



# **Social Studies**

**Grade Kindergarten**

**A Child's Place in Time and Space**

**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;
- Instructional Strategies
- Sample Questions and Performance Tasks; and
- Instructional Resources

## Year-at-a-Glance

<b>Grading Period 1</b>	<b>Unit 1. Why do we have rules?</b>		<b>9 weeks</b>	
	<b>Being a Good Member of a Community</b> Government Learning Target 9	<b>Rules and Authority Figures</b> Government Learning Target 10		
<b>Grading Period 2</b>	<b>Unit 2. Who am I?</b>			<b>9 weeks</b>
	<b>Veterans Day: Our Heroes</b> Government Learning Target 9	<b>Personal History</b> History Learning Target 1-2	<b>Families and Heritage</b> History Learning Target 3 Geography Learning Targets 8	
<b>Grading Period 3</b>	<b>Unit 3. What is our heritage?</b>			<b>9 weeks</b>
	<b>American Symbols</b> History Learning Target 4	<b>Location and Maps</b> Geography Learning Targets 5-6		
<b>Grading Period 4</b>	<b>Unit 4. What do we need?</b>			<b>9 weeks</b>
	<b>Food, Clothing, Shelter</b> Geography Learning Targets 7	<b>Wants and Goods</b> Economics Learning Targets 11-12		

## Scope and Sequence

Unit I. Why do we have rules? <span style="float: right;">9 weeks</span>				
Grading Period I	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
	Being a Member of a Community	<a href="#">Government 9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities.</a>	<ul style="list-style-type: none"> <li>Brainstorm list of responsibilities</li> <li>Role play career-based learning centers</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 1, I am a Member of a Community</li> <li>Periodical 8, Citizens</li> </ul> iCivics Lessons <ul style="list-style-type: none"> <li><a href="#">What Does It Mean to Belong to a Group?</a></li> <li><a href="#">What Does It Mean to be a Citizen?</a></li> </ul>
	Rules and Authority Figures  * Election Activities	<a href="#">Government 10. Explain the purpose for rules at home and in the school and community.</a>	<ul style="list-style-type: none"> <li>Label pictures of authority figures at school</li> <li>Importance of rules discussion</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 2, What are Rules?</li> <li>Periodical 5, Our Government</li> </ul> iCivics Lesson <ul style="list-style-type: none"> <li><a href="#">What Makes Someone a Good Leader?</a></li> </ul>

		Unit 2. Who am I?		9 weeks
Grading Period 2	Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
	Veterans Day: Our Heroes	<a href="#">Government 9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities.</a>	<ul style="list-style-type: none"> <li>Learn from a veteran about what responsibilities they had when they served the country.</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 11, National Holidays</li> </ul> CCS Supplemental Lesson <ul style="list-style-type: none"> <li><a href="#">Who Are Our Heroes?</a></li> </ul>
	Personal History	<a href="#">History 1. Use chronological vocabulary correctly.</a>  <a href="#">History 2. Communicate personal history through stories and pictures.</a>	<ul style="list-style-type: none"> <li>Model chronological vocabulary</li> <li>Embed language of time in everyday interactions</li> <li>Keep track of events on a calendar</li> <li>Photographs of different age phases</li> <li>Discuss important events from students' lives</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 27, Time</li> <li>Periodical 28, Changes Over Time</li> </ul>
	Families and Heritage	<a href="#">History 3. Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.</a>  <a href="#">Geography 8. Identify ways that individuals in the family, school and community are unique and ways that they are the same.</a>	<ul style="list-style-type: none"> <li>Involve families in sharing traditions, customs and celebrations.</li> <li>Explore the art, music and dance of other cultures represented in the classroom</li> <li>Changing and unchanging characteristics circle activity</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 21, Culture</li> </ul> CCS Supplemental Lesson <ul style="list-style-type: none"> <li><a href="#">How Do We Celebrate With Our Families?</a></li> </ul> iCivics Lessons <ul style="list-style-type: none"> <li><a href="#">Where Is the History in a Name?</a></li> <li><a href="#">What Shared Traditions Are Special to Your Family?</a></li> </ul>

