

Ohio Social Studies - Extended Learning Standards

Grade 1

History

Historical Thinking and Skills

- 1 Time can be divided into categories (e.g., months of the year, past, present, and future). **HS.1.1**
 - a Identify those tasks that will happen (future). **HS.1.1.A**
 - b Identify those tasks that have already happened (past). **HS.1.1.B**
 - c Identify those tasks that are happening now (present). **HS.1.1.C**
 - d Organize events in order of when they happened. **HS.1.1.D**
 - e Recall events/tasks happening at home. **HS.1.1.E**
 - f Recall events/tasks happening during the school day. **HS.1.1.F**
 - g Identify the number of days in the year. **HS.1.1.G**
 - h Identify the number of days in each month. **HS.1.1.H**
 - i Organize the months of the year in chronological order. **HS.1.1.I**
 - j Identify the months of the year. **HS.1.1.J**
 - k Recall the 7 days of the week in order. **HS.1.1.K**
 - l Identify the days of the week by name. **HS.1.1.L**
 - m Identify the number of hours in a day. **HS.1.1.M**
 - n Identify the number of minutes in an hour. **HS.1.1.N**
 - o Observe a minute pass using a timer. **HS.1.1.O**
 - p Engage with tools used to measure time. **HS.1.1.P**
- 2 Engage with tools used to measure time. **HS.1.2**
 - a Use a book to share experience and lesson learned with others. **HS.1.2.A**
 - b Identify a lesson learned from this experience. **HS.1.2.B**
 - c Use a book to convey a previous experience. **HS.1.2.C**
 - d Use artifact to share about experience and lesson learned with others. **HS.1.2.D**
 - e Identify a lesson learned from this experience. **HS.1.2.E**
 - f Identify an artifact that represents a previous experience. **HS.1.2.F**
 - g Use picture to share about personal experience and lesson learned with others. **HS.1.2.G**
 - h Identify a lesson learned from this experience. **HS.1.2.H**
 - i Use the pictures to convey a previous personal experience. **HS.1.2.I**
 - j Engage with images that show a personal experience. **HS.1.2.J**
 - k Engage with objects that show a personal experience. **HS.1.2.K**
 - l Engage with others as a personal story/experience with images or objects is shared. **HS.1.2.L**

Heritage

- 3 The ways basic human needs are met have changed over time. **HS.1.3**
 - a Compare how these needs are met among students. **HS.1.3.A**
 - b Identify how each student's basic needs are met. **HS.1.3.B**
 - c Define basic human needs as things that we cannot live without. **HS.1.3.C**
 - d Identify things/items that humans can live without. **HS.1.3.D**
 - e Identify things/items that humans cannot live without (food, shelter, etc.). **HS.1.3.E**
 - f Participate in activities that fulfill basic everyday human needs (eating, dressing, seeking shelter, toileting, etc.). **HS.1.3.F**
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Geography

Spatial Thinking and Skills

- 4 Maps can be used to locate and identify places. **GEO.1.4**
 - a Locate important landmarks on map. **GEO.1.4.A**
 - b Identify important landmarks of the given location. **GEO.1.4.B**
 - c Locate these important symbols/parts on the map. **GEO.1.4.C**
 - d Identify the important symbols/parts of the map (e.g. compass rose, directions, distance marker, landmarks). **GEO.1.4.D**
 - e Engage with objects, tactile graphics, or visual representations of a given location. **GEO.1.4.E**
- 5 Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people). **GEO.1.5**
 - a Define physical characteristics of a map as landforms and bodies of water. **GEO.1.5.A**
 - b Locate bodies of water/landforms on the map. **GEO.1.5.B**
 - c Define human characteristics as something made/built by a human. **GEO.1.5.C**
 - d Identify structures built/made by humans. **GEO.1.5.D**
 - e Identify that no two places are the same. **GEO.1.5.E**
 - f Identify differences of two places within the school. **GEO.1.5.F**
 - g Identify similarities of two places within the school. **GEO.1.5.G**
 - h Engage in different environments around the school. **GEO.1.5.H**
- 6 Families interact with the physical environment differently in different times and places. **GEO.1.6**
 - a Match resources from the physical environment to provided recreation (e.g., snow-sledding, skiing; wilderness - hiking, fishing, camping, etc.) **GEO.1.6.A**
 - b List resources from the physical environment that support transportation. **GEO.1.6.B**
 - c Identify that the physical environment can also provide transportation and recreation. **GEO.1.6.C**
 - d Compare access to food, clothing, and shelter from present day to the past. **GEO.1.6.D**
 - e Identify resources as coming from the physical environment. **GEO.1.6.E**
 - f Match pieces of clothing to their place of purchase or origin. **GEO.1.6.F**
 - g Match different foods to their place of purchase or growth. **GEO.1.6.G**
 - h Identify food, clothing, and shelter as needs of families. **GEO.1.6.H**
 - i Engage in daily routines that include resources coming from the physical environment (e.g., eating, dressing, etc.) **GEO.1.6.I**
 - j Engage with family members. **GEO.1.6.J**
 - k Engage with the physical environment. **GEO.1.6.K**

