

STRAND: HISTORY**TOPIC: HISTORICAL THINKING AND SKILLS****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.

EXPECTATIONS FOR LEARNING

Use vocabulary correctly to distinguish categories of time.

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.

EXPECTATIONS FOR LEARNING

Communicate information and draw conclusions about the past using photographs, letters, artifacts, and books.

TOPIC: HERITAGE**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.

EXPECTATIONS FOR LEARNING

Compare the way families met basic needs in the past with the way they are met today.

STRAND: GEOGRAPHY**TOPIC: SPATIAL THINKING AND SKILLS****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.

EXPECTATIONS FOR LEARNING

Use maps to locate and identify familiar places in the classroom, school, or neighborhood.

TOPIC: PLACES AND REGIONS**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.

EXPECTATIONS FOR LEARNING

Describe physical and human characteristics of different places in the local community.

TOPIC: HUMAN SYSTEMS**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.

EXPECTATIONS FOR LEARNING

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.

TOPIC: HUMAN SYSTEMS**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.

EXPECTATIONS FOR LEARNING

Describe how different cultures satisfy basic needs and how this may change over time.

STRAND: GOVERNMENT**TOPIC: CIVIC PARTICIPATION AND SKILLS****Content Statement****8. Individuals have a 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.

EXPECTATIONS FOR LEARNING

Demonstrate an understanding of accountability for personal actions at home, school, and the community.

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.

EXPECTATIONS FOR LEARNING

Collaborate in a way that demonstrates respect for the rights and opinions of others.

TOPIC: RULES AND LAWS**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.

EXPECTATIONS FOR LEARNING

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.

STRAND: ECONOMICS**TOPIC: SCARCITY****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.

EXPECTATIONS FOR LEARNING

Explain the relationship between wants and resources.

Explain how and why people must make economic choices.

TOPIC: PRODUCTION AND CONSUMPTION**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.

EXPECTATIONS FOR LEARNING

Demonstrate how people are producers and consumers in the community.

TOPIC: MARKETS**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.

EXPECTATIONS FOR LEARNING

Explain why people trade.

TOPIC: FINANCIAL LITERACY**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.

EXPECTATIONS FOR LEARNING

Demonstrate the use of currency in an economic exchange by making a real or pretend transaction.