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Course: Social Studies
Year: 2023

LAKEWOOD CITY SCHOOLS

Unit: Social Studies (History)
Essential Questions: How do calendars and timelines show us about the past, present and future?
Big Idea: Calendars allow us to sequence days of the week and months of the year.
Big Idea: A timeline shows a chronological sequence of events.
Big Idea: Artifacts, photographs and maps help us understand the past.
Unit Vocabulary: past, present, future, timeline, chronological, sequence, artifacts, maps, key/compass

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

SJS - DIVERSITY 8: I want to know about other people and how our lives and experiences are the same and different.
SJS - DIVERSITY 10: I want to know about other people and how our lives and experiences are the same and different.
SEL: Develop an awareness that people communicate through social and digital media

Connection to Vision of a Lakewood Ranger

Critical & creative thinking
Communication
Collaboration
Growth mindset
Global Awareness/Citizen
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 - History **1. Time can be shown graphically on calendars and timelines.**			
		CONTENT ELABORATION In kindergarten and grade one, students practice using the language of time to place events from daily life in chronological order. In grade two, students use a calendar to determine the day, week, month and year. Students need to be able to list the days of the week and months of the year in order. Students place a series of events in chronological order on a timeline. Measure calendar time by days, weeks, months, and years. Place a series of related events in chronological order on a timeline.	As students learn about specific people or events in history, they can place them in chronological order on a timeline.	Use dates and events from biographies students are reading and have students place them in chronological order on a timeline. Focus on a current event and have students place related events on a timeline. LearnZillion create your own timeline
	Content Statement - History **2. Change over time can be shown with artifacts, maps, and photographs.**			
		CONTENT ELABORATION In kindergarten and grade one, students learned that primary sources such as artifacts, maps, and photographs reveal	Organize scrapbooks of photos related to activities in daily life and representing past and present time periods in different places. Assist students in making inferences about the ways in	**Observe-Think-Question (OTQ):** Students fill out a graphic organizer spending 5 minutes OBSERVING a photograph/model/artifact. After sharing observations with each

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	much about daily life in the past. Students in grade two build on that understanding as they use primary sources to investigate change over time and to describe daily life from the past to the present.EXPECTATIONS FOR LEARNING Demonstrate how daily life has changed over time using evidence from artifacts, maps, and photographs.	which daily life has changed from past to present. Students create a classroom museum of artifacts that reflect change over time regarding a certain topic. Examples could focus on transportation (e.g., from the Model T car to present day hybrids), technology (e.g., typewriters to computers), or clothing. Comparison activities can be differentiated by allowing students to select artifacts, maps, or photographs for analysis.	other, students spend 5-10 minutes THINKING and making inferences. The last 5 minutes students will ask QUESTIONS and share what their curiosities and wonderings are with the class. The teacher can use student questions to plan inquiries that are meaningful for the students.
	Content Statement - Heritage **3. Science and technology have changed daily life.**		
	CONTENT ELABORATION Advances in science and technology have changed and continue to change the way people live. For example, communication, travel, health, recreation, and education have changed over time.	EXPECTATIONS FOR LEARNING Describe how science and technology have changed daily life. Create a multimedia presentation that describes how science and technology have changed communication and travel over time (e.g., wall-mounted and rotary telephones to cell phones, books to Kindles, radios to iPods).	**Observe-Think-Question (OTQ):** Students fill out a graphic organizer spending 5 minutes OBSERVING a photograph/model/artifact. After sharing observations with each other, students spend 5-10 minutes THINKING and making inferences. The last 5 minutes students will ask QUESTIONS and share what their curiosities and wonderings are with the class. The teacher can use student questions to plan inquiries that are meaningful for the students. BrainPop Jr. Computer Programing
	Internet Resources: Students can go to Science And Technology and learn about how NASA uses science and technology for kids. *Literature List:* *A Street Through Time by Dr. Anne Millard and Steve Noon A City Through Time by Steve Noon* Read aloud Elizabeth Blackwell: First Woman Doctor by Liza N. Bury. A non-fiction book that chronicles the life of the first woman doctor in the United States, who worked in England and America to open the field of medicine to women. Read aloud Thomas Edison: Incredible Inventors by Louis Sabin. Read aloud The Wright Brothers: The Flight to Adventure by Louis Sabin. Tell Me Again About the Night I was Born, By Jamie Lee Curtis K-2 On the Day You Were Born, By Debra Frasier On the Night You were Born, By Nancy Tillman A Street Through Time by Anne Millard *Then and Now* series by Robin Nelson: brief description of how life has changed over the years (toys, games, transportation, school, etc.)		

