

1st Grade Social Studies

Pacing Guide and Unpacked Standards



**GROVEPORT
MADISON**
SCHOOLS

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Resources: School District U-46, of Chicago, IL, The Ohio Department of Education,
Columbus City Schools, Common Core Institute and North Carolina Department of Public Instruction.

We would like to thank the teachers of GMLSD that provided feedback and support.

Groveport Madison Social Studies Pacing Guide

Theme: Families Now and Long Ago, Near and Far

1	History	Geography	Government	Economics
1st 9 wks			<u>Civic Participation & Skills</u> GO.8 Individual accountability GO.9 Respectful collaboration <u>Rules & Laws</u> GO.10 Rules in different settings	
2nd 9 wks	<u>Historical Thinking & Skills</u> HI.1 Categorized time HI.2 Artifacts to learn about past <u>Heritage</u> HI.3 Human needs changing over time			
3rd 9 wks		<u>Spatial Thinking & Skills</u> GE.4 Maps <u>Places & Regions</u> GE.5 Physical and human characteristics of places <u>Human Systems</u> GE.6 Family interactions with environment in different times/ places GE.7 Diverse cultural practices		
4th 9 wks				<u>Scarcity</u> EC.11 Wants and resources availability <u>Production & Consumption</u> EC.12 Production and consumption of goods and services <u>Markets</u> EC.13 Trading to obtain goods and services <u>Financial Literacy</u> EC.14 Currency used for economic exchange

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.HI.1

Time can be divided into categories (e.g., months of the year, past, present and future).

Essential Understanding

- Division of time
- Month, year, past, present and future

Extended Understanding

- Chronological Order
- Calendars and timelines

Vocabulary

- distinguish
- categories of time
- month of the year
- past, present, future

Essential Skills

- The student can use vocabulary correctly to distinguish categories of time.
- The student can use a calendar to count days, weeks, or months.
- The student can distinguish time in terms of past, present, and future.
- The student can list events in their life in the order they occurred.
- The student can communicate stories about their family that occurred past, present, and future.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Children build conceptually toward an understanding of chronological order, which is 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.
- Create a classroom calendar where children can record basic weather observations. Refer to the calendar while comparing the weather of different months and seasons and integrate vocabulary from the content statement during discussions.
- Make connections between weather and season concepts as found in the Science Academic Content Standards.

Sample Question Stems and Performance Tasks

- Draw a picture of what people do in the present for light.
- Place events from your life order on a time line. For example, taking a first step, learning to tie shoes, riding a bike, etc.
- List items or events for each month of the year.

Prior Knowledge

K.HI.1: Time can be measured.

Future Knowledge

2.HI.1: Time can be shown graphically on calendars and timelines.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.HI.2

Photographs, letters, artifacts and books can be used learn about the past.

Essential Understanding

- Draw Conclusions
- Use different sources
- Communicate information

Extended Understanding

- Change over time using sources

Vocabulary

- draw conclusions
- communicate information
- photographs
- letters
- artifacts
- books
- past

Essential Skills

- The student can use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.
- The student can identify and describe family photographs, letters, artifacts and books.
- The student can use photographs to communicate information and draw conclusions about the past.
- The student can use letters to communicate information and draw conclusions about the past.
- The student can use artifacts to communicate information and draw conclusions about the past.
- The student can use books to communicate information and draw conclusions about the past.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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 family photographs, letters, artifacts and books to learn about their past, if these resources are available.
- Children can share artifacts such as baby books, family pictures, letters and newspapers with the class. The teacher guides student examination of the artifacts by asking questions such as: What do we understand about the past from this photograph? Students can focus on topics such as clothing, architecture and modes of transportation.

Sample Question Stems and Performance Tasks

- What is an artifact? What are some examples of artifacts in the classroom?
- What is a document? What are some examples of documents in the classroom?
- How do historians piece together the story of the past?
- Create a “History Bag” with 5 “things” that would help someone learn about you. Talk about your bag with a partner. Your partner should then tell what they learned about you.
- Why is it important to use artifacts and documents when learning about the past?

Prior Knowledge

K.HI.2: Personal history can be shared through stories and pictures.

Future Knowledge

2.HI.2: Change over time can be shown with artifacts, maps, and photographs.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.HI.3

The way basic human needs are met have changed over time.

