

IMPORTANT NOTICE

Please note that teachers may access the complete Social Studies Course of Study through our web site

www.medina-esc.org.

Click on the link **Course of Study** on our home page
Then select the Social Studies link
You will have access to all grade levels.

It is sound educational practice for teachers to be aware of what is taught in the grade level before, as well as the grade level after their assigned grade level.

Medina County Schools

Social Studies Course of Study

Grades:
Pre-Kindergarten
Through Twelve



William J. Koran
Superintendent

June 2009

Social Studies
Graded Course of Study
PreK-12

William J. Koran, Superintendent

Approved by:
Governing Board of the Medina County Schools'
Educational Service Center
2009

Mission Statement

The Medina County Schools'
Educational Service Center
will be the leader in providing
services and products that promote
excellence in education.

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Project Coordinator

Mary K. Kastanis, Special Projects Coordinator MCSESC

Layout and Word Processing
Keturah Zacharias

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SOCIAL STUDIES PHILOSOPHY AND GUIDING ASSUMPTIONS (Program Philosophy)

Ohio's social studies content standards serve as a basis for what all students should know and be able to do in social studies by the time they graduate from high school. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base social studies curricula.

Philosophy of Ohio's Social Studies Academic Content Standards

Effective social studies integrates history, geography, economics, political science, other social sciences and humanities in order to prepare students to be participating citizens. Specifically, social studies:

- Helps students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- Prepares students for their role as citizens and decision makers in a diverse, democratic society;
- Enables students to learn about significant people, places, events and issues in the past in order to understand the present;
- Fosters students' ability to act responsibly and become successful problem solvers in an interdependent world of limited resources.

Assumptions for Social Studies Content Standards

Ohio's academic content standards:

- Set high expectations and provide strong support for social studies achievement by **all** students;
- Represent the social studies knowledge and skills needed to make a successful transition to post-secondary education, the workplace and civic life;
- Reflect the sound application of research on how students learn social studies;
- Are informed by national standards documents;
- Balance knowledge, conceptual understanding and skill development;

SOCIAL STUDIES
PHILOSOPHY AND GUIDING ASSUMPTIONS (Cont.)
(Program Philosophy)

- Address significant understandings that are the basis for sound decision-making as citizens;
- Focus on important social studies topics that are well articulated through benchmarks and grade-level indicators;
- Represent rigorous progression across grades and in-depth study within each grade;
- Incorporate use of technology by **all** students in learning social studies;
- Serve as the basis for classroom and statewide assessments;
- Guide the development of local social studies curricula and instructional programs.

SOCIAL STUDIES FOR YOUNG CHILDREN

Social studies is the study of how people live, work, get along with others, solve problems, shape and are shaped by their surroundings. For young children, the family, school, neighborhood and community are content-rich workshops inviting exploration and inquiry into the study of social units. These social study contexts invite children to locate, acquire, organize and generate information through field trips and first hand experiences. The content of social studies is also a familiar theme in many books and poems for young children.

In preschool, simple board games help children understand rules of participation (citizenship); the challenge of riding around a tricycle path teaches and supports mapping (geography) concepts and skills. Children learn about time (history) from daily predictable routines established — a story before rest time, circle time after interest areas, and outdoor play after lunch. When the dramatic play area is set up as a grocery store, children can explore the concepts of jobs, the buying and selling of goods. This is economics in preschool. Everyday experiences pertinent to children’s interactions with others and their community serve as the foundation for learning social studies.

OHIO’S PreK-12 SOCIAL STUDIES STANDARDS (Program Goals)

History for Early Childhood

History is the study of the past—a study of people and the events that influenced behavior. Preschool children focus on the here and now and are now developing their understanding of chronological time that is essential to understand history. They learn about time in relation to themselves, including the sequence and order of their daily routines and schedule, what they did yesterday and what they will do tomorrow. Preschool children love to consider what they can do now that they couldn’t do when they were “babies.” They enjoy listening to stories of the recent past as well as of times and places of long ago - if the topics are relevant to their own experiences.

History

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.

People in Societies for Early Childhood

A social unit can be defined as a group of members who have an ongoing relationship with one another. Examples of social units are the family, school, neighborhood, community, state and nation. Understanding people and how they live within a social unit is the component that includes physical characteristics of people; similarities and differences in habits, traditions, homes, and work; family structures and roles. In preschool, exploration of social units should include a focus on the family, neighborhood and community with all learning related to the child’s own experiences.

Supporting children to understanding the value of diversity requires experiences through a multifaceted, diverse curriculum. Racial/ethnic awareness starts with the identification of physical characteristics and ethnic values, customs, and language styles, and ends with respect for others. Through story, art, music and games of diverse cultures, children come to learn about others who differ from them and respect the uniqueness of each individual. Culture is expressed daily through story, music, new foods and sharing of family traditions through the year as the general curriculum.

People in Societies

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.

OHIO'S PreK-12 SOCIAL STUDIES STANDARDS (Cont.) (Program Goals)

Geography for Early Childhood

Geography is the characteristics of the place where one lives and the relationships between and among places and people. For preschool children, geography is about their physical world of their home, playgrounds, schools, and the homes of friends, and places to shop and visit. The materials for teaching this content area are the slides, swings and grassy area on the playground; and the rug, centers and furniture within the classroom. The strategies are talking about familiar environments and demonstrating how to navigate these areas. Mapping can be addressed by discussing directions - how to get to the playground, the bathroom, the library within a school. Children can be encouraged to recreate their neighborhood in the block area and draw or paint maps of places they go. Young learners drawn upon immediate personal experiences as a basis for exploring geographic concepts and skills.

