

Norton City Schools Standards-Based Social Studies Course of Study 2005

1st Grade Benchmarks: (ID= Indicator: These number references will clarify the intent of Indicators in each unit.)

History

- A. Use a calendar to determine the day, week, month & year. (ID: 1)
- B. Place events in correct order on a time line. (ID: 2)
- C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places. (ID: 4, 5) **(ONLY 1-2)**
- D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States. (ID:6)

People In Societies

- A. Identify practices and products of diverse cultures. (ID: 1)
- B. Identify ways that different cultures within the United States and the world have shaped our national heritage. (ID: 2, 3, 4)

Geography

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations. (ID: 1, 2, 3, 4)
- B. Identify physical and human features of places. (ID: 5-6)
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment. (ID: 7)

Economics

- A. Explain how the scarcity of resources requires people to make choices to satisfy their wants. (ID: 1)
- B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services. (ID: 2)
- C. Explain ways that people may obtain goods and services. (ID: 3) **(ONLY 1-2)**

Government

- A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority. (ID: 1, 2)
- B. Recognize and explain the importance of symbols and landmarks of the United States. (ID: 3)
- C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules. (ID: 4, 5)

Citizenship Rights & Responsibilities

- A. Describe the results of cooperation in group settings and demonstrate the necessary skills. (ID: 1)
- B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions. (ID: 2, 3, 4, 5)

Study Skills & Methods

- A. Obtain information from oral, visual, print and electronic sources. (ID: 1, 2)
- B. Predict outcomes based on factual information. (ID: 2, 3, 4)
- C. Communicate information orally, visually or in writing. (ID: 5)
- D. Identify a problem and work in groups to solve it. (ID: 6, 7)

Continually check your alignment between the Indicators and the Benchmarks.

Norton City Schools Standards-Based Social Studies Course of Study 2005

1st Grade: Unit 1

We Need Rules

Ends the 1st Grading Period

History	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
<p>Continually taught throughout the year; assessed during the 4th Grading Period. See Unit 5.</p>	<p><u>Role of Government</u> A</p> <ol style="list-style-type: none"> 1. Recognize the role of authority figures in providing for the safety and security of individuals. 2. Explain how voting can be used to make group decisions. 	<p><u>Participation</u> A</p> <ol style="list-style-type: none"> 1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated. 	<p><u>Obtaining Information</u> A</p> <ol style="list-style-type: none"> 1. Obtain information about a topic using a variety of oral and visual sources.
<p>People in Societies</p> <p align="center">None</p>	<p><u>Rules and Laws</u> C</p> <ol style="list-style-type: none"> 4. Recognize the need for rules in different settings and the need for fairness in such rules. 5. Discuss the consequences of violating rules. 	<p><u>Rights and Responsibilities</u> B</p> <ol style="list-style-type: none"> 2. Demonstrate self-direction in school tasks. 3. Demonstrate accountability for actions. 4. Demonstrate pride in personal accomplishments. 5. Demonstrate citizenship traits <u>including</u>: <ol style="list-style-type: none"> a. trustworthiness; b. fairness; c. self-control; d. respect for those in authority. 	<p><u>Problem Solving</u> D</p> <ol style="list-style-type: none"> 6. Display courtesy and respect for others in group settings <u>including</u>: <ol style="list-style-type: none"> a. staying on the topic; b. focusing attention on the speaker. 7. Discuss the problem solving plan sequence.
<p>Geography</p> <p align="center">None</p>	<p>Note: <u>Must Introduce: Gov't. Voc.</u></p> <ol style="list-style-type: none"> 1. facts/opinions laws 	<p>Note: Apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.</p>	<p>(Utilize the graphic organizer page 1st - 16 for class discussions.)</p>
<p>Economics</p> <p align="center">None</p>	<p><u>Must Introduce: Citizenship Voc.</u></p> <ol style="list-style-type: none"> 1. cooperation honesty responsibility self-direction 5. citizenship 	<p>Note: Strategies & Resources: See pages 1st – 11 to 13 for teaching ideas and materials.</p>	<p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 1st – 18.</p>