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Unit: Social Studies (Heritage)
Essential Questions: How have the changes in science and technology, as well as human actions helped make our world what it is?
Big Idea: Individuals from diverse backgrounds have made contributions to our world.
Big Idea: Biographies are stories that show how people impact our world in many different ways.
Big Idea: A single person's actions can change our world.
Vocabulary: diversity/diverse, biography, human actions

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

SJS: I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
I can talk about interesting and healthy ways that some people who share my group identities live their lives.
I know that life is easier for some people and harder for others and the reasons for that are not always fair.
I know about people who helped stop unfairness and worked to make life better for many people.
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

SEL: Define empathy and identify empathetic reactions in others.
Recognize that people may influence each other with words or actions

Connection to Vision of a Lakewood Ranger

Critical & creative thinking
Communication
Collaboration
Growth mindset
Global Awareness/Citizen
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 - Heritage **4. Biographies can show how peoples' actions have shaped the world in which we live.**			
		CONTENT ELABORATION Second grade students need to understand that actions of individuals make a difference in the world, which builds conceptually to individuals working for the common good in grade three. Biographies relate stories of people from diverse backgrounds who have contributed to our heritage. Students should look at biographies of American social and political leaders, explorers, inventors, and scientists.	EXPECTATIONS FOR LEARNING Summarize information from a biography to describe how the actions of individuals have impacted the world today.	Internet Resources:Students can go onto OhioBio to learn about people from Ohio. Biographies - BrainpopJr A group of biographies on BrainPopJr
	Content Statement - Geography **5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.**			
		CONTENT ELABORATION In second grade, students begin to interpret the location and physical features found on maps using cardinal	EXPECTATIONS FOR LEARNING Use print and electronic maps to describe information	Have students create a map of their own island, including a key. Students can write questions for other students to answer using the map and its

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	directions. At this level, students understand that maps can answer questions about location and human-made and natural physical features. Map symbols represent physical characteristics of places on the map. The map key explains what each symbol means. Maps may be viewed in print or electronic format.	about location of places. Construct a map that includes a map title, key, compass rose with cardinal directions.	symbols. Students use a treasure map of the classroom, school or playground and its symbols to find a prize. Map activities can be differentiated by student choice of location (e.g., playground, bedroom, town). BrainPopJr. Reading Maps
	Literature List: An interactive read aloud of My Map Book by Sarah Fanelli can be used to demonstrate that not only places can be charted but things can be charted too There's A Map on my Lap by Tish Rabe Follow that Map: A First Book of Mapping Skills by Scot Ritchie The Once Upon A Time Map Book by B.G. Hennessy Mapping Penny's World by Loreen Leedy Me on the Map by Joan Sweeney Interactive read aloud the Salt in His Shoes: Michael Jordan: In Pursuit of a Dream by Deloris and Roselyn Jordan: a biography written by Michael Jordan's mother Interactive read aloud of Henry Knox: Bookseller, Soldier, Patriot by Anita Silvey. This book introduces a lesser-known Revolutionary War figure. Interactive read aloud of Freedom Train: The Story of Harriet Tubman by Dorothy Sterling. Online Resources: Many Ways to Name a Place is a resource students can use to learn about different places. Cardinal Directions and Maps teaches students about different maps and directions. Classroom Architect allows students to create a map of their classroom.		

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LAKEWOOD CITY SCHOOLS

Unit: Social Studies (Geography)
Essential Questions: How can maps help us?
Big Idea: Maps can show us where things are located.
Big Idea: Map symbols are a representation of real things that give us information(both man-made and natural) about our world.
Big Idea: Map keys or legends tell us what each symbol on a map represents.
Essential Question: How does where you live and with whom you live (community) impact what you do and how you live?
Big Idea: There are many different kinds of environments and each of these is good for certain types of activities and work.
Big Idea: Each area has its own climate, landforms, soil, and water availability.
Vocabulary: key, legend, symbol, represents, cardinal directions, compass rose, impact

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

SJS- DIVERSITY 8
I want to know about other people and how our lives and experiences are the same and different.