Human Systems

- 7 Diverse cultural practices address basic human needs in various ways and may change over time. **GEO.1.7**
- a Discuss how diverse cultural practices have changed to meet basic human needs. **GEO.1.7.A**
 - b Link cultural practices to a way of life in a group or community. **GEO.1.7.B**
 - c Demonstrate respectful interest in diverse cultural practices. **GEO.1.7.C**
 - d Describe one or more family traditions. **GEO.1.7.D**
 - e Associate cultural practices with family traditions. **GEO.1.7.E**
 - f Identify one's own cultural practices. **GEO.1.7.F**
 - g Identify diverse cultural practices categories, including: foods, language, clothing, buildings, the arts and traditions/ beliefs. Culture is defined: 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. **GEO.1.7.G**
 - h Identify clothing worn during a special family event vs. everyday. **GEO.1.7.H**
 - i Identify foods eaten during holiday vs. everyday meals. **GEO.1.7.I**
 - j Engage with books, photographs, and artifacts that represent diverse cultural practices. **GEO.1.7.J**
 - k Engage in one or more cultural practice. **GEO.1.7.K**
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Government

Civic Participation and Skills

- 8 Individuals have responsibility to take action toward the achievement of common goals in homes, schools, and communities and are accountable for those actions. [GVT.1.8](#)
- a Demonstrate responsibility by following rules and laws (classroom, home, or community). [GVT.1.8.A](#)
 - b Identify the consequences of a given choice (could be good or bad). [GVT.1.8.B](#)
 - c Match consequences to breaking rules. [GVT.1.8.C](#)
 - d Identify rules in given setting or situation. [GVT.1.8.D](#)
 - e Make choices. [GVT.1.8.E](#)
 - f Identify choices. [GVT.1.8.F](#)
 - g Identify a situation where a choice can be made (e.g., seeing something you want, but it is not yours, etc.). [GVT.1.8.G](#)
 - h Engage to make a choice. [GVT.1.8.H](#)
- 9 Collaboration requires group members to respect the rights and opinions of others. [GVT.1.9](#)
- a Show respect for the opinions of others (e.g., listen to others without judging). [GVT.1.9.A](#)
 - b Work together on an activity with others (collaborate). [GVT.1.9.B](#)
 - c Select a partner. [GVT.1.9.C](#)
 - d Join a given partner. [GVT.1.9.D](#)
 - e Participate as part of a group. [GVT.1.9.E](#)
 - f Engage with a peer partner [GVT.1.9.F](#)

Rules and Laws

- 10 Rules exist in different settings. The principles of fairness should guide rules and the consequences for breaking rules. [GVT.1.10](#)
- a Associate fairness with justice for all. [GVT.1.10.A](#)
 - b Define consequences. [GVT.1.10.B](#)
 - c Describe why there are rules. [GVT.1.10.C](#)
 - d Identify the rules in a given environment. [GVT.1.10.D](#)
 - e Identify one class rule. [GVT.1.10.E](#)
 - f Answer the question: What is a rule? [GVT.1.10.F](#)
 - g Match cause and effect related to rules (e.g., if you aren't nice to others, then they won't want to be around you). [GVT.1.10.G](#)
 - h Engage in behaviors that follow the rules. [GVT.1.10.H](#)
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Economics

Scarcity

- 11 Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want. [ECON.1.11](#)
 - a Describe choices that have to be made about wants based on available resources. [ECON.1.11.A](#)
 - b Compare a list of wants to total resources. [ECON.1.11.B](#)
 - c Brainstorm ways to get what we want. [ECON.1.11.C](#)
 - d Communicate wants. [ECON.1.11.D](#)
 - e Identify a want. [ECON.1.11.E](#)
 - f Engage with money. [ECON.1.11.F](#)
 - g Engage with something wanted. [ECON.1.11.G](#)

Production and Consumption

- 12** People produce and consume goods and services in the community. **ECON.1.12**
- a** Participate in production of a good or service (e.g., class jobs, assembly line product, etc.). **ECON.1.12.A**
 - b** Provide a service to someone in the class, home, or community. **ECON.1.12.B**
 - c** Brainstorm a list services that kids can provide. **ECON.1.12.C**
 - d** Define services as the act of helping or doing work for someone. **ECON.1.12.D**
 - e** Identify examples of producers within the community. **ECON.1.12.E**
 - f** Define market. **ECON.1.12.F**
 - g** Define produce as to make, create, assemble, or construct. **ECON.1.12.G**
 - h** Identify examples of consumers with goods that they consume. **ECON.1.12.H**
 - i** Define consume as eat, drink, or use goods. **ECON.1.12.I**
 - j** Define goods as products/objects people want. **ECON.1.12.J**
 - k** Engage in behaviors of a consumer (e.g., eat lunch, use a tissue, wash hands, etc.). **ECON.1.12.K**
 - l** Engage with people who are producers or consumers. **ECON.1.12.L**
 - m** Engage with goods. **ECON.1.12.M**
- 13** People trade to obtain goods and services they want. **ECON.1.13**
- a** Answer the question: Can people produce all of the goods and services that they might want? **ECON.1.13.A**
 - b** Exchange a good for a service **ECON.1.13.B**
 - c** Exchange a good for a good. **ECON.1.13.C**
 - d** Engage in a trade. **ECON.1.13.D**
 - e** Request a trade. **ECON.1.13.E**
 - f** Model trading. **ECON.1.13.F**
 - g** Define trade as exchange one thing for another. **ECON.1.13.G**
 - h** Identify wants. **ECON.1.13.H**
 - i** Engage with people. **ECON.1.13.I**
- 14** Financial Literacy **ECON.1.14**
- a** Make a real or pretend transaction. **ECON.1.14.A**
 - b** Practice using currency in trade for a good or service. **ECON.1.14.B**
 - c** Match the cost of a good or service with currency. **ECON.1.14.C**
 - d** Identify the cost of a specific good or service. **ECON.1.14.D**
 - e** Identify how people get money. **ECON.1.14.E**
 - f** Match the term currency as another name for money. **ECON.1.14.F**

g Identify coins and bills as money. [ECON.1.14.G](#)

h Engage with money. [ECON.1.14.H](#)