

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade: Families Now and Long Ago, Near and Far

History	People in Societies	Geography	Economics	Government	Citizenship Rights & Responsibilities	Study Skills and Methods
achievements artifacts calendar daily life heroism human needs months near/ far past, present, future roles *MEPCV	community customs community traditions continent cultural practices cultures: clothing food language shelter artistic expressions differences similarities *MEPCV	adaptations direction left/right near/far globes human features: town city farm park playground house traffic signs/symbols local community maps models physical environment physical features: forest hill lake mountain river recreation symbols transportation *MEPCV	barter choices consume services exchange goods money produce scarce resources unlimited resources *MEPCV	authority figures consequences democracy fairness group decisions rules security symbols of U.S.: bald eagle national anthem Statue of Liberty White House voting *MEPCV	fair play good sportsmanship respect for those in authority trustworthiness *MEPCV	courtesy main ideas *MEPCV
<u>Must Introduce</u> 1. time lines: beginning middle end 6. hero		<u>Must Introduce</u> 4. compass rose country (USA) map key (N/S/E/W) state (Ohio) world	<u>Must Introduce</u> 1. earn limited resources organize data production resources scarcity (trade-off) save spend	<u>Must Introduce</u> 1. facts/opinions laws	<u>Must Introduce</u> 1. cooperation honesty 2. responsibility self-direction 5. citizenship	<u>Must Introduce</u> 1. facts/opinions See the extensive number of Thinking Processes and Skills on the next page.

The **Bolded Vocabulary** is to be assessed to show comprehension and mastery for the Indicators at this grade level.

***(MEPCV) Maintain and Enhance Previous Content Vocabulary**

Previous *Content Vocabulary* is now enhanced to the current grade appropriate Indicators. You may find it **helpful to obtain** a copy of the *Content Vocabulary* (found in your district's social studies standards-based course for Kindergarten.)

Must Introduce: The vocabulary is introduced and discussed with students. Teachers are to provide students with models.

Bold indicates student vocabulary mastered at this grade level.

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade: Families Now and Long Ago, Near and Far

Stated Thinking Processes and Skills from the Indicators	“Attributes” Impact a Student’s Success	Identify the Problem						
<p>compare: to determine how two things are alike and/or different; the common/critical attributes must be identified.</p> <p>Compare is involved in nearly ALL of the following:</p> <p>demonstrate: to make clear by using examples or experiments; to show your reasoning</p> <p>describe: to analyze into its parts but less detailed than explain</p> <p>distinguish: to identify as different from others; to clearly recognize common/critical attributes</p> <p>identify: to show or prove the sameness of</p> <p>recognize: to examine closely and identify the common and critical attributes</p> <p>sequence: to follow one thing after another; to order in succession* (prior skills: observe, common critical attributes, compare)</p> <p>sort: to put things together that have the same feature(s) (classify, categorize, group) Students must distinguish common and critical attributes.</p> <p>Other Stated Verbs in the Indicators:</p> <table><tr><td>communicate</td><td>listen</td></tr><tr><td>discuss</td><td>recite</td></tr><tr><td>display</td><td>use</td></tr></table>	communicate	listen	discuss	recite	display	use	<p>Common attribute: the special characteristic that is shared by <u>all</u> of the objects in the set.</p> <p>Critical attribute: the special characteristic that makes this object <u>different</u> from all other objects in the set.</p> <p>The critical thinking skill of attributing is needed in order to:</p> <ul style="list-style-type: none">• sequence• compare - contrast, and• classify a set of ideas or objects. (categorize, group, sort) <p>Explain means to:</p> <ul style="list-style-type: none">• make plain or clear; understandable• give reasons for. <p>Their responses must include sufficient quality information and proof. This frequently involves providing evidence about relationships.</p> <p>Explain requires more details than describe.</p> <p>Technique: Use the term “tell,” but their responses must include sufficient quality information and proof. (Think Alouds)</p> <p>Explain becomes the most frequently stated verb in the Indicators K-12.</p>	<p>Activate students' prior knowledge by asking them if they ever have had a problem to solve. Call on several students to share their thoughts.</p> <p>Next, introduce a chart with four columns and headings: Somebody---Wanted --- But --- So</p> <p>Explain to students that many problems and solutions can be illustrated by filling in the graphic organizer.</p> <ul style="list-style-type: none">• Somebody is a person who wants or needs something.• Wanted is the thing that person wants or needs.• But is the problem that is getting in the way of what the person wants or needs.• So is the solution to the problem. <p>Adapted from: Karen Garcia, Parkview Elementary, Opa-locka, Florida</p> <p>Introduce the Problem Solving Steps</p> <ol style="list-style-type: none">1. Name the Problem.2. List different choices.3. Decide what is the best choice.4. Try the best choice.5. Did it work? Why or Why not? <p>Daily apply these problem solving steps such as a shortage of art resources, behavior on the playground, an event in the newspaper, etc. See the graphic organizer page 37.</p>
communicate	listen							
discuss	recite							
display	use							