		Unit 3. What is our heritage?		9 weeks	
		Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
Grading Period 3	American Symbols History	<a href="#">History 4. Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.</a>  <a href="#">Recognize that other nations are represented by symbols and practices.</a>	<ul style="list-style-type: none"> <li>• “I have...” “Who has...” game</li> <li>• Recite the Pledge of Allegiance</li> <li>• Listen to the National Anthem</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>• Periodical 10, National Symbols</li> </ul> CCS Supplemental Lessons <ul style="list-style-type: none"> <li>• <a href="#">What Are American Symbols?</a></li> <li>• <a href="#">What Are Other Symbols of the United States</a></li> </ul>	
	Location and Maps	<a href="#">Geography 5. Describe the relative location of a familiar place using appropriate terms.</a>  <a href="#">Geography 6. Create models and maps of places.</a>	<ul style="list-style-type: none"> <li>• Incorporate directional vocabulary on a walk</li> <li>• I Spy - students find an item on the playground with directional clues and/or map</li> <li>• Create maps of classroom, playground, or other places of interest</li> <li>• Locate buildings or features on a pictorial view and map</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>• Periodical 15, Location</li> <li>• Periodical 13, Map Skills</li> </ul> CCS Supplemental Lesson <ul style="list-style-type: none"> <li>• <a href="#">Where Am I in the World?</a></li> </ul>	

		Unit 4. What do we need?		9 weeks	
		Lesson	Standards / Learning Targets	Strategies/Activities	Supplemental Resources
Grading Period 4	Food, Clothing, Shelter	<a href="#">Geography 7. Identify natural resources that are used in the children's daily lives.</a>	<ul style="list-style-type: none"> <li>Identify natural resources at home and school</li> <li>Discussion of importance of natural resources in daily life</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 18, Human Environment Interaction</li> <li>Periodical 22, Needs and Wants</li> </ul> CCS Supplemental Lesson <ul style="list-style-type: none"> <li><a href="#">What Do I Need and Want?</a></li> </ul>	
	Wants and Goods	<a href="#">Economics 11. Explain how a decision about a want can impact others.</a>  <a href="#">Economics 12. Identify goods and services.</a>	<ul style="list-style-type: none"> <li>Conversations on goods and services</li> <li>Good and services role play</li> </ul>	<i>Studies Weekly, My World</i> <ul style="list-style-type: none"> <li>Periodical 23, Goods and Services</li> </ul>	

Curriculum and Instruction Guide

Unit 1. Why do we have rules?

Unpacked Standards / Clear Learning Targets		
<p><b>Government Learning Target 9. Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities.</b></p> <p>Government Content Statement 9. Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Individual responsibilities</li> <li>- Share responsibilities to achieve a common goal</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Individual accountability</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> describe explain identify</p> <p><b>Tier 3</b> accountability common goal group individuals responsibilities share take action</p>
<p><b><u>Success Criteria</u></b></p> <p>9a. I can identify responsibilities at home, at school, and in the community.</p> <p>9b. I can identify the beginning steps to take action on a common goal.</p> <p>9c. I can share responsibilities with other students in the classroom.</p> <p>9d. I can communicate how individuals share responsibilities at home, at school and around the community and how they can take action to achieve common goals.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GO.1.8 (Future Grade Standard)</b> Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.</p>	

### Content Elaborations

Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished.

For example, children can share responsibilities to take care of a classroom garden.

### Instructional Strategies

As a class, brainstorm a list of responsibilities in each area of life: home, school, and community.

Organize the classroom to represent the larger community with various career-based learning centers (e.g., reading center: communications; toy animals: animal care; kitchen: agriculture or hospitality; dress-up: textiles or retail; toy cars: automotive). Students will role play, recognizing their responsibilities within each center as those of the respective career fields. Lead a discussion with students where they will identify the careers they experienced.

### Sample Assessments and Performance Tasks

The pictures below show responsibilities. Move the boxes into the correct column on the t-chart (home or school).

What is one way you can share responsibilities in the classroom?

Give two examples of your responsibilities to the community.