SEL
Discuss how people can be the same or different
Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups
Discuss the concept of, and practice, treating others the way you would want to be treated

Connection to Vision of a Lakewood Ranger

Critical & creative thinking
Communication
Collaboration
Growth mindset
Global Awareness/Citizen
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 - Geography **6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.**			
	CONTENT ELABORATION The human and physical characteristics of places impact the work that people do. The physical environment contains human activity. Some locations are better than others for a specific kind of work (e.g., farming requires fertile soil and sufficient growing seasons, fishing and shipbuilding occur in coastal regions). Human characteristics include language, religion, and population distribution (e.g., manufacturing and service jobs are located near urban areas because of the proximity to workers and consumers). Physical characteristics include landforms, climate, soils and hydrology.		EXPECTATIONS FOR LEARNING Explain the connection between the work people do and the human and physical characteristics of the place where they live.	Using pen pals, Zoom or Skype, students can communicate with students in distant locations to get information about the human and physical characteristics of that place and the kinds of jobs performed there. Using what they have learned, students make inferences about the impact of the physical characteristics on the work that the people do. Provide students with photographs of various places and people doing various types of jobs. Ask students to match the worker or job to the place where the job would be performed. Have students explain the reasoning behind their matches. **Online Resources:** Schools Across the World Google Trip

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	Content Statement - Humans Systems **7. Human activities alter the physical environment, both positively and negatively.**		
	CONTENT ELABORATION People depend upon the physical environment to survive and modify the physical environment to suit their needs. Adaptations have both positive and negative consequences. Examples of physical environment modifications include: · Dams help control flooding and provide areas for recreation but may destroy animal habitats. · A new highway improves transportation, but valuable farmland may be destroyed.	EXPECTATIONS FOR LEARNING Describe positive and negative results of human changes to the physical environment.	**Observe-Think-Question (OTQ):** Students fill out a graphic organizer spending 5 minutes OBSERVING a photograph/model/artifact. After sharing observations with each other, students spend 5-10 minutes THINKING and making inferences. The last 5 minutes students will ask QUESTIONS and share what their curiosities and wonderings are with the class. The teacher can use student questions to plan inquiries that are meaningful for the students. Internet Resources: Students can use Environment from National Geographic to discover how humans affect their world.
	Content Statement - Human Systems **8. Cultures develop in unique ways, in part through the influence of the physical environment.**		
	CONTENT ELABORATION Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions, and organizations. Material goods such as food, clothing, buildings, tools, and machines also are part of culture. Students can examine the different ways various cultures meet basic needs including: · food; · clothing; · shelter; · language; and · artistic expression. Students begin to understand that the physical environment influences the way people meet those needs.	EXPECTATIONS FOR LEARNING Describe how cultures are influenced by their physical environments to meet basic needs. Compare various cultures from distinctly different physical environments.	Internet Resources: Students can go to Cultures of the World to learn about how cultures influence their environment.

Literature List:
Use Arthur's Pen Pal by Lillian Hoban and/or A Pen Pal for Max by Gloria Rand to introduce the idea of Pen Pals to the class.
An interactive read aloud of Talking Walls: Discovering Your World introduces children to the world and its diverse cultures.
Just Fine the Way They Are by Connie Nordhielm Wooldridge. A Read Aloud of this book takes the reader and listener from dirt roads to railroads to interstates.
What If Everybody Did That? By Ellen Javernick. Humorous Read Aloud to start kids considering their actions and how could affect their environments.
All Are Welcome by Alexandra Penfold discusses different children from a variety of backgrounds on their way to school.

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Unit: Social Studies (Human Systems)
Essential Questions: How do choices that we make affect our physical environment?
Big Idea: There are many changes that humans make to their physical environment in order to survive.
Big Idea: Those changes that are made will be different depending on the environment.
Big Idea: Those changes that humans make can have both positive and negative consequences.
Big Idea: People in one culture can live in a completely different way than people from another culture.
Big Idea: The way we talk, the food we eat and our customs are all part of a culture.
Vocabulary: physical environment, positive and negative, consequences, culture, customs

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

SJS- DIVERSITY 8
I want to know about other people and how our lives and experiences are the same and different.
SEL
Discuss how people can be the same or different
Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups
Discuss the concept of, and practice, treating others the way you would want to be treated

Connection to Vision of a Lakewood Ranger

Critical & creative thinking
Communication
Collaboration
Growth mindset
Global Awareness/Citizen
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 - Human Systems **9. Interactions among cultures lead to sharing ways of life.**			
		CONTENT ELABORATION As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs. This increased contact influences the way in which people borrow, adopt, and adapt new ideas. The classroom or local community may provide cultural groups for study. Less diverse settings may choose to focus on other world cultures.	EXPECTATIONS FOR LEARNING Describe examples of cultural sharing with respect to food, language, and customs.	Bring guest speakers from various cultures into the classroom to talk about their way of life. The teacher can work with students prior to the visit to draft questions for the speaker. Use take-out menus that reflect different cultures to have students compare the different foods. Have students illustrate their favorite foods on a paper plate. Talk with students about the idea that you do not have to be of that culture to like that food. Also, have students brainstorm ways their families learn about foods from different cultures. Cultural differences video about chewing gum, eating and losing teeth
	Content Statement - Civic Participation and Skills **10. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.**			

