Grade: 1
Course: Social Studies
Year: 2024

Unit: Historical Thinking and Skills
Essential Question: How can artifacts help us learn more about our history?
Big Idea: Time
Big Idea: Artifacts
Big Idea: Life long ago
Unit Vocabulary: past, present, future, day, week, month, year, artifacts, primary resource

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

DI.K-2.8 - I want to know about other people and how our lives and experiences are the same and different.

Connection to Vision of a Lakewood Ranger

Global awareness/citizenship
Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **1. Time can be divided into categories (e.g., months of the year, past, present and future).**			
		CONTENT ELABORATION 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.	Use vocabulary correctly to distinguish categories of time.	HMH Magazines: *Holidays* - TE. pgs. 186 - 187 *Yesterday and Today* - TE. pgs. 216-217, 220-221,222
	Content Statement - **2. Photographs, letters, artifacts and books can be used to learn about the past.**			
		CONTENT ELABORATION 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.	Draw conclusions about the past using photographs, letters, artifacts, and books.	HMH Magazines: *Holidays* TE: 190–191 *Yesterday and Today* TE: 197, 205, 206–207, 208–209, 210–211, 212–213, 216–217. 218–219, 222 *The American People* TE: 234–235, 236–237

Grade: 1
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LAKEWOOD CITY SCHOOLS

Unit: Heritage
Essential Questions: How have solutions for meeting people's needs improved over time?
Big Idea: Basic human needs
Big Idea: Changes from past to present
Vocabulary: past, present, future, human needs, change, technology

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

C3. 1.a Discuss how people can be the same or different
DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

Global awareness/citizenship

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **3. The ways basic human needs are met have changed over time.**			
	CONTENT ELABORATION 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.		Compare and contrast the way families met basic needs in the past with the way they are met today.	HMH Magazines: *Where We Live* TE: 106–107 *Yesterday and Today* TE: 206–207, 208–209 *The American People* TE: 248–249 *Goods and Service* TE: 266–267

Unit: Spatial Thinking and Skills
Essential Questions: How can maps help us find and describe important places?
Big Idea: Locate familiar places
Vocabulary: address, country, cardinal directions, directions, Earth, map, legend/key, location, symbol, neighborhood, resource, conservation, transportation

Connection to Social Emotional Standards and/or Social Justice Standards

Connection to Vision of a Lakewood Ranger

C2. 4.a Identify and participate in activities to improve school or home
DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

Global Awareness/citizenship

Grade: 1
Course: Social Studies
Year: 2024

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **4. Maps can be used to locate and identify places.**			
	CONTENT ELABORATION 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.		Create a map of the school identifying important places in the school community.	HMH Magazines: Maps and Globes TE: 68–69, 70–71, 72–73, 76–77, 78–79, 80–81, 82 Where We Live TE: 94–95, 99 U.S. Symbols TE: 160

Unit: Places and Regions
Essential Questions: How do landmarks and human made structures work together to give places character?
Big Idea: Access to resources
Big Idea: Economic opportunities
Big Idea: Landforms
Vocabulary: mountain, valley, plain, lake, river, ocean,

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

E4. 1.a Recognize that new opportunities may have positive outcomes

Connection to Vision of a Lakewood Ranger

Global Awareness
Critical and Creative Thinking

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **5. Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).**			
	CONTENT ELABORATION 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.		Describe physical and human characteristics of different places in the local community.	HMH Magazines: *Maps and Globes* TE: 68–69, 74–75 *Where We Live* TE: 96–99, 101–102, 106–109 *Weather* TE: 128–135 *U.S. Symbols* TE: 156–159

Grade: 1
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LAKEWOOD CITY SCHOOLS

Unit: Human Systems
Essential Question: How do time and place shape the way people meet their basic needs?
Big Idea: Resources
Big Idea: Community
Big Idea: Rights/Responsibilities
Vocabulary: Community, citizen, problem, solution, volunteer, rights, responsibility, culture, history, custom, tradition, celebration, diverse

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

C2. 2.a Identify characteristics of positive citizenship in the classroom and school
C2. 4.a Identify and participate in activities to improve school or home
C3. 2.a Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups
DI.K-2.8 I want to know about other people and how our lives and experiences are the same and different.