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First Grade Scope & Sequence - Families Now and Long Ago, 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.

First Grade – History Standard

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Use a calendar to determine the day, week, month and year.</p> <p>B. Place events in correct order on a time line.</p>	<p>Grade-Level Indicators</p> <p><u>Chronology</u></p> <p>1. Recite the months of the year. (<i>Units: 1-5</i>)</p> <p><u>Chronology</u></p> <p>2. Place events from one's own life in chronological order. (<i>Units: 1-5</i>)</p> <p>3. Distinguish among past, present and future. (<i>Units: 1-5</i>)</p>	<p>Vocabulary/Strategies</p> <p>1. Months (such as, Jan., Feb.....) as part of daily opening exercises (sequence)</p> <p>1. Arrange a calendar month as a row of dates and record class events.</p> <p>1. <u>Vocabulary Must Introduce:</u> time lines: beginning, middle, end (place in context)</p> <p>2. Read narratives on individuals such as Johnny Appleseed, Martin Luther King Jr. and identify beginning, middle, and end.</p> <p>3. Make a school year time line which highlights special events. Organize pictures of events along a clothesline.</p> <p>3. Distinguish requires common and critical attributes in order to compare and sequence.</p> <p>2-3. Apply Study Skills Indicators: 2-3</p> <p>Literature Connections:</p> <p>1. <u>A Busy Year</u> - Leo Lionni <u>Chicken Soup with Rice: A Book of Months</u> - Maurice Sendak</p> <p>2. <u>Abe Lincoln's Hat</u> - Martha Brenner</p> <p>3. Resources: Norton City Schools VHS tapes reserved at 330-945-5600ext. 1276 or http://union.infohio.org/summit/ such as <u>Long Ago & Today</u> (VO2438) or purchase from 100% Educational Videos (800-483-3383)</p>
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First Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

<div>Ohio Benchmarks Grades K-2</div> <div>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.</div> <div></div>	<div>Grade-Level Indicators</div> <div>Daily Life</div> <div>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. (Units: 1-5)</div> <div>5. Compare past and present, near and far, with emphasis on daily life including: (Units: 1-5)<div>a. the roles of men, women and children;</div><div>b. the identification of basic human needs;</div><div>c. various ways people meet human needs.</div></div>	<div>Vocabulary/Strategies</div> <div>4. Students bring in antiques from home including family photos.</div> <div>4. Apply the problem solving chart: “Somebody-Wanted-But-So” to problems faced by families in the past.</div> <div>5. Complete Block Venn Diagrams:</div> <div><div>Compare - Contrast</div><table><tr><td></td><td>Both A & B</td><td>B</td></tr><tr><td></td><td></td><td></td></tr></table><div>The Big Idea is: (It is essential for students to complete this final conclusion from their diagrams.)</div></div> <div>5. See Addendum B pages 298-301 for a model lesson that introduces the compare/contrast steps that students need to master for all disciplines. The posters are provided on pages 302-03.</div> <div>5. Develop pictorial time lines to show differences in daily life styles.</div> <div>5. Apply Study Skills Indicator: 7 and the graphic organizer</div> <div>Resources:</div> <div>4. <u>Passing It On</u> - Big Book by Newbridge 1-800-867-0307</div> <div>5. <u>Things Have Changed</u> - Big Book by Newbridge</div>		Both A & B	B			
	Both A & B	B						

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade — History Standard (continued)

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>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.</p>	<p><u>Heritage</u></p> <p>6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays. <i>(Units: 1-5)</i></p>	<p>6. Incorporate into a hero unit where children research and write a report about a hero/heroine and put pictures on a time line.</p>