### Supplemental Instructional Resources

*Studies Weekly*, Periodical 1, I am a Member of a Community; Periodical 8, Citizens; Periodical 9, National Holidays (printed copy or digital program through [CCS Classlink Launchpad](#))

iCivics Lessons (Create a free teacher account)

- [What Does It Mean to Belong to a Group?](#)
- [What Does It Mean to be a Citizen?](#)

CCS Supplemental Lesson

- [Who Are Our Heroes?](#)

**Unpacked Standards / Clear Learning Targets**

<p><b>Government Learning Target 10. Explain the purpose for rules at home and in the school and community.</b></p> <p>Government Content Statement 10. The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Purpose for rules</li> <li>- Authority figures use rules for particular settings</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Rules for different settings</li> <li>- Fairness and consequences</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 3</b></p> <p>authority figures          community          consequences          fair          order          purpose          rules          safety          security</p>
<p><b><u>Success Criteria</u></b></p> <p>10a. I can identify authority figures.</p> <p>10b. I can list rules at home, at school, and in the community.</p> <p>10c. I can make connections about the purpose for rules at home and in the school and community.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GO.1.10 (Future Grade Standard)</b>          Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.</p>	

**Content Elaborations**

Authority figures such as parents, principals, teachers, and police officers use rules for particular settings.

Rules are established to provide order, security, and safety.

**Instructional Strategies**

Post pictures of authority figures at school and the community. Have students label them with their roles.

Discuss the importances of rules. What would happen if there were no rules in class? At home?

**Sample Assessments and Performance Tasks**

Circle the pictures of authority figures below.

Which sentence shows a rule at home?

Which sentence shows a classroom rule?

Why do we have rules at home?

Why do we have rules at school?

Why do we have rules in the community?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 2, What are Rules?; Periodical 5, Our Government (printed copy or digital program through [CCS Classlink Launchpad](#))

iCivics Lesson (Create a free teacher account)

- [What Makes Someone a Good Leader?](#)

## Unit 2. Who am I?

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 1. Use chronological vocabulary correctly.</b></p> <p>History Content Statement 1. Time can be measured.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Categories of time such as long ago, yesterday, today and tomorrow</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Categories of time such as month of year, past, present and future</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 3</b></p> <p>before            chronology            future            long ago            now            present            soon            today            tomorrow            yesterday</p>
<p><b><u>Success Criteria</u></b></p> <p>Ia. I can use chronological vocabulary correctly.            Ib. I can measure time in categories.</p>		
<p><b>(Prior Grade Standard)</b>            N/A</p>	<p><b>HI.2.1 (Future Grade Standard)</b>            Time can be shown graphically on calendars and timelines.</p>	

### Content Elaborations

Children use chronological vocabulary to distinguish broad categories of time such as long ago, yesterday, today and tomorrow. These early skills are foundational to an understanding of chronological order and timelines.

Examples of chronological vocabulary include:

- past: long ago, yesterday, last week, last month, last year, before kindergarten;
- present: today, now, right now, kindergarten; and
- future: tomorrow, next week, next month, next year, first grade.

### Instructional Strategies

When examining artifacts and/or photographs of other eras, model and encourage the correct use of chronological vocabulary.

Embed the language of time throughout interactions with children (e.g., yesterday, before, soon).

Use calendars to show the passage of days of the week and months in an authentic manner and to schedule and plan for events, keep track of important dates and create a classroom history.

### Sample Assessments and Performance Tasks

Move the events in order based on if they happened long ago, yesterday, today or tomorrow.

Look at the photographs. Choose if each photograph shows long ago, yesterday, today or tomorrow.

### Supplemental Instructional Resources

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

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 2. Communicate personal history through stories and pictures.</b></p> <p>History Content Statement 2. Personal history can be shared through stories and pictures.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Sense of time</li> <li>- Sharing personal history</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Using artifacts to learn about the past</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> communicate</p> <p><b>Tier 3</b> history personal history sense of time</p>
<p><b><u>Success Criteria</u></b></p> <p>2a. I can communicate personal history through stories and pictures.</p> <p>2b. I can show a sense of time in my own personal life history.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>HI.1.2 (Future Grade Standard)</b> Photographs, letters, artifacts and books can be used to learn about the past.</p>	

**Content Elaborations**

As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool).

