local community.</b></p> <p>Geography 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><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>Physical and human characteristics of different places</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>How work is impacted by physical and human characteristics</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> compare</p> <p><b>Tier 3</b> human characteristics impact local community physical characteristics places</p>
<p><b><u>Success Criteria</u></b></p> <p>5a. I can find my community on the map.</p> <p>5b. I can locate human characteristics on a map such as towns, cities, farms, parks, playground, house and traffic signs/signals.</p> <p>5c. I can locate physical features on a map such as lakes, rivers, hills, mountains, and forests.</p> <p>5d. I can compare physical and human characteristics of different places in the local community.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GE.2.6 (Future Grade Standard)</b> The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	



## Content Elaborations

Places are locations having distinctive characteristics, which give them meaning and character and distinguish them from other locations.

For grade one students, physical features can include lakes, rivers, hills, mountains, and forests.

Human characteristics can refer to places in the local community including towns, cities, farms, parks, playgrounds, and houses.

## Instructional Strategies

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

Use a variety of formats for exploration, including photographs, field trips, outdoor walks and technology.

Create a T-Chart of human characteristics and physical characteristics in our community.

Create a book My Community that includes climate, human and physical features, shelter, transportation and recreation.

## Sample Assessments and Performance Tasks

What is a physical feature?

What is a human characteristic?

What are the important physical and human characteristics of our community?

Compare and contrast the description of two different places (i.e., park and school).

How do physical surroundings affect the way people live?

Where is our community located?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 13, Map Skills (printed copy or digital program through [CCS Classlink Launchpad](#))

**Unit 2. How Do We Learn About the Past?**

<b>Unpacked Standards / Clear Learning Targets</b>		
<p><b>History Learning Target 1. Use vocabulary correctly to distinguish categories of time.</b></p> <p>History Content Statement 1. Time can be divided into categories (e.g., months of the year, past, present and future).</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Division of time</li> <li>– Month, year, past, present and future</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Chronological order</li> <li>– Calendars and timelines</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> distinguish</p> <p><b>Tier 3</b> calendar categories of time chronological order future month of the year past present time timeline</p>
<p><b><u>Success Criteria</u></b></p> <p>Ia. I can use a calendar to count days, weeks, or months.</p> <p>Ib. I can distinguish time in terms of past, present, and future.</p> <p>Ic. I can use vocabulary correctly to identify categories of time.</p> <p>Id. I can use evidence (primary sources) to support a list of events in my life in the order they occurred.</p> <p>Ie. I can communicate stories about my family that occurred that have or will happen in the past, present, or future.</p>		
<p><b>HI.K.1 (Prior Grade Standard)</b> Time can be measured.</p>	<p><b>HI.2.1 (Future Grade Standard)</b> Time can be shown graphically on calendars and timelines.</p>	

## Content Elaborations

Children continue to build on their understanding of chronological order. Timelines and calendars are introduced in grade two.

Children distinguish between the past, present and future as they talk about events from their own daily lives.

Children begin to use vocabulary that supports their understanding of the divisions of time, such as months of the year, past, present and future.

## Instructional Strategies

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.

Create a class timeline. Have students place events from their order on a timeline. For example, starting Pre-K, learning to tie shoes, riding a bike, etc.

Make connections between weather and season concepts as found in the Science Learning Standards.

## Sample Assessments and Performance Tasks

Read the sentence below. “We traveled by horse.” Is this sentence past, present, or future?

Look at the picture. The people are lighting a room with a candle. Draw a picture of what people do in the present for light.

Place the photos in the order they happened to make a scrapbook or photo album.