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First Grade — People in Societies Standard

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Identify practices and products of diverse cultures.</p> <p>B. Identify ways that different cultures within the United States and the world have shaped our national heritage.</p>	<p>Grade-Level Indicators</p> <p><u>Cultures</u></p> <ol style="list-style-type: none"> Describe similarities and differences in the ways different cultures meet common human needs <u>including</u>: (<i>Unit: 2</i>) <ol style="list-style-type: none"> food; clothing; shelter; language; artistic expressions. <p><u>Diffusion</u></p> <ol style="list-style-type: none"> 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. (<i>Unit: 2</i>) Describe family and local community customs and traditions. (<i>Unit: 2</i>) Describe life in other countries with emphasis on daily life, <u>including</u> roles of men, women and children. (<i>Unit: 2</i>) 	<p>Vocabulary/Strategies</p> <ol style="list-style-type: none"> Students need extensive practice with the compare/contrast process (14-18 times within 6 weeks) by utilizing graphic organizers: pages 25 and 29. Create country reports – use books about other countries 1, 2, 4. Invite visitors from other countries such as, foreign exchange students from the middle/high school 1, 3, 4. “National” Food Fair – students bring food from other countries. cultural practice: a pattern of behavior accepted by a society. 2-4. Identify and describe require the mastery of the observing steps: <ul style="list-style-type: none"> - survey the whole picture / object - decide your purpose - focus - look carefully - tell Students ask their parents about their place of origin. Create a simple family tree. Locate countries of origin on a world map. Highlight a student each week. 1, 2, 4. Apply Study Skills Indicator: 6 1-4. Apply Study Skills Indicator: 1 <p>Literature Connections: <u>Mrs. Katz and Tush</u> - Patricia Polacco <u>Baseball Ballerina</u> - Kathryn Cristaldi</p> <p>Resources: <u>Time for Kids</u> Magazine Weekly Readers</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade — Geography Standard

Students use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.</p>	<p><u>Location</u></p> <ol style="list-style-type: none"> 1. Identify and correctly use terms related to location, direction and distance <u>including</u>: (Unit: 3) <ol style="list-style-type: none"> a. left/right; b. near/far. 2. Construct simple maps and models using symbols to represent familiar places such as, classroom, school or neighborhood. (Unit: 3) 3. Identify and use symbols to locate places of significance on maps and globes. (Unit: 3) 4. Locate the local community, state and the United States on maps or globes. (Unit: 3) 	<ol style="list-style-type: none"> 1. Find locations by following directions that include: left/right, toward/away, etc. 1a. Draw pictures and indicate if places are above/below or left/right, etc. 1. Introduce: north, east, south, and west on a simple map with the terms: direction indicator - compass rose. 2. Overhead perspective of objects, symbols, represent real things. 2. Draw a picture map to illustrate a story such as <u>The Three Billy Goats Gruff</u> or <u>The Little Gingerbread Boy</u> or a map of the school building and/or grounds. 3. Apply Lang. Arts Indicator: identify and discuss diagrams, charts, graphs and maps as characteristics of nonfiction. 3. A map key explains map symbols such as, land, water, countries, and cities. A title tells what the map is about such as our classroom or neighborhood. 4. <u>Vocabulary Must Introduce</u>: Compass rose, country (USA), map key, N/S/E/W, state (Ohio), world 1-4. Apply Study Skills Indicator: 5 Literature Connections: <u>As the Crow Flies</u> - Gail Hartman <u>As the Roadrunner Runs: A First Book of Maps</u> - Gail Hartman <u>Gila Monsters Meet You at the Airport</u> - Marjorie Sharmat <u>Miss Rumphius</u> - Barbara Cooney <u>Mouse Views</u> - Bruce McMillan Resources: 2. Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>Understanding Maps</u> (VO2439) <u>Neighborhoods Near & Far</u> - Nystrom <u>Exploring Where & Why</u>, map skills ISBN 0-7825-0667-4 Junior Achievement Unit: <u>Our Families</u>

First Grade — Geography Standard (continued)

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Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade — Economics Standard