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	CONTENT ELABORATION Students learn that individuals are accountable for their actions. Personal accountability includes: · making responsible choices; · taking responsibility for personal actions; · demonstrating self-direction in tasks within the school; · engaging in the community (e.g., classroom, cafeteria, playground); and · respecting self and others.	EXPECTATIONS FOR LEARNING Demonstrate an understanding of personal accountability, including making responsible choices, taking responsibility for personal actions and respecting self and others.	Internet Resources: The lesson The Blame Game teaches students who should take responsibility for something.
	Content Statement **11. Groups are accountable for choices they make and actions they take.**		
	CONTENT ELABORATION As students work in groups to solve a problem or complete a task, they understand that the group is accountable for choices made and actions taken. Students work collaboratively in groups to: · determine goals; · assign tasks for individuals; · complete assigned responsibilities; and · determine if goals are reached. Cooperation in group settings requires personal skills such as: · managing conflict peacefully and compromise where necessary; · displaying courtesy to others in the group; and · respecting self and others. These personal skills build toward development of the social and emotional skills that students need to negotiate interactions and conflict resolutions with others.	EXPECTATIONS FOR LEARNING Work collaboratively in a group to complete a task or solve a problem for which the group is held accountable.	Internet Resources: The Blame Game allows students to make choices and see how those choices could affect others.

Literature List:
Dear Primo by Duncan Tonatiuh
We Came to America: Faith Ringgold.
The Worry Stone by Marianna Dengler. This is a demonstration of the way human lives are connected despite distance and time.
The Sandwich Swap by Rania Al Abdullah. Two friends whose different cultural differences lead to friendship choices.
Duck for Turkey Day by Jacqueline Jules. A picture book that tells the story of a girl whose family has duck for Thanksgiving. She worries what her friends and teacher will think.
The Ugly Vegetables by Grace Lin - A young gardener learns the value of her culture from ugly vegetables, flowers, and caring neighbors
Arthur's Blame Game by Marc Brown
Arthur's Pet Business by Marc Brown
Arthur's Teacher Trouble by Marc Brown
Enemy Pie by Enemy Pie
The Juice Box Bully by Bob Sornson and Maria Dismondy
What if Everybody Did That? by Ellen Javernick
Jason Takes Responsibility by Virgina L. Kroll
The Recess Queen by Alexis O'Neill

Unit: Social Studies (Civic Participation and Skills)

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Essential Question: What are responsible choices and how do I make them?
Big Idea: We take responsibility for our choices in all areas of our school (classroom, hallway, bathroom, library, cafeteria and playground).
Big Idea: Choices we make show respect for others and ourselves.
Essential Question: What does successful group work look like?
Big Idea: Choices we make in a group affect how successfully we complete a task.
Big Idea: We can name and describe ways to help make group work successful.
Essential Question: What is the difference between a rule and a law?
Big Idea: Laws can be different in different locations.
Big Idea: Rules can be different in different locations.
Vocabulary: responsibility, laws, rules

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

SJS-
I will join with classmates to make our classroom fair for everyone.
SEL
Describe the outcomes of both following and breaking rules
Identify the purpose for having school-wide expectations and classroom rules
Identify characteristics of positive citizenship in the classroom and school
Perform activities that contribute to classroom, school and home, with adult involvement as needed
Identify and participate in activities to improve school or home
Recognize others' personal space and boundaries
Identify and engage in positive communication skills
Practice giving and receiving feedback in a respectful way
Recognize the need for inclusiveness
Apply listening and attention skills to identify the feelings and perspectives of others
Identify factors that can make it hard for a person to make the best decision in the classroom
Identify how certain actions can impact others
Recognize safe practices and actions
Recognize the need for group decisions that support a common goal

Connection to Vision of a Lakewood Ranger

Critical & creative thinking
Communication
Collaboration
Growth mindset
Global Awareness/Citizen
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 - Rules and Laws **12. There are different rules and laws that govern behavior in different settings.**			
		CONTENT ELABORATION Students explore the idea that there are different rules and laws that apply to behavior in different settings. Examples include:	EXPECTATIONS FOR LEARNING Identify the difference between a rule and a law. Demonstrate an understanding of the different rules and	BrainPopJr. Rights and Responsibilities