List items or events for each month of the year.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 27, Time (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lesson: [What is Chronological Order?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 2. Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.</b></p> <p>History Content Statement 2. Photographs, letters, artifacts, and books can be used to learn about the past.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Draw conclusions</li> <li>– Use different sources</li> <li>– Communicate information</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Change over time using sources</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b>  communicate information  describe  draw conclusions  identify</p> <p><b>Tier 3</b>  artifacts  books  letters  past  photographs  source</p>
<p><b><u>Success Criteria</u></b></p> <p>2a. I can identify and describe family photographs, letters, artifacts and books.  2b. I can use photographs to communicate information and draw conclusions about the past.  2c. I can use letters to communicate information and draw conclusions about the past.  2d. I can use artifacts to communicate information and draw conclusions about the past.  2e. I can use books to communicate information and draw conclusions about the past.</p>		
<p><b>HI.K.2 (Prior Grade Standard)</b>  Personal history can be shared through stories and pictures.</p>	<p><b>HI.K.2 (Prior Grade Standard)</b>  Personal history can be shared through stories and pictures.</p>	

## Content Elaborations

Photographs, letters, artifacts, and books provide children a first opportunity to interpret primary sources. Primary sources are records of events as they are first described, usually by witnesses or by people who were involved in the event.

At this level, children begin to talk about photographs, letters, artifacts, and books to learn about their past, if these resources are available.

## Instructional Strategies

Students 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.

Create a “History Bag” with 5 “things” that would help someone learn about you. Talk about your bag with a partner. Your partner should then tell what they learned about you.

## Sample Assessments and Performance Tasks

What is an artifact? What are some examples of artifacts in the classroom?

What is a document? What are some examples of documents in the classroom?

How do historians piece together the story of the past?

Why is it important to use artifacts and documents when learning about the past?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 28, Changes over Time; Periodical 31, Transportation over Time; Periodical 32, Communication over Time (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 3. Compare the way families met basic needs in the past with the way they are met today.</b></p> <p>History Content Statement 3. The ways basic human needs are met have changed over time.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How humans meeting basic needs (food, clothing, shelter) has changed over time</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How science and technology have changed daily life</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> compare explain identify</p> <p><b>Tier 3</b> basic needs clothing family food human shelter</p>
<p><b><u>Success Criteria</u></b></p> <p>3a. I can identify human basic needs as food, clothing and shelter.</p> <p>3b. I can give examples of how people in the past worked to provide their family with food, clothing and shelter.</p> <p>3c. I can explain how families work at jobs to earn money to pay for basic needs.</p> <p>3d. I can compare the ways families met their basic needs in the past with the ways they are met today.</p> <p>3e. I can use artifacts to predict how people worked in the past and how they work today.</p>		
<p><b>HI.K.3 (Prior Grade Standard)</b></p> <p>Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.</p>	<p><b>HI.2.3 (Future Grade Standard)</b></p> <p>Science and technology have changed daily life.</p>	

## Content Elaborations

Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed from past to present.

## Instructional Strategies

Provide students 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 them to describe how the basic need for food, clothing and shelter have changed over time.

Create a T-Chart of communication technology used in the past to meet basic needs and technology used today to meet basic needs.

## Sample Assessments and Performance Tasks

List human basic needs.

How do families provide food and water, clothing and shelter for us?

What happens if our basic needs are not met?

How did pioneers heat the home in the winter? What technology did they have for light?

How did life then compare to life today in terms of basic needs (food, clothing and shelter)?

Identify different jobs and tell what goods/services people who do these jobs provide.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 31, Transportation over Time; Periodical 32, Communication over Time (printed copy or digital program through [CCS Classlink Launchpad](#))

## Unit 3. Where Do We Live?

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 6. Describe the way families in different places interact with the physical environment.</b></p> <p><b>Compare the way families interacted with the physical environment in the past with the way they interact today.</b></p> <p>Geography Content Statement 6. Families interact with the physical environment differently in different times and places.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Physical environment characteristics</li> <li>– Compare interaction with the environment</li> <li>– Past and present</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How cultures uniquely develop through the influence of the physical environment</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b></p> <p>compare describe interact</p> <p><b>Tier 3</b></p> <p>culture influence interact past physical environment present</p>
<p><b><u>Success Criteria</u></b></p> <p>6a. I can define and give examples of physical environment characteristics.</p> <p>6b. I can describe and give examples of how families in different places interact with the physical environment.</p> <p>6c. I can give examples of how families interacted with the physical environment in the past.</p> <p>6d. I can give examples of how families today interact with the physical environment.</p> <p>6e. I can compare the way families interacted with the physical environment in the past with the way they interact today.</p> <p>6f. I can make predictions about how families interact with the physical environment.</p>		
<p><b>GE.K.7 (Prior Grade Standard)</b></p> <p>Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p>	<p><b>GE.2.8 (Future Grade Standard)</b></p> <p>Cultures develop in unique ways, in part through the influence of the physical environment.</p>	



## Content Elaborations

People depend on the physical environment for food, clothing, shelter, transportation, and recreation.