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.</p> <p>B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.</p>	<p>Grade-Level Indicators</p> <p><u>Scarcity and Resource Allocation</u></p> <p>1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices. (Unit: 4)</p> <p><u>Production, Distribution and Consumption</u></p> <p>2. Describe the ways people produce, consume and exchange goods and services in their community. (Unit: 4)</p>	<p>Vocabulary/Strategies</p> <p>1. Discuss why all wants cannot be met in terms of scarcity of production resources. Collect and organize data and represent with a picture graph to compare choices made in a situation where there were scarce resources (such as a lack of crayons for a class project that would result in various students using other items such as pencils, pens, and chalk).</p> <p>1. Explain = analyze</p> <p>1. <u>Vocabulary Must Introduce</u>: earn, limited, organize data, production resources, scarcity (trade-off), save, spend</p> <p>1. Apply Study Skills Indicator: 7</p> <p>2. One block walk – stop at each place and decide if they offer goods/services such as, restaurants, banks, schools, police, fire, post office, machine shops, etc.</p> <p>2. Apply Study Skills Indicators: 2-3</p> <p>Literature Connections: <u>Errings</u> - Judith Viorst <u>The Giving Tree</u> - Shel Silverstein <u>Soup Kitchen</u> - Marcus Banks</p> <p>Newbridge Discovery Links Level 1 Set B: such as <u>Needs</u>, or <u>We Need Water</u> at 1-800-929-6446</p> <p>2. Resources: Norton City Schools VHS tapes reserved at 330-945-5600 ext. 1276 or http://union.infohio.org/summit/ such as <u>Production Workers</u> (VO2436)</p> <p>2. Big Books by Newbridge at 1-800-867-0307 <u>At the Market</u> or <u>What Do We Pay For?</u></p>
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Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade — Economics Standard (continued)

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers, and citizens in an interdependent world.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Explain ways that people may obtain goods and services.</p>	<p><u>Markets</u></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. (Unit: 4)</p>	<p>3. Money:</p> <ul style="list-style-type: none"> -earn -save -spend <p>3. Students mark a sheet of items that have/have not been used as money (barter), for example: What are some problems with using a cow as money? Are cows easy to keep? Can you carry them around with you? What if you wanted to buy some bubble gum? Is a cow for bubble gum a fair trade? How do you trade part of a cow? See the complete lesson "The Changing Face of Money" at http://www.econedlink.org/lessons/index.cfm?lesson=EM179</p> <p>3. Explain = analyze</p> <p>3. Apply Study Skills Indicators: 2, 3, 7</p> <p>Literature Connections: <u>A Chair for My Mother</u> - Vera B. Williams <u>Charlie Needs a Cloak</u> - Tomie DePaola <u>The Do Something Day</u> - Joe Lasker (paid in goods rather than money) <u>A New Coat for Anna</u> - Harriet Ziefert</p> <p>Resources: 3. <u>The Story of Money</u> - Betsy Maestro <u>Neighborhoods Near & Far</u> -Nystrom (kit – teacher resource) <u>Econoland Forest</u> – available from Economics America at John Carroll at 216-397-4384 (Big Book – optional) Junior Achievement Unit: <u>Our Families' Needs and Wants</u> call 330-434-1875</p>

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade – Government Standard

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p> <p>B. Recognize and explain the importance of symbols and landmarks of the United States.</p>	<p>Grade-Level Indicators</p> <p><u>Role of Government</u></p> <ol style="list-style-type: none"> 1. Recognize the role of authority figures in providing for the safety and security of individuals. (<i>Unit: 1</i>) 2. Explain how voting can be used to make group decisions. (<i>Unit: 1</i>) <p><u>Role of Government</u></p> <ol style="list-style-type: none"> 3. Recognize symbols of the United States that represent its democracy and values <u>including</u>: (<i>Units: 1-5</i>) <ol style="list-style-type: none"> a. the bald eagle; b. the White House; c. the Statue of Liberty; d. the national anthem. 	<p>Vocabulary/Strategies</p> <p>1. authority figures: police, firefighters (identify their connections to safety and security)</p> <p>1. <u>Vocabulary Must Introduce</u>: facts/opinions laws</p> <p>1. Apply Study Skills Indicator: 1</p> <p>1. Explain = analyze</p> <p>2. For example, parents, teachers, school principals, police, mayor, governor, president</p> <p>2. Apply Study Skills Indicator: 5, 7</p> <p>Resources: Norton City Schools VHS tapes reserved at 330-945-5600ext. 1276 or http://union.infohio.org/summit/ such as: U.S. Symbols (VO2444)</p> <p>3. <u>Kid's Voting USA '96</u>: Concept 3 (Series available from Norton City Schools)</p> <p>3. <u>American Symbols</u> - Big Book by Newbridge 1-800-867-0307</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade – Government Standard (continued)