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	· in the classroom; · on the playground or athletic field; · at home; · in the community; · on the highway; · in personal interaction with peers and adults; and · using technology responsibly.	laws in different settings.	
	Content Statement - Economics -Economic Decision Making and Skills **13. Information displayed on bar graphs can be used to compare quantities.**		
	CONTENT ELABORATION A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. Bar graphs are useful in comparing quantities of economic data.	EXPECTATIONS FOR LEARNING Construct a bar graph to compare quantities. Analyze economic data to inform decisions.	Create human bar graphs and compare lengths of lines. For example, ask students to line up on the right if they are a cat lover and to line up on the left if they are a dog lover. Other topics could include favorite colors or favorite books. Create bar graphs based on the questions and responses in a student-designed survey
	Content Statement - Scarcity **14. Resources can be used in various ways.**		
	CONTENT ELABORATION Resources can be used in a variety of ways. For example, in addition to being consumed as food, a bushel of corn can be fed to cows, used to make sweetener or converted to fuel.	EXPECTATIONS FOR LEARNING Describe various uses for a resource.	Use a graphic organizer to illustrate all of the ways a specific resource can be used. Give students a list of resources and have them brainstorm multiple uses for each resource (e.g., trees: used for houses, fuel, paper, pencils, or furniture).

Literature List:
Never Spit on your Shoes by Denys Cazet. A class creates inappropriate rules for their classroom on the first day of school such as “never spit on your shoes” and “just say no to catnip” sparks the discussion of appropriate rules for school, home, community, etc.
Read Aloud: Striker Jones by Maggie Larche
In Business with Mallory by Laurie B. Friedman
It’s Not What You’ve Got by Dr. Wayne W. Dyer with Kristina Tracy
Clifford’s Good Deeds by Norman Bridwell
Spaghetti and Meatballs for All by: Marilyn Burns
A Chair for My Mother by Vera Williams
Alexander Who Used to Be Rich Last Sunday by Judith Viorst
Lunch Money by Andrew Clements
Isabel’s Car Wash by Shelia Bair
The Lorax by Dr.Seus
The Go-Around Dollar by Adam
Something Good by Robert Munsc
Bear About Town by Stella Blackston
The Berenstain Bears’ Trouble With Money by Stan and Jan Berenstai
A Gift for Mama by Esther Hautzig

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LAKEWOOD CITY SCHOOLS

Unit: Social Studies (Economics)
Essential Questions: What are some of the ways that resources (such as trees) can be used?
Big Idea: Bar graphs help us make informed economic decisions.
Big Idea: Services are jobs that people do and goods are what is produced.
Big Idea: Most jobs produce specific goods.
Big Idea: There are many forms of money that are used to pay for goods and services.
Vocabulary: bar graph, economics, goods, services, resources, needs, wants

Connection to Vision of a Lakewood Ranger	Critical & creative thinking Communication Collaboration Growth mindset Global Awareness/Citizen 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: Production and Consumption **15. Most people around the world work in jobs in which they produce specific goods and services.**			
	CONTENT ELABORATION In earlier times, families were much more self-sufficient, providing for themselves the goods and services they needed. As populations and economies grew, it became more convenient for people to buy goods and services in the marketplace. Now, people around the world work at jobs where specific goods and services are produced for an international market. For example, farmers now specialize in a single crop like corn or soybeans rather than trying to grow everything their family needs, because those goods are available at the local grocery store.	EXPECTATIONS FOR LEARNING Explain why most jobs produce specific goods and services.	As an introduction to goods and services, have students participate in a classroom goods and services market. Some students can provide goods located on Good Street while others provide services located on Service Avenue. Activities could include buying a pencil, candy, etc., or providing a service like reading to a student, painting nails, or helping with mathematics.
	Content Statement: Markets **16. People use money to buy and sell goods and services.**			
	CONTENT ELABORATION Money is the generally accepted medium of exchange for goods and services. Money comes in different forms including but not limited to: · cash; · credit card; · debit card; and · checks.	EXPECTATIONS FOR LEARNING Explain how people buy and sell goods and services using forms of money.	Role play situations where students use play money to purchase goods and services they want. Start a discussion about what it would be like to live in a world without money. Ask students: What makes money a good way to buy things? Does currency make our life simpler? BrainPopJr. Goods and Services