Essential Understanding

- How humans meeting basic needs (food, clothing, shelter) has changed over time

Extended Understanding

- How science and technology have changed daily life

Vocabulary

- compare
- family
- basic needs
- food, clothing, shelter

Essential Skills

- The student can compare the way families met basic needs in the past with the way they are met today.
- The student can identify human basic needs as food, clothing and shelter.
- The student can give examples of how people in the past worked to provide their family with food, clothing and shelter.
- The student can explain how families work at jobs to earn money to pay for basic needs.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- For example, in the past, people worked to provide their family with food, clothing and shelter; they worked to survive. Family members today work at jobs where they earn money to purchase basic needs.
- Provide children with various pictures of food, clothing and shelter from the past and present. Ask students to sort the pictures into then and now groups. Once students have had a chance to compare the then and now examples, ask them to describe how the basic need for food, clothing and shelter have changed over time.

Sample Question Stems and Performance Tasks

- List human basic needs.
- How do families provide food and water, clothing and shelter for us?
- What happens if our basic needs are not meet?
- Create a T-Chart of technology used in past to meet basic needs and technology used today to meet basic needs.
- How did pioneers heat the home in the winter? What technology did they have for light?
- How did life then compare to life today in terms of basic needs (food, clothing and shelter)?
- Identify different jobs and tell what goods/services people who do these jobs provide.

Prior Knowledge

Grade K: N/A

Future Knowledge

2.HI.3: Science and technology have changed daily life.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GE.4

Maps can be used to locate and identify places.

Essential Understanding

- Using maps and models to locate familiar places

Extended Understanding

- Using map symbols to answer questions about location

Vocabulary

- locate
- identify
- maps
- classroom
- school
- neighborhood
- local community

Essential Skills

- The student can use maps to locate and identify familiar places in the classroom, school or neighborhood.
- The student can explain the purpose of a map.
- The student can identify maps of the local community, Ohio and the United States.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Maps are representations of areas on the earth’s surface.
- Children can use simple maps and models to locate familiar places in the classroom, school or neighborhood.
- Children also can be introduced to maps of the local community, Ohio and the United States.
- Use a variety of kinds of maps as well as maps of a variety of different places (e.g., zoo, park, city) and have children practice locating and identifying places.
- Instructional Resources Lesson Plan: United States Geological Survey (USGS) <http://education.usgs.gov/common/primary.htm>
This USGS page includes lessons on maps for elementary students. In the left column, click on the Geography heading. Select What Do Maps Show? (Teacher Lesson). Although these lessons are geared for upper elementary students, many ideas and activities can be adapted for use in the first-grade classroom.

Sample Question Stems and Performance Tasks

- What are some ways maps and models can be used?
- How do you locate places on a map?
- Describe locations of places relative to other places using models and maps, e.g., school, play field, home, shopping center.
- Locate Ohio on a map.

Prior Knowledge

K.GE.6: Models and maps represent places.

Future Knowledge

2.GE.5: Maps and their symbols, include cardinal directions, can be interpreted to answer questions about location of places.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GE.5

Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Essential Understanding

- Physical and human characteristics of different places

Extended Understanding

- How work is impacted by physical and human characteristics

Vocabulary

- compare
- physical characteristics
- human characteristics
- local community
- places

Essential Skills

- The student can compare physical and human characteristics of different places in the local community.
- The student can give examples of physical features of different places in their community.
- The student can give examples of human characteristics of different places in their community.
- The student can compare physical features in their community.
- The student can compare human characteristics in their community.
- The student can locate physical features on a map such as lakes, rivers, hills, mountains, and forests.
- The student can locate human characteristics on a map such as towns, cities, farms, parks, playground, house and traffic signs/signals.
- The student can find their community on the map.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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, houses and traffic signs/signals.
- Explore the physical and human characteristics of a variety of places, modeling and encouraging the use of descriptive language to make comparisons.
- Use a variety of formats for exploration, including photographs, field trips, outdoor walks and technology.

Sample Question Stems and Performance Tasks

- What is a physical feature?
- What is a human characteristic?
- What are the important physical and human characteristics of our community?
- Create a T-Chart of human characteristics and physical characteristics in our community.
- Compare and contrast the description of two different places (i.e., park and school).
- How do physical surroundings affect the way people live?.
- Where is our community located?