Students use knowledge of the purposes, structures, and processes of political systems at the local, state, national, and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote general welfare.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.</p>	<p><u>Rules and Laws</u></p> <p>4. Recognize the need for rules in different settings and the need for fairness in such rules. (Unit: 1)</p> <p>5. Discuss the consequences of violating rules. (Unit: 1)</p>	<p>4. Introduce: in discussions fair play, the difference between the facts/opinions about the rules in a particular setting.</p> <p>5. Consequences = cause and effect relationship or an “If this... then ...”</p> <p>4-5. Such as games, classroom, lunchroom, recess, community</p> <p>4-5. Create your own classroom or group rules (children generated)</p> <p>Literature Connection: <u>Officer Buckle and Gloria</u> – Peggy Rathmann</p> <p>Resources: Newbridge Discovery Links Level 1 Set B: <u>Rules</u> at 1-800-929-6446</p>

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First Grade – Citizenship Rights and Responsibilities Standard

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

<p>Ohio Benchmarks Grades K-2</p> <p>A. Describe the results of cooperation in group settings and demonstrate the necessary skills.</p> <p>B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.</p>	<p>Grade-Level Indicators</p> <p><u>Participation</u></p> <p>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. <i>(Unit: 1)</i></p> <p><u>Rights and Responsibilities</u></p> <p>2. Demonstrate self-direction in school tasks. <i>(Unit: 1)</i></p> <p>3. Demonstrate accountability for actions. <i>(Unit: 1)</i></p> <p>4. Demonstrate pride in personal accomplishments. <i>(Unit: 1)</i></p> <p>5. Demonstrate citizenship traits <u>including</u>: <i>(Unit: 1)</i></p> <p>a. trustworthiness;</p> <p>b. fairness;</p> <p>c. self-control;</p> <p>d. respect for those in authority.</p>	<p>Vocabulary/Strategies</p> <p>1. <u>Vocabulary Must Introduce</u>: cooperation honesty responsibility self-direction</p> <p>2. <u>Vocabulary Must Introduce</u>: responsibility self-direction</p> <p>5. Sharing playground equipment during recess; taking turns feeding the classroom pet</p> <p>5. <u>Vocabulary Must Introduce</u>: citizenship</p> <p>1-5. Demonstrate: to show by reasoning Each of these is a form of application.</p> <p>Literature Connections: <u>Matzoh Mouse</u> – Lauren Wohl <u>Mufaro’s Beautiful Daughters: An African Tale</u> - John Steptoe</p> <p>Resources: 1 & 5. <u>Teamwork</u> - Big Book Newbridge 1-800-867-0307 District purchase CD-ROM’s by Tom Snyder Productions: <u>On the Playground</u> <u>Taking Responsibility</u> 1-800-342-0236 for a one-computer classroom (citizenship, responsibility, self-direction)</p>
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Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade – Social Studies Skills and Methods Standard

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades K-2	Universal: Applies to All Indicators <i>Grade-level indicators leading to the attainment of the Social Studies Skills and Methods Standard are listed at the grade level where they should be emphasized. Although indicators are not listed more than once, it is understood that students will continue to develop skills at successive grade levels with increasingly more difficult content. For example, kindergartners may compare a cellular telephone and an old-fashioned telephone while twelfth graders may compare the views of two candidates on a particular issue.</i>	Vocabulary/Strategies
A. Obtain information from oral, visual, print and electronic sources.	<u>Obtaining Information</u> 1. Obtain information about a topic using a variety of oral and visual sources. (Units: 1, 2, 3)	1. <u>Vocabulary Must Introduce</u> : facts/opinions 1. Apply to History Indicator: 6 Apply to People in Societies Indicators: 1-4 Apply to Government Indicator: 1 1. Apply the Lang. Arts Indicator: identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction. 1. Apply the Lang. Arts Indicator: Use books or observations to gather information to explain a topic or unit of study with teacher assistance. 2-3. Apply to History Indicators: 2-3 Apply to Economics Indicators: 1-2
B. Predict outcomes based on factual information.	<u>Thinking and Organizing</u> 2. Sequence information. (Units: 1, 2, 3) 3. Determine and display categories for sorting information: (Unit: 4) a. simple picture graphs; b. simple bar graphs.	2. Sequence Preskills: - Be able to compare - Be able to analyze the attributes of each item 2. Apply the Lang. Arts Indicator: identify the sequence of event in informational text. 3. Determine = Classify Needed Preskills: - Be able to observe - Define common/critical attributes - Be able to compare
		3. Display data in simple picture graphs 3. Apply the Math Data Analysis Indicator: answer questions about the number of objects represented in a picture graph, bar graph; such as the category with most, how many more in a category compared to another, how many altogether in two categories.