Families interact differently with the physical environment based upon times (past and present) and places (different physical environments). For example, families in Alaska used to light their homes with whale oil. Today, most of the homes use electricity.

## Instructional Strategies

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.

Students sort and match pictures showing physical activities from various environments (e.g., cold-climate pictures of kids in warm clothes, skiing, shoveling snow, snowmen vs. warm climate pictures of kids swimming, biking, enjoying a picnic).

## Sample Assessments and Performance Tasks

The boxes below show families interacting with the physical environment. Move the boxes to identify if it shows interactions past or present.

Describe two physical environment characteristics.

Describe two examples of how people depend on the physical environment.

A list of physical characteristics of different regions is shown below. How would you dress if visiting this region?

Compare the physical characteristics of two different places by completing the Venn diagram.

What kinds of technology do we have now that was not available in the past?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 21, Culture (printed copy or digital program through [CCS Classlink Launchpad](#))

*Families through Time* by Jeanne Dustman book

CCS Supplemental Lessons: [What Are the Features of the Land?](#) and [How Do People Live in Different Environments?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 7. Describe how different cultures satisfy basic needs and how this may change over time.</b></p> <p>Geography Content Statement 7. Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Culture satisfy basic needs and how this may change over time</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Human activities are influenced by the physical environment</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> change describe different</p> <p><b>Tier 3</b> basic needs culture cultural practices diverse human physical environment satisfy</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>7a. I can identify basic human needs.</li> <li>7b. I can define and give examples of culture.</li> <li>7c. I can explain how different cultures satisfy basic needs.</li> <li>7d. I can connect human activity and the physical environment.</li> <li>7e. I can describe how different cultures satisfy basic needs and how this may change over time.</li> <li>7f. I can identify and give examples of culture practices and how they change over time as technology advances.</li> </ul>		
<p><b>GE.K.8 (Prior Grade Standard)</b></p> <p>Individuals are unique but share common characteristics of multiple groups.</p>	<p><b>GE.2.8 (Future Grade Standard)</b></p> <p>Cultures develop in unique ways, in part through the influence of the physical environment.</p>	

## Content Elaborations

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

Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.

Cultural practices (ways of life that are unique to the inhabitants of a particular area) tend to change over time as technology advances. For example, in North America, horses were used to plow agricultural fields, but tractors are widely used today.

## Instructional Strategies

Note: Culture is a sensitive topic. Teachers and students should respect and honor diversity among cultural groups.

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.

## Sample Assessments and Performance Tasks

Define and give examples of culture.

Identify a cultural practice that has changed as a result of technology.

What are basic human needs?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 2, Culture (printed copy or digital program through [CCS Classlink Launchpad](#))

*Families through Time* by Jeanne Dustman book

## Unit 4. How Do We Meet Our Needs and Wants?

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 3. Compare the way families met basic needs in the past with the way they are met today.</b></p> <p>History Content Statement 3. The ways basic human needs are met have changed over time.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How humans meeting basic needs (food, clothing, shelter) has changed over time</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– How science and technology have changed daily life</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> compare explain identify</p> <p><b>Tier 3</b> basic needs clothing family food human shelter</p>
<p><b><u>Success Criteria</u></b></p> <p>3a. I can identify human basic needs as food, clothing and shelter.</p> <p>3b. I can give examples of how people in the past worked to provide their family with food, clothing and shelter.</p> <p>3c. I can explain how families work at jobs to earn money to pay for basic needs.</p> <p>3d. I can compare the ways families met their basic needs in the past with the ways they are met today.</p> <p>3e. I can use artifacts to predict how people worked in the past and how they work today.</p>		
<p><b>HI.K.3 (Prior Grade Standard)</b></p> <p>Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.</p>	<p><b>HI.2.3 (Future Grade Standard)</b></p> <p>Science and technology have changed daily life.</p>	

## Content Elaborations

Humans need food, clothing, and shelter to survive. While the basic needs have not changed over time, the way humans meet those needs has changed from past to present.