Prior Knowledge

Grade K: N/A

Future Knowledge

2.GE.6: The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GE.6

Families interact with the physical environment differently in different times and places.

Essential Understanding

- Physical environment characteristics
- Compare interaction with the environment
- Past and present

Extended Understanding

- How cultures uniquely develop through the influence of the physical

Vocabulary

- describe
- compare
- interact
- physical environment
- past
- present

Essential Skills

- The student can describe the way families in different places interact with the physical environment.
- The student can compare the way families interacted with the physical environment in the past with the way they interact today.
- The student can define and give examples of physical environment characteristics.
- The student can give examples of how families in different places interact with the physical environment.
- The student can give examples of how families interacted with the physical environment in the past.
- The student can give examples of how families today interact with the physical environment.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Look at the weather report for cities in different regions of the United States either in the newspaper or online. Ask students how they would dress if they were visiting that city.
- Students sort and match pictures showing physical activities from various environments (e.g., cold-climate pictures of kids in warm clothes, skiing, shoveling snow, snowmen vs. warm climate pictures of kids swimming, biking, enjoying a picnic).
- Instructional Resources - *Houses and Homes* (Around the World Series) by Ann Morris

Sample Question Stems and Performance Tasks

- Describe two physical environment characteristics.
- Describe examples of how people depend on the physical environment.
- How would you dress if visiting a given region?
- Compare the physical characteristics of two different places by completing a Venn diagram.
- What kinds of technology do we have now that was not available in the past?

Prior Knowledge

K.GE.7: Humans depend on and impact the physical environment in order to supply food, clothing and shelter.

Future Knowledge

2.GE.8: Cultures develop in unique ways, in part through the influence of the physical environment.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GE.7

Diverse cultural practices address basic human needs in various ways and may change over time.

Essential Understanding

- Culture satisfy basic needs and how this may change over time

Extended Understanding

- Human activities are influenced by the physical environment

Vocabulary

- describe
- different
- change
- culture
- basic needs
- culture practices

Essential Skills

- The student can describe how different cultures satisfy basic needs and how this may change over time.
- The student can define and give examples of culture.
- The student can identify basic human needs.
- The student can explain how different cultures satisfy basic needs.
- The student can identify and give examples of culture practices and how they change over time as technology advances.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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 examples, water buffalo are used to plow agricultural fields in many places in Asia today, because they are adapted to humid environments and do not necessarily need water to thrive. In North America, horses were used to plow agricultural fields, but tractors are widely used today.
- Note: Culture is a sensitive topic. Teachers and children need to respect and honor diversity among cultural groups.
- Provide students with various books, photos and artifacts to illustrate the cultural practices of families in other cultures in various time periods. Guide students to compare the way each cultural group addresses basic human needs today with the way it was done in the past.

Sample Question Stems and Performance Tasks

- Define and give examples of culture.
- Identify a cultural practice that has changed as a result of technology.
- What are basic human needs?

Prior Knowledge

K.GE.8: Individuals are unique but share common characteristics of multiple groups.

Future Knowledge

Grade 2: N/A

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GO.8

Individuals are responsible to take action toward the achievement of common goals in homes, schools and communities, and are accountable for those actions.

Essential Understanding

- Accept personal responsibility for actions

Extended Understanding

- Making responsible choices
- Respecting others

Vocabulary

- demonstrate
- accountability
- personal actions
- responsibilities

Essential Skills

- The student can demonstrate accountability for personal actions.
- The student can define, identify and give examples of personal responsibility.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Children learn that individuals accept personal responsibility for their actions.
- Invite a police officer in to talk about following rules and laws and being a good citizen.
- Role-play scenarios of children doing something and then accepting consequences.

Sample Question Stems and Performance Tasks

- Give examples of the personal responsibility in the classroom and at home?
- Complete a graphic organizer by identifying examples and non-examples of personal responsibility.
- Which is an example of a personal responsibility?
- Read a story, decide whether the actions of the character reflect personal responsibility for their actions.
- Compare and contrast:: Classroom Responsibilities, School Responsibilities, and Playground Responsibilities

Prior Knowledge

Grade K: N/A

Future Knowledge

2.GO.10: Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GO.9

Collaboration requires group members to respect the rights and opinions of others.