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies
<p>B. Predict outcomes based on factual information. (continued)</p> <p>C. Communicate information orally, visually or in writing.</p>	<p><u>Thinking and Organizing</u></p> <p>4. Identify main ideas from oral, visual and print sources. (Units: 1, 2, 3, 4, 5)</p> <p><u>Communicating Information</u></p> <p>5. Communicate information orally or visually. (Units: 2, 3)</p>	<p>4. Identify = Prioritize Needed Preskills:</p> <ul style="list-style-type: none"> - Be able to compare and contrast - Be able to evaluate <p>4. Apply the Lang. Arts Indicator: recall the important ideas in fictional and non-fictional texts.</p> <ul style="list-style-type: none"> - Key topic - Major facts - Link to prior knowledge <p>4. Apply the Lang. Arts Indicator: identify central ideas and supporting details of informational text with teacher assistance.</p>
<div data-bbox="212 1146 978 1433" style="border: 2px solid black; padding: 10px;"> <p>Resource: United Streaming Videos</p> <p>There are many stories available to facilitate students listening for information at: http://www.unitedstreaming.com .</p> <p>Many Norton City Schools districts already participate, just ask your principal for a username and password.</p> </div>		

Norton City Schools Standards-Based Social Studies Course of Study 2003

First Grade – Social Studies Skills and Methods Standard (continued)

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

Ohio Benchmarks Grades K-2	Grade-Level Indicators	Vocabulary/Strategies													
D. Identify a problem and work in groups to solve it.	<p><u>Problem Solving</u></p> <p>6. Display courtesy and respect for others in group settings <u>including</u>: (Units: 1, 2, 3)</p> <p style="padding-left: 40px;">a. staying on the topic;</p> <p style="padding-left: 40px;">b. focusing attention on the speaker.</p> <p>7. Discuss the problem solving plan sequence. (Units: 1, 2, 3, 4, 5)</p>	<p>6. Apply to People in Societies Indicators: 1, 2, 4 Apply to Government Indicators: 4-5</p> <p>7. Introduce and Model: Problem Solving Steps</p> <ul style="list-style-type: none"> - Name the Problem. - List different choices. - Decide what is the best choice. - Try the best choice. - Did it work? Tell Why or Tell Why not? <p>The graphic organizer is designed for the teacher to model as a summary of his/her think aloud. This helps to establish the need for listing various options for handling a problem.</p> <p>*Students rarely realize that the teacher has mentally thought of various choices to solve the problem.</p> <p>Students need a <i>visual reminder</i> and daily discussions to better understand that a <u>successful</u> problem solver must evaluate the degree of success or failure of his/her best choice.</p> <p>7. Apply to History Indicators: 5, 6 Apply to Geography Indicator: 7 Apply to Economic Indicators: 1, 3 Apply to Government Indicator: 2</p>													
	<div style="border: 1px solid black; padding: 5px;"> <p>Problem Solving Steps: (Teacher Models & Discusses <u>Daily</u>)</p> <p>1. Name the Problem: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">List Different Choices *</th><th style="width: 33%;">What is the best choice? _____</th><th style="width: 33%;">Did the choice work? (Yes or No)</th></tr> <tr> <td>1.</td><td></td><td>Tell Why?</td></tr> <tr> <td>2.</td><td></td><td></td></tr> <tr> <td>3.</td><td></td><td>Tell Why not?</td></tr> <tr> <td colspan="3" style="text-align: center;">Try the Best Choice</td></tr> </table> </div>		List Different Choices *	What is the best choice? _____	Did the choice work? (Yes or No)	1.		Tell Why?	2.			3.		Tell Why not?	Try the Best Choice
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