At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.

**Instructional Strategies**

Use photographs to represent different age phases (baby, toddler, Kindergartener). Have students guess the age of the child in the photograph. Ask students their stories from each phase.

**Sample Assessments and Performance Tasks**

What is one important event from your life? Draw a picture of this event to share with the class.

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 28, Changes Over Time (printed copy or digital program through [CCS Classlink Launchpad](#))

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 3. Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.</b></p> <p>History Content Statement 3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Heritage is reflected through art, customs, tradition, family celebration and language of diverse cultures.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Artifacts, photographs, and maps show change over time</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b>            discuss            reflect</p> <p><b>Tier 3</b>            arts            celebrations            culture            customs            family celebrations            family customs            family traditions            heritage            language</p>
<p><b><u>Success Criteria</u></b></p> <p>3a. I can give examples of family celebrations and justify why they are important.</p> <p>3b. I can connect heritage to examples of customs, traditions and celebrations.</p> <p>3c. I can tell about art, customs, traditions, family celebrations and language that reflect cultural heritage.</p>		
<p><b>(Prior Grade Standard)</b>            N/A</p>	<p><b>HI.2.2 (Future Grade Standard)</b>            Change over time can be shown with artifacts, maps, and photographs.</p>	

**Content Elaborations**

Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people.

Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness.

Children can talk about the significance of family celebrations and why they are important.

**Instructional Strategies**

Involve families in sharing traditions, customs and celebrations.

Explore the art, music and dance of other cultures represented in the classroom.

**Sample Assessments and Performance Tasks**

What is heritage? Why is heritage important?

List two holidays your family celebrates.

What is a tradition?

Explain one family celebration or tradition.

**Supplemental Instructional Resources**

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

CCS Supplemental Lesson

- [How Do We Celebrate With Our Families?](#)

iCivics Lesson (Create a free teacher account)

- [Where Is the History in a Name?](#)
- [What Shared Traditions Are Special to Your Family?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 8. Identify ways that individuals in the family, school and community are unique and ways that they are the same.</b></p> <p>Geography Content Statement 8. Individuals are unique but share common characteristics of multiple groups.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Individuals have unique characteristics</li> <li>– Groups of people share particular characteristics</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Families interact with the physical environment differently in different times and places</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> identify</p> <p><b>Tier 3</b> characteristics common individuals groups of people physical characteristics physical environment unique</p>
<p><b><u>Success Criteria</u></b></p> <p>8a. I can give examples of unique characteristics.</p> <p>8b. I can use characteristics to identify a group of people.</p> <p>8c. I can explain how individuals can be members of more than one group.</p> <p>8d. I can compare ways that individuals in the family, school and community are unique and ways that they are the same.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GE.1.6 (Future Grade Standard)</b> Families interact with the physical environment differently in different times and places.</p>	

**Content Elaborations**

Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.

Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).

**Instructional Strategies**

Students stand in a circle facing each other. Call out various characteristics that are unchanging (e.g., everyone with blue eyes) and some that change (e.g., everyone wearing blue). Help the children notice that they have membership in multiple groups.

**Sample Assessments and Performance Tasks**

Describe the person in the picture in terms of hair and eye color and height.

What is one way the people in the picture below look the same?

What is one way the people in the picture below look different?

**Supplemental Instructional Resources**

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

**Unit 3. What is our heritage?**

Unpacked Standards / Clear Learning Targets		
<p><b>History Learning Target 4. Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.</b></p> <p><b>Recognize that other nations are represented by symbols and practices.</b></p> <p>History Content Statement 4. Symbols and practices of the United States include the flag, Pledge of Allegiance, and the National Anthem. Other nations are represented by symbols and practices, too.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Recognize the American flag</li> <li>– Recite Pledge of Allegiance and National Anthem</li> <li>– Other nations have symbols and practices too.</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> recognize</p> <p><b>Tier 3</b> American flag citizen nations National Anthem Pledge of Allegiance respect symbols United States</p>
<p><b><u>Success Criteria</u></b></p> <p>4a. I can explain what a symbol is.</p> <p>4b. I can talk about what it means to be a citizen of the United States.</p> <p>4c. I can tell how a citizen shows respect for the nation.</p> <p>4d. I can recite the Pledge of Allegiance.</p> <p>4e. I can recognize the American flag and the National Anthem as symbols of the United States.</p> <p>4f. I can learn about the symbols and practices of other nations.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>(Future Grade Standard)</b> N/A</p>	

### Content Elaborations

Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.

Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. The

The American flag is the most commonly recognized symbol.

Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and listening to the National Anthem.

### Instructional Strategies

The “I have…” “Who has…” game can be used to practice symbols of the United States. A caller, the teacher or a student, calls out a symbol. Students pick out the correct answer from cards with various symbols on them that have been passed out. All players may have all of the symbols or this strategy can be more like bingo where players have a subset of cards.

### Sample Assessments and Performance Tasks

Complete the following sentence: “I pledge allegiance to the \_\_\_\_\_.”

Which of the flags below is the symbol of the United States?

What is the name of the National Anthem?

### Supplemental Instructional Resources

*Studies Weekly*, Periodical 10, National Symbols (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lessons

- [What Are American Symbols?](#)
- [What Are Other Symbols of the United States](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Targets 5. Describe the relative location of a familiar place using appropriate terms.</b></p> <p>History Content Statement 5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Relative location of familiar places</li> <li>- Basic terms related to direction and distance</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Using maps to locate and identify places</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 3</b></p> <p>direction          distance          landmarks          location          maps          places          symbols</p>
<p><b><u>Success Criteria</u></b></p> <p>5a. I can describe the relative location of a familiar place.</p> <p>5b. I can use relative location to describe the location of places such as home, school, playground, hospital, and grocery store.</p> <p>5c. I can explain direction and distance by using up/down, over/under, here/there, front/back, behind/in front of.</p> <p>5d. I can draw conclusions about symbols such as letters, numbers, logos, street signs and addresses and landmarks.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GE.1.4 (Future Grade Standard)</b> Maps can be used to locate and identify places.</p>	

**Content Elaborations**

A foundational concept for spatial thinking is relative location (the location of a place relative to other places).

Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store. Children also should be able to use symbols to talk about relative location.

Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of.

Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.

**Instructional Strategies**

Take students on a walk and incorporate directional vocabulary.

Using a pictorial map or drawing of the community, play I Spy. Provide students with directional clues to find an item or building on the map. (e.g., I spy a building behind the post office.)

**Sample Assessments and Performance Tasks**

Label the map of the school.

If you wanted to go to the store from home, what direction would you go?

Circle the location of the hospital on the map. How did you know?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 15, Location (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lesson

- [Where Am I in the World?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Geography Learning Target 6. Create models and maps of places.</b></p> <p>Geography Content Statement 6. Models and maps represent real places.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Relative location of familiar places</li> <li>- Model and map of real places.</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Using maps to locate and identify places</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> create identify</p> <p><b>Tier 3</b> location maps models places</p>
<p><b><u>Success Criteria</u></b></p> <p>6a. I can explain what a map shows.</p> <p>6b. I can create maps of places I know.</p> <p>6c. I can create models and maps of real places.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GE.1.4 (Future Grade Standard)</b> Maps can be used to locate and identify places.</p>	

**Content Elaborations**

Building on the concept of location, children begin to understand that familiar places can be described using models and maps.

Children can practice making models and maps of places.

This is a foundational concept for children being able to locate and identify places on maps in grade one.

**Instructional Strategies**

Use a variety of materials to engage children in creating models or maps of their classroom, playground or other significant place of interest. Encourage students to describe the place and its significance to them.

Locate a pictorial view of a neighborhood and a simple map of the same neighborhood. Have students locate a particular building or feature on the pictorial map and find its corresponding location on the other map.

Use unit blocks to construct a model that represents places within the community.

**Sample Assessments and Performance Tasks**

What does the map below show?

Create a map of the playground.