Geography

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.

Economics for Early Childhood

Economics is the study of how people organize for the production, distribution and consumption of goods and services. For young children, exploration and understanding of these concepts is often through authentic or play experiences. For example, as young learners take on the jobs and the life of a farmer through dramatic play, the concepts of growing, harvesting and selling of crops may be explored. Their understanding may be deepened between wants and needs and explore economic decisions as they learn the importance of sharing and begin to consider the wider consequences of their decision making on peers within the classroom.

Economics

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'S PreK-12 SOCIAL STUDIES STANDARDS (Cont.)

Government for Early Childhood

For preschoolers, social studies should include experiences that provide for the study of roles, responsibilities, principles and practices in a democratic society. Children are introduced to democratic ideals and practices by helping to set and follow classroom expectations, taking on roles and responsibilities as a member of the group, accepting leadership and guidance from familiar adults and demonstrating how to balance the needs of themselves, their peers and adults within a group.

Government

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.

Citizenship Rights and Responsibilities for Early Childhood

Through social interactions with peers and adults, young children learn about civics as they engage in the practices of cooperation, the resolving of differences, and begin to accept responsibility for their independent choices. It is important that young children be offered many opportunities to make choices and to experience the consequences of their choices. It is the process of choosing and contributing to the classroom community that counts in the early years, not the particular choice that children make.

Citizenship Rights and Responsibilities

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.

Social Studies Skills and Methods for Early Childhood

Young children gather information about people and their environments through multiple sources. These sources include observation, questioning, sharing of books and conversation. They then make predictions, evaluate information and draw conclusions. Finally, children use a variety of methods, such as drawing, dramatic play, and language to communicate what they have learned about the social world around them.

Social Studies Skills and Methods

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.

SCOPE AND SEQUENCE

Kindergarten

A Child's Place in Time and Space

The kindergarten year is a time for getting acquainted with the school setting and routines. Students begin to understand the importance of rules, responsibility and decision-making. They are introduced to the cultural heritage of the United States and democratic principles through the study of national symbols and holidays. They also learn about other cultures so that they can begin to form concepts about the world beyond their own classroom and community.

Grade One

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.

Grade Two

People Working Together

Work serves as an organizing theme for the second grade. Students learn about jobs today and long ago in the United States and in other parts of the world. They become familiar with biographies of people whose work has made a difference and use historical artifacts as clues to the past. They deepen their knowledge of diverse cultures and begin to understand how cooperation can help to achieve goals.

Grade Three

Communities: Past and Present, Near and Far

The local community serves as the focal point for third grade as students begin to understand how their community has changed over time and to make comparisons with communities in other places. The study of local history comes alive through the use of artifacts and documents. They also learn how communities are governed and how the local economy is organized.

Grade Four

Ohio: Its Past, Its Location, Its Government

The state of Ohio is the focus for fourth grade. Students learn about the geography, history, government and economy of their state. They learn about issues and ways that citizens participate in Ohio's government. Students develop their research skills through individual and group activities.

SCOPE AND SEQUENCE (Cont.)

Grade Five

Regions and People of North America

The fifth-grade year focuses on the geography of the continent of North America. Students learn how people came to the continent and about the land and resources that they found. Citizenship skills build as students learn about U.S. history and the democratic government of the United States. Students continue to develop their research skills by obtaining information from multiple sources.

Grade Six

Regions and People of the World

The sixth-grade year focuses on the study of world regions. The concentration is geographic rather than historic. Students study some of the earliest people who lived in each region in order to understand how humans interacted with the environmental conditions at that time. Connections are made to present-day world regions including characteristics of governments and economic interactions.

Grade Seven

World Studies from 1000 B.C. to 1750: Ancient Civilizations Through the First Global Age

In the seventh grade, students begin the four-year historical sequence with a study of the ancient world. This study incorporates each of the seven standards into the chronology. Students learn that each historic event is shaped by its geographic setting, culture of the people, economic conditions, governmental decisions and citizen action. Students also expand their command of social studies skills and methods.

Grade Eight

U.S. Studies from 1607 to 1877: Colonization Through Reconstruction

The historical sequence continues in the eighth grade with an in-depth study of the early years of our country. This study incorporates each of the seven standards into the chronology. While students are studying a particular historic event in the United States they also look at its geographic settings, economic implications, developments in government and the role of citizens.

Grade Nine

World Studies from 1750 to the Present: Age of Revolutions Through the 20th Century

Ninth-grade students continue the chronological study of world history. This study incorporates each of the seven standards. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills.

SCOPE AND SEQUENCE (Cont.)

Grade Ten

U.S. Studies from 1877 to the Present:

Post-Reconstruction Through the 20th Century

Tenth-grade students continue the chronological study of the history of the United States with emphasis on domestic affairs. This study incorporates each of the seven standards. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and methods.

Grade 11

Political and Economic Decisions

The focus of 11th grade is an in-depth study of the U.S. government and economy. This study incorporates all seven standards. Students study the historic roots of the political system and how it has changed over time. They continue to develop an understanding of the rights and responsibilities of citizenship, as well as personal economic responsibilities.

Grade 12

Preparing for Citizenship