Norton City Schools Standards-Based Social Studies Course of Study 2005

1st Grade: Unit 2

Cultures and Customs

Ends the 2nd Grading Periods

History	People in Societies	Geography	Government	Study Skills and Methods
<p>Continually taught throughout the year; assessed during the 4th Grading Period.</p> <p>See Unit 5.</p>	<p><u>Cultures</u> A</p> <p>1. Describe similarities and differences in the ways different cultures meet common human needs <u>including</u>:</p> <p>a. food;</p> <p>b. clothing;</p> <p>c. shelter;</p> <p>d. language;</p> <p>e. artistic expressions.</p> <p><u>Diffusion</u> B</p> <p>2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.</p> <p>3. Describe family and local community customs and traditions.</p> <p>4. Describe life in other countries with emphasis on daily life, <u>including</u> roles of men, women and children.</p> <p>Note: Apply the Problem Solving Steps and identify Patterns and Relationships related to cultural groups.</p> <p>Note: Strategies & Resources: See page 1st – 6 for teaching ideas and materials.</p>	<p align="center">None</p>	<p align="center">None</p>	<p><u>Obtaining Information</u> A</p> <p>1. Obtain information about a topic using a variety of oral and visual sources.</p> <p><u>Thinking and Organizing</u> B</p> <p>2. Sequence information.</p> <p><u>Communicating Information</u></p> <p>5. Communicate information orally or visually.</p> <p><u>Problem Solving</u> D</p> <p>6. Display courtesy and respect for others in group settings <u>including</u>:</p> <p>a. staying on the topic;</p> <p>b. focusing attention on the speaker.</p> <p>7. Discuss the problem solving plan sequence.</p> <p>(Utilize the graphic organizer page 1st – 16 for class discussions.)</p>
		<p align="center">Economics</p> <p align="center">None</p>	<p align="center">Citizenship R & R</p> <p align="center">None</p>	
		<p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 1st – 18.</p>		

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1st Grade: Unit 3

Map Skills

Ends the Third Grading Period

History	Geography	Economics	Study Skills and Methods
<p>Continually taught throughout the year; assessed during the 4th Grading Period.</p> <p>See Unit 5.</p>	<p><u>Location</u> A</p> <ol style="list-style-type: none"> Identify and correctly use terms related to location, direction and distance <u>including</u>: <ol style="list-style-type: none"> left/right; near/far. Construct simple maps and models using symbols to represent familiar places such as, classroom, school or neighborhood. Identify and use symbols to locate places of significance on maps and globes. Locate the local community, state and the United States on maps or globes. <p><u>Places and Regions</u> B</p> <ol style="list-style-type: none"> Identify and describe in the community: <ol style="list-style-type: none"> the physical features <u>including</u> lake, river, hill, mountain, and forest; the human features <u>including</u> town, city, farm, park, playground, house, traffic signs / symbols. 	<p align="center">None</p>	<p><u>Obtaining Information</u> A</p> <ol style="list-style-type: none"> Obtain information about a topic using a variety of oral and visual sources. <p><u>Communicating Information</u> C</p> <ol style="list-style-type: none"> Communicate information orally or visually. <p><u>Problem Solving</u> D</p> <ol style="list-style-type: none"> Display courtesy and respect for others in group settings <u>including</u>: <ol style="list-style-type: none"> staying on the topic; focusing attention on the speaker. Discuss the problem solving plan sequence. <p>(Utilize the graphic organizer page 1st - 16 for class discussions.)</p> <p>Note: Strategies & Resources: See page 1st – 7 & 8 for teaching ideas and materials.</p> <p>Note:</p> <ol style="list-style-type: none"> <u>Must Introduce Geo. Vocabulary</u> compass rose country (USA) map key (N/S/E/W) state (Ohio) world
<p>People in Societies</p> <p align="center">None</p>	<p><u>Human Environmental Interaction</u> C</p> <ol style="list-style-type: none"> Describe human adaptations to variations in the physical environment <u>including</u>: <ol style="list-style-type: none"> food; clothing; shelter; transportation; recreation. 	<p align="center">Government</p> <p align="center">None</p>	
		<p align="center">Citizenship R & R</p> <p align="center">None</p> <p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 1st - 18.</p>	

