1st Grade: Families Now and long Ago, Near and Far Suggested Units and Pacing Guide

Scope & Sequence: Families Now and Long Age, Near and Far

The first-grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build the foundations for understanding principles of government and their role as citizens.

Universal Unit: Continually taught throughout the year; assessed during the 4th Grading Period See Unit 5, Past, Present and Future

Unit 1: We Need Rules First Grading Period

Students will identify reasons for rules, consequences, and authority figures in the classroom. Students will also demonstrate fair play, sportsmanship and responsibility. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen.

Unit 2: Cultures and Customs Second Grading Period

Students will identify and compare cultural practices and traditions. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to cultural groups.

Unit 3: Map Skills Third Grading Period

Students will identify location and features on maps or globes. Students will discuss how their daily lives and activities depend on our environment. Students will apply the Problem Solving Steps and identify Patterns and Relationships related to geography.

Unit 4: Economic Choices Fourth Grading Period

Students will identify production, consumption, and exchange of goods and services. The unit will also include making choices due to a scarcity of resources. Apply the Problem Solving Steps and identify Patterns and Relationships related to making economic decisions.

Unit 5: Past, Present and Future (Continually taught throughout the year; assessed during the 4th Grading Period.)

Through daily teaching students will identify and use calendar concepts. They will also compare daily life and the heritage of the United States including that actions of an individual can make a difference. Apply the Problem Solving Steps and identify Patterns and Relationships related to historical events.

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.

1 st Grade: Unit 1 History	We Need Rules Government	Citizenship Rights & Responsibilities	Ends the 1 st Grading Period Study Skills and Methods
Continually taught throughout the year; assessed during the 4 th Grading Period. See Unit 5. People in Societies None Geography None	Role of Government A 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. Rules and Laws C 4. Recognize the need for rules in different settings and the need for fairness in such rules. 5. Discuss the consequences of violating rules.	Participation A 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. Rights and Responsibilities B 2. Demonstrate self-direction in school tasks. 3. Demonstrate accountability for actions. 4. Demonstrate pride in personal accomplishments. 5. Demonstrate citizenship traits including:	Obtaining Information A 1. Obtain information about a topic using a variety of oral and visual sources. Problem Solving D 6. Display courtesy and respect for others in group settings including:
Economics None	Note: Must Introduce: Gov't. Voc. 1. facts/opinions laws Must Introduce: Citizenship Voc. 1. cooperation honesty 2. responsibility self-direction 5. citizenship	Note: Apply the Problem Solving Steps and identify Patterns and Relationships related to their role as a citizen. Note: Strategies & Resources: See pages 1 st – 11 to 13 for teaching ideas and materials.	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 1 st – 18.

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

1st Grade: Unit 3 Map Skills **Ends the Third Grading Period** History Geography Study Skills and Methods **Economics** Continually Location A None Obtaining Information A taught 1. Identify and correctly use terms related to location, 1. Obtain information about a topic using a direction and distance including: variety of oral and visual sources. throughout the year; a. left/right; assessed b. near/far. during the 4th Communicating Information C 5. Communicate information orally or visually. Grading 2. Construct simple maps and models using symbols Period. to represent familiar places such as, classroom, school or neighborhood. Problem Solving **D** Government See Unit 5. 6. Display **courtesy** and respect for others in 3. Identify and use symbols to locate places of group settings including: significance on maps and globes. a. staying on the topic; None b. focusing attention on the speaker. 4. Locate the local community, state and the United States on maps or globes. 7. Discuss the problem solving plan sequence. Places and Regions **B** 5. Identify and describe in the community: People in Citizenship R & R a. the physical features including lake, river, (Utilize the graphic organizer page 1st - 16 for class **Societies** hill, mountain, and forest; discussions.) None b. the human features including town, city, None farm, park, playground, house, traffic signs / symbols. Note: Strategies & Resources: See page 1st – 7 & 8 for teaching ideas and 6. Compare areas within the local community to identify materials. Note: The bolded similarities. **letter** at the end of each organizer Human Environmental Interaction C Note: heading aligns with 7. Describe human **adaptations** to variations in the 4. Must Introduce Geo. Vocabulary the Benchmark for physical environment including: compass rose the given Standard. a. food: country (USA) Continually align the b. clothing; map key Indicators to the (N/S/E/W) c. shelter; Benchmark goals state (Ohio) d. transportation;

page 1st - 18.

world

e. recreation.

1st Grade: Unit 4 Economic Choices Ends the 4th Grading Period

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

1st Grade: Unit 5 Past, Present and Future

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