Connection to Vision of a Lakewood Ranger

Global Awareness
Empathy

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **6. Families interact with the physical environment differently in different times and places.**			
	CONTENT ELABORATION 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.		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.	Neighborhood Helpers TE: 46–47, 48–49 Where We Live TE: 100–101, 104–105, 106–107, 108–109, 110 Weather TE: 128–135 The American People TE: 234–235
	Content Statement - **7. Diverse cultural practices address basic human needs in various ways and may change over time**			
	CONTENT ELABORATION 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.		Describe how different cultures satisfy basic needs and how this may change over time.	Holidays TE: 190–191 The American People TE: 238–239, 240–241, 242–243, 244–245, 246–247, 248–249, 250

Grade: 1
Course: Social Studies
Year: 2024

Unit: Civic Participation and Skills
Essential Questions: How do people in neighborhoods help each other?
Big Idea: Community
Big Idea: Helpers
Big Idea: Problem solving
Vocabulary: responsibility, fair, problem, solution, community, citizen, leader

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

C3. 3.a Discuss the concept of, and practice, treating others the way you would want to be treated
D1. 2.a Practice giving and receiving feedback in a respectful way

Connection to Vision of a Lakewood Ranger

Critical and creative thinking
Collaboration
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement: **8. Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.**			
	CONTENT ELABORATION Students share responsibilities and take action toward common goals. Individuals make choices that impact their homes, schools, and communities.		Demonstrate an understanding of accountability for personal actions at home, school, and the community.	Rules and Laws TE: 12–13, 20–21, 24–25 Neighborhood Helpers TE: 39, 46–47, 48–49, 52–53, 54
	Content Statement: **9. Collaboration requires group members to respect the rights and opinions of others.**			
	CONTENT ELABORATION 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.		Collaborate in a way that demonstrates respect for the rights and opinions of others.	Rules and Laws TE: 12–13, 18–19, 22–23, 24–25, 26, 27 Neighborhood Helpers TE: 50–51, 52–53, 54

Grade: 1
Course: Social Studies
Year: 2024

Unit: Rules and Laws
Essential Questions: Who makes rules and laws, and why should we follow them?
Big Idea: Rules/Laws
Big Idea: Rights/responsibilities
Vocabulary: rules, laws, responsibility, fair, problem, solution, respect, right,

Connection to Social Emotional Standards and/or Social Justice Standards

JU.K-2.15 I know about people who helped stop unfairness and worked to make life better for many people.
AC.K-2.16 I care about those who are treated unfairly.

Connection to Vision of a Lakewood Ranger

Global Awareness/citizenship

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - **10. Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.**			
	CONTENT ELABORATION Building on the concept of the purpose for rules in the home, school, and community, students will understand that 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.	Identify and 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.	Rules and Laws TE: 1, 10–11, 14–15, 18–19, 20–21, 26–27 Neighborhood Helpers TE: 50–51 U.S. Symbols TE: 162–163	

Grade: 1
Course: Social Studies
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LAKEWOOD CITY SCHOOLS

Unit: Scarcity
Essential Questions: How do we make choices about what to do with our money?
Big Idea: Goods/services
Big Idea: Choices
Big Idea: Business
Vocabulary: money, trade, goods, services, market, wants, budget, save, scarce, business, job, factory, producers, consumers

Connection to **Social Emotional Standards** and/or **Social Justice Standards**

E1. 1.a Identify a problem or needed decision and recognize that there may be multiple responses

Connection to Vision of a Lakewood Ranger

Critical and Creative Thinking
Growth Mindset

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Content Statement - 11. Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.			
	CONTENT ELABORATION 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.		Explain the relationship between wants and resources. Explain how and why people must make economic choices.	Goods and Services TE: 253, 260, 261, 264–265, 266–267, 280
	Content Statement - 12. People produce and consume goods and services in the community.			
	CONTENT ELABORATION 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.		Demonstrate how people are producers and consumers in the community.	Goods and Services TE: 264–265, 266–267, 268–269, 270–271, 272–273, 274–275, 278
	Content Statement - 13. People trade to obtain goods and services they want.			
	CONTENT ELABORATION 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.		Explain why people trade. TOPIC: FINANCIAL LITERACY	Neighborhood Helpers TE: 44–45 Maps and Globes TE: 78 Goods and Services TE: 258, 262–263, 268–269, 274–275

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	Content Statement - **14. Currency is used as a means of economic exchange.**		
	CONTENT ELABORATION 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.	Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.	Goods and Services TE: 258, 262–263, 264–265, 266–267, 268–269, 274–275