**Supplemental Instructional Resources**

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

**Unit 4. What do we need?**

Unpacked Standards / Clear Learning Targets			
<p><b>Geography Learning Targets 7. Identify natural resources that are used in the children’s daily lives.</b></p> <p>Geography Content Statement 7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Basic needs for human</li> <li>- Physical environment provides natural resources</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Different cultures satisfy basic needs and how this may change over time</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain identify</p> <p><b>Tier 3</b> basic human needs environment humans natural resources physical environment</p> </td> </tr> </table>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Basic needs for human</li> <li>- Physical environment provides natural resources</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Different cultures satisfy basic needs and how this may change over time</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> explain identify</p> <p><b>Tier 3</b> basic human needs environment humans natural resources physical environment</p>
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<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>7a. I can explain what a natural resource is.</li> <li>7b. I can give examples of basic human needs.</li> <li>7c. I can explain how natural resources are used in my daily life.</li> </ul>			
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>GE.1.7 (Future Grade Standard)</b> Diverse cultural practices address basic human needs in various ways and may change over time.</p>		

**Content Elaborations**

Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.

**Instructional Strategies**

Have students identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight at home and school.

Engage students in intentional conversations to identify and define natural resources and their importance in children's daily lives.

**Sample Assessments and Performance Tasks**

What are two basic needs for humans?

What is a natural resource?

What natural resources are shown in the picture?

**Supplemental Instructional Resources**

*Studies Weekly*, Periodical 18, Human Environment Interaction; Periodical 22, Needs and Wants (printed copy or digital program through [CCS Classlink Launchpad](#))

CCS Supplemental Lesson

- [What Do I Need and Want?](#)

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Targets II. Explain how a decision about a want can impact others.</b></p> <p>Economics Content Statement II. Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- People make decisions about wants</li> <li>- Individual decisions impact others</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Use tables and charts to support claims</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b></p> <p>decision explain impact</p> <p><b>Tier 3</b></p> <p>impact individuals rules satisfy wants</p>
<p><b><u>Success Criteria</u></b></p> <ul style="list-style-type: none"> <li>I Ia. I can recognize my wants.</li> <li>I Ib. I can make decisions about how to meet my wants.</li> <li>I Ic. I can understand that my decisions affect others.</li> </ul>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>EC.1.11 (Future Grade Standard)</b> Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.</p>	

**Content Elaborations**

People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.

For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.

**Instructional Strategies**

Use classroom projects and experiences as opportunities to engage students in decision making about satisfying wants and how those decisions impact others.

**Sample Assessments and Performance Tasks**

What is one thing that you want? What decision could you make to meet this want?

The information shows three different wants. Which would you choose?

If you decided to use all the Legos at your house, how would this affect other kids at your house?

**Supplemental Instructional Resources**

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

Unpacked Standards / Clear Learning Targets		
<p><b>Economics Learning Target 12. Identify goods and services.</b></p> <p>Economics Content Statement 12. Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy an individual's wants.</p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Define and examples of goods and services that satisfy wants</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– People are producers and consumers of goods and services.</li> </ul>	<p><b><u>Academic Vocabulary/Language</u></b></p> <p><b>Tier 2</b> identify</p> <p><b>Tier 3</b> actions consumers goods individuals producers objects satisfy services wants</p>
<p><b><u>Success Criteria</u></b></p> <p>12a. I can list goods that satisfy my wants.</p> <p>12b. I can list services performed by others that satisfy wants.</p> <p>12c. I can compare goods and services and give examples of each.</p>		
<p><b>(Prior Grade Standard)</b> N/A</p>	<p><b>EC.1.12 (Future Grade Standard)</b> People produce and consume goods and services in the community.</p>	

**Content Elaborations**

Goods are objects that satisfy people's wants, such as:

- bicycles;
- books;
- gasoline;
- clothing; and
- toys.

Services are activities that satisfy people's wants, such as:

- fast food (food service);
- doctors (medical services);
- lawn care (lawn fertilizing and cutting service);
- pet sitting (pet feeding and walking);
- banks (money holding and check cashing);
- auto repair (fixes cars); and
- childcare.

**Instructional Strategies**

Engage students in intentional conversations to define and illustrate goods and services.

Through role play, students can demonstrate their emerging understanding of goods and services.

**Sample Assessments and Performance Tasks**

Which of these pictures shows good?

Draw a picture of a service.

**Supplemental Instructional Resources**

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