Essential Understanding

- Collaboration within a group

Extended Understanding

- Group accountability for choices

Vocabulary

- collaborate
- demonstrate
- respect
- rights
- opinions
- fair play
- sportsmanship

Essential Skills

- The student can collaborate in a way that demonstrates respect for the right and opinions of others.
- The student can identify and list behaviors that show respect.
- The student can identify and list behaviors that show collaboration.
- The student can define and give examples of sportsmanship.
- The student can define and give examples of fair play.
- The student can work and play collaboratively in a group.
- The student can demonstrate respect for the right and opinions of others.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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 in later grades.
- Students identify and list behaviors that show respect for others.
- Match a given set of printed speech balloons to pictures showing the target behavior (e.g., good game balloon to a picture of athletes from opposing teams shaking hands).

Sample Question Stems and Performance Tasks

- Describe actions that show respect or disrespect.
- How are fair play and sportsmanship similar?
- Describe an example of good sportsmanship?
- Divide into two groups: One will act the “right” way and the other will act the “wrong” in dealing with a difficult situation.
- What is one way to resolve the group conflict?

Prior Knowledge

K.GO.9: Individuals have shared responsibilities and take action toward the achievement common goals in homes, schools and communities.

Future Knowledge

2.GO.11: Groups are accountable for choices they make and actions they take.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.GO.10

Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules.

Essential Understanding

- Different rules for different settings

Extended Understanding

- How rules govern behavior in different settings

Vocabulary

- explain
- rules
- different setting
- principle of fairness
- consequences

Essential Skills

- The student can explain why there are different rule for different settings.
- The student can explain why rules need to be guided by the principle of fairness and why rules include consequences for those who breakthem.
- The student can define and explain the purpose of rules.
- The student can give examples of different rules in different settings.
- The student can explain the concept of fairness.
- The student can explain and give examples of fair rules.
- The student can explain why rules include consequences for those who break them.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Kindergarten, children learned the purpose for rules in the home, school and community.
- In grade one, children build on that concept to understand that there are different rules in different settings.
- Children understand that rules need to be fair (justice for all parties and concern for the fair allocation of resources among diverse members of a community). There are consequences for breaking rules.
- Children compare playground, cafeteria, gym and classroom rules, noting differences and similarities. Then, children design and role-play various scenarios related to the rules in each setting.
- Children make posters that demonstrate the appropriate rules and actions for each setting.

Sample Question Stems and Performance Tasks

- What is the purpose of rules?
- How can rules keep us safe?
- What are the consequences of not following rules in the home, school, and community?
- Read aloud and discuss a fiction or nonfiction book about the purpose of rules.
- List ways to be a good citizen. Draw and write a sentence about one of those ways.
- Compare rules at home and school in a Venn diagram using pictures and words.
- What would happen without rules in the school/community?

Prior Knowledge

K.GO.10: The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.

Future Knowledge

2.GO.12: There are different rules and laws that govern behavior in different settings.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.EC.11

Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.

Essential Understanding

- Unlimited wants and limited resources
- Economic choices

Extended Understanding

- Scarcity
- Opportunity Cost

Vocabulary

- explain
- wants
- needs
- limited resources
- choice
- interpret
- scarce

Essential Skills

- The student can explain how and why people must make economic choices.
- The student can define and give examples of wants.
- The student can define scarce.
- The student can explain why people have to make economic choices.
- The student can explain how people make economic choices.
- The student can explain how scarcity and choice are related.
- The student can make choices between two items when they do not have enough money to buy them both.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- Wants are unlimited and resources are limited (scarce), thereby forcing individuals to make choices. For example, Johnny can buy a new bicycle or a new computer game, but does not have money for both.
- Lesson Plan: Trade to the Tailor - <http://www.econedlink.org/lessons/index.php?lid=699&type=educator>. This lesson is based on the *A New Coat for Anna* book by Harriet Ziefert. Children are introduced to scarcity, resources and decision making through Anna and her mother.
- Lesson Plan: Toys for Me - <http://www.econedlink.org/lessons/index.php?lid=517&type=educator>. This lesson plan from the Council for Economic Education introduces the concept of scarcity by illustrating how time is finite and how life involves a series of choices. Specifically, this lesson teaches students about scarcity and choice.
- Connect with Content Statement 13 linking scarcity, decision making and markets.