## Instructional Strategies

Provide students 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 them to describe how the basic need for food, clothing and shelter have changed over time.

Create a T-Chart of communication technology used in the past to meet basic needs and technology used today to meet basic needs.

## Sample Assessments and Performance Tasks

List human basic needs.

How do families provide food and water, clothing and shelter for us?

What happens if our basic needs are not met?

How did pioneers heat the home in the winter? What technology did they have for light?

How did life then compare to life today in terms of basic needs (food, clothing and shelter)?

Identify different jobs and tell what goods/services people who do these jobs provide.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 30, Inventors (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 11. Explain the relationship between wants and resources.</b></p> <p><b>Explain how and why people must make economic choices.</b></p> <p>Economics Content Statement 11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Unlimited wants and limited resources</li> <li>– Economic choices</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Scarcity</li> <li>– Opportunity cost</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain</p> <p><b>Tier 3</b> choice economic choices interpret limited resources needs opportunity cost resources scarcity unlimited wants</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>11a. I can define scarce.</li> <li>11b. I can define and give examples of wants.</li> <li>11c. I can explain how and why individuals must make economic choices.</li> <li>11d. I can explain why and how people make economic choices.</li> <li>11e. I can explain how scarcity and choice are related.</li> <li>11f. I can make and support a choice between two items when I do not have enough money to buy them both.</li> </ul>		
<p><b>EC.K.11 (Prior Grade Standard)</b></p> <p>People have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<p><b>EC.3.16 (Future Grade Standard)</b></p> <p>Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p>	

## Content Elaborations

Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices. For example, an individual can buy a new bicycle or a new computer game but does not have money for both.

## Instructional Strategies

Use children's literature books such as *A New Coat for Anna* by Harriet Ziefert to introduce students to scarcity, resources and decision.

Ask students if they ever have to choose between two things that they want... but can only have one. As an example, hold up a playground ball and a soccer ball, and say that one time she had to choose between which sport to play at recess. Give students a piece of paper and some crayons. Tell them that we all would like to have many things. Tell students to draw two pictures on their piece of paper of things they would like to have. After they are done drawing their two pictures, they should put them in order of which is more important to them: they should put a "1" by the one that is most important, and a "2" by the one that is not as important. Ask students the following questions: "what were the two things you drew?" "Was it difficult to choose one over the other?" "Why did you choose one as more important than the other?"

## Sample Assessments and Performance Tasks

Create a list of wants in the class. Why can't you have everything you want?

Why is scarcity defined by "this OR that" and not "this AND that"?

From the list below, select the item you would purchase and explain your choice.

Which choice below is an example of scarcity?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 22, Needs and Wants (printed copy or digital program through [CCS Classlink Launchpad](#))

EconEdLink Lessons

- [A New Coat for Anna – Barter and Trade](#) - based on *A New Coat for Anna* by Harriet Ziefert
- [Toys for Me: A Lesson on Choice](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 12. Demonstrate how people are producers and consumers in the community.</b></p> <p>Economics Content Statement 12. People produce and consume goods and services in the community.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People produce goods and services</li> <li>– People can be both producers and consumers.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Jobs produce specific goods and services</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> demonstrate</p> <p><b>Tier 3</b> community consume consumers goods job producers services work</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>12a. I can give examples of goods and services.</li> <li>12b. I can give examples of community members working at jobs where they produce goods and services.</li> <li>12c. I can explain the role of producers and consumers.</li> <li>12d. I can explain how people can be both producers and consumers.</li> <li>12e. I can determine whether something is a good or a service.</li> <li>12f. I can recognize patterns in jobs that produce specific goods and services.</li> <li>12g. I can demonstrate how people are producers and consumers in the community.</li> </ul>		
<p><b>EC.K.12 (Prior Grade Standard)</b></p> <p>Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual wants.</p>	<p><b>EC.2.15 (Future Grade Standard)</b></p> <p>Most people around the world work in jobs in which they produce specific goods and services.</p>	



## Content Elaborations

People in the community work at jobs where they produce goods and services.