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1st Grade: Unit 4

Economic Choices

Ends the 4th Grading Period

History	Economics	Government	Study Skills and Methods
<p>Continually taught throughout the year; assessed during the 4th Grading Period.</p> <p>See Unit 5.</p>	<p><u>Scarcity and Resource Allocation</u> A</p> <p>1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.</p> <p><u>Production, Distribution and Consumption</u> B</p> <p>2. Describe the ways people produce, consume and exchange goods and services in their community.</p> <p><u>Markets</u> C</p> <p>3. Explain ways that people may obtain goods and services that they do not produce <u>including</u> the use of money and barter.</p> <p>Note: <u>Must Introduce: Economic Voc.</u></p>	<p align="center">None</p>	<p><u>Thinking and Organizing</u> B</p> <p>3. Determine and display categories for sorting information:</p> <p style="padding-left: 40px;">a. simple picture graphs;</p> <p style="padding-left: 40px;">b. simple bar graphs.</p> <p><u>Problem Solving</u> D</p> <p>7. Discuss the problem solving plan sequence.</p>
<p>People in Societies</p> <p align="center">None</p>	<p>1. earn limited resources organize data production resources scarcity (trade-off) save spend</p>	<p align="center">Citizenship Rights & Responsibilities</p> <p align="center">None</p>	<p>(Utilize the graphic organize page 1st - 16 for class discussions.)</p>
<p>Geography</p> <p align="center">None</p>	<p><u>Must Introduce: Study Skills Voc.</u></p> <p>1. facts/opinions</p> <p>Note: As part of the unit, use the district's predetermined children's literature selection for teaching Economic Indicators.</p>	<p>Note: Strategies & Resources: See pages 1st – 9 & 10 for teaching ideas and materials.</p>	<p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 1st – 17.</p>

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1st Grade: Unit 5 Past, Present and Future

History	People in Societies	Government	Study Skills and Methods
<p><u>Chronology A</u> 1. Recite the months of the year.</p> <p><u>Chronology B</u> 2. Place events from one's own life in chronological order.</p> <p>3. Distinguish among past, present and future</p> <p><u>Daily Life C</u> 4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.</p> <p>5. Compare past and present, near and far, with emphasis on daily life <u>including</u>: a. the roles of men, women and children; b. the identification of basic human needs; c. various ways people meet human needs.</p> <p><u>Heritage D</u> 6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.</p> <p>Note: <u>Must Introduce: History Voc.</u> 1. time lines: beginning middle end 6. hero</p>	None	<p><u>Role of Government B</u> 3. Recognize symbols of the United States that represent its democracy and values <u>including</u>: a. the bald eagle; b. the White House; c. the Statue of Liberty; d. the national anthem.</p>	<p><u>Thinking and Organizing B</u> 2. Sequence information.</p> <p>4. Identify the main idea from oral, visual and print sources.</p> <p><u>Problem Solving D</u> 7. Discuss the problem solving plan sequence.</p> <p>(Utilize the graphic organizer page 1st - 16 for class discussions.)</p> <p>Note: The bolded letter at the end of each <u>organizer</u> heading aligns with the Benchmark for the given Standard. Continually align the Indicators to the Benchmark goals page 1st – 18.</p>
	Geography		
	Economics	None	
	<p>Note: Strategies & Resources: See pages 1st – 3 to 5 for teaching ideas and materials.</p>	<p>Note: Unit 5: Assessed the 4th Grading Period</p>	