Sample Question Stems and Performance Tasks

- Create a list of wants in the class. Why can't you have everything you want?
- Why is scarcity define by “this OR that” and not “this AND that”?

Prior Knowledge

K.EC.11: Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.

Future Knowledge

Grade 2: N/A

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.EC.12

People produce and consume goods and services in the community.

Essential Understanding

- People produce goods and services
- People can be both producers and consumers.

Extended Understanding

- Jobs produce specific goods and services

Vocabulary

- demonstrate
- goods
- services
- producers
- consumers
- community
- job
- work

Essential Skills

- The student can demonstrate how people are producers and consumers in the community.
- The student can give examples of goods.
- The student can give examples of services.
- The student can give examples of community members working at jobs where they produce goods and services.
- The student can explain the role of producers.
- The student can explain the role of consumers.
- The student can explain how people can be both producers and consumers.
- The student can determine whether something is a good or service.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- Career Connection - Students will conduct a workplace visit to their school cafeteria where they will explore the location that lunch is consumed. Discuss related careers that are involved in the many aspects of consumption (e.g., agriculture: farmers, logistics: shipping and receiving companies, transportation: truck drivers and delivery drivers, business and marketing: retail sales).
- Lesson Plan: Simple Simon Meets a Producer - <http://www.econedlink.org/lessons/index.php?lid=464&type=educator>. Using the classic rhyme, *Simple Simon and the Pie-Man*, children are introduced to the concepts of consumer and producer.

Sample Question Stems and Performance Tasks

- What is the role of producer? What is the role of consumer?
- Why is it important to have goods, services, and jobs? Who provides these?
- How do people exchange goods and services?
- What are some places in our city that sell goods and identify places that provide services?
- Describe goods and services.

Prior Knowledge

K.EC.12: Goods are objects that can satisfy an individual’s wants. Services are actions that can satisfy individual’s wants.

Future Knowledge

2.EC.15: Most people around the world work in jobs in which they produce specific goods and services.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.EC.13

People trade to obtain goods and services they want.

Essential Understanding

- People trade to obtain goods and services.

Extended Understanding

- Using money to buy goods and services

Vocabulary

- demonstrate
- goods
- services
- wants
- trade
- produce
- currency

Essential Skills

- The student can explain why people trade.
- The student can define and give examples of goods.
- The student can define and give examples of services.
- The student can recognize that individuals cannot produce every good or service.
- The student can define and give examples of trade.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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).
- Individuals are incapable of producing every good or service they want, so they trade to obtain goods and services in their community.
- Children describe and then illustrate ways in which their family trades to get the goods and services they want.
- Children bring in a good from home or offer a service to trade with classmates. Each child introduces his or her good or service, then the teacher allows time for students to trade. Guide children to discuss the reasons for the trades they make.
- Lesson Plan: Trade to the Tailor - <http://www.econedlink.org/lessons/index.php?lid=699&type=educator>. This lesson is based on the *A New Coat for Anna* book by Harriet Ziefert. Children are introduced to scarcity, resources and decision making through Anna and her mother.
- Connect with Content Statement 11 linking scarcity, decision making and markets.

Sample Question Stems and Performance Tasks

- Give two examples of goods that are wants.
- Give two examples of services that are wants.
- What is one reason why people trade?

Prior Knowledge

Grade K: N/A

Future Knowledge

2.EC.16: People use money to buy and sell goods and services.

Ohio's Learning Standards - Clear Learning Targets

Social Studies, Grade 1

1.EC.14

Currency is used as a means of economic exchange.

Essential Understanding

- Using currency to in an economic exchange

Extended Understanding

- People earn income by working

Vocabulary

- demonstrate
- economic exchange
- currency
- transaction
- value
- goods and services

Essential Skills

- The student can demonstrate the use of currency in an economic exchange by making a real or pretend transaction.
- The student can define and give examples of goods and services.
- The student can define and explain the purpose of currency.
- The student can obtain goods and services by purchasing them with money.
- The student can identify the different denominations of coins and bills.

Ohio Department of Education Model Curriculum Instructional Strategies and Resources

- 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.
- *The Story of Money* by Betsy Maestro
- *Money Madness* by David Adler

Sample Question Stems and Performance Tasks

- What is currency?
- How do people need goods and services?

Prior Knowledge

Grade K: N/A

Future Knowledge

2.EC.17: People earn income by working.