Goods are objects that are capable of satisfying people's wants (e.g., homes, cars, furniture, food, clothing).

Services are actions that are capable of satisfying people's wants (e.g., medical care, restaurants, hotels, lawn mowing, babysitting).

People also are consumers in the community. Consumer wants are satisfied by using goods and services.

People can be both producers and consumers.

## Instructional Strategies

Students can conduct a workplace visit to their school cafeteria where they will explore the location that lunch is consumed. Discuss related careers that are involved in the many aspects of consumption (e.g., agriculture: farmers, logistics: shipping and receiving companies, transportation: truck drivers and delivery drivers, business and marketing: retail sales).

## Sample Assessments and Performance Tasks

What is the role of a producer? What is the role of a consumer?

Why is it important to have goods, services, and jobs? Who provides these?

How do people exchange goods and services?

What are some places in our city that sell goods and identify places that provide services?

Decide which pictures below show goods and which ones show services.

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 23, Goods and Services (printed copy or digital program through [CCS Classlink Launchpad](#))

[The Little Red Hen is a Producer and a Consumer](#) (Council for Economic Education)

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 13. Explain why people trade.</b></p> <p>Economics Content Statement 13. People trade to obtain goods and services they want.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People trade to obtain goods and services.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Using money to buy goods and services</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> demonstrate explain recognize</p> <p><b>Tier 3</b> goods produce services trade wants</p>
<p><b><u>Success Criteria</u></b></p> <p>13a. I can give examples and explain why people trade.</p> <p>13b. I can define and give examples of goods and services.</p> <p>13c. I can recognize that individuals cannot produce every good or service.</p> <p>13d. I can justify a decision to trade to obtain a good or service.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>EC.3.16 (Future Grade Standard)</b> Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.</p>	

## Content Elaborations

Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.

Goods include homes, cars, furniture, food, clothing.

Services include medical care, restaurants, hotels, lawn mowing, babysitting.

## Instructional Strategies

Have students bring in a good from home (or provide them to the class) or offer a service to trade with classmates. Each student introduces his or her good or service, then the teacher allows time for students to trade. Guide students to discuss the reasons for the trades they make.

## Sample Assessments and Performance Tasks

Give two examples of goods that are wants.

Give two examples of services that are wants.

Which pictures below show examples of goods?

Sort the boxes below into two columns, goods and services.

What is one reason why people trade?

## Supplemental Instructional Resources

*Studies Weekly*, Periodical 23, Goods and Services (printed copy or digital program through [CCS Classlink Launchpad](#))

[PBS Video: Let's Trade](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 14. Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.</b></p> <p>Economics Content Statement 14. Currency is used as a means of economic exchange.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Using currency to in an economic exchange</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People earn income by working</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> define demonstrate explain</p> <p><b>Tier 3</b> currency economic exchange goods income services transaction value</p>
<p><b><u>Success Criteria</u></b></p> <p>14a. I can define and give examples of goods and services.  14b. I can define and explain the purpose of currency.  14c. I can identify the different denominations of coins and bills.  14d. I can participate in a simulation to obtain goods and services by purchasing them with pretend money.  14e. I can demonstrate the use of currency in an economic exchange by making a real or pretend transaction.</p>		
<p><b>Prior Grade Standard</b> N/A</p>	<p><b>EC.2.17 (Future Grade Standard)</b> People earn income by working.</p>	

**Content Elaborations**

People obtain goods and services by exchanging them for money (currency). Currency is the money in circulation in any country.

Economic exchange refers to an economic transaction where goods or services are transferred from the provider for a return of relative value.

**Instructional Strategies**

Engage students in buying activities using play currency coins and bills. Have students make decisions among various objects available for purchase (e.g., pencil, sticker, toy, etc.). Set different prices for each object and have students choose based on interest and cost.

**Sample Assessments and Performance Tasks**

What is currency?

How do people get goods and services?

Read the list below. Using pretend money, circle two items you would like to buy.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 23, Goods and Services (printed copy or digital program through [CCS Classlink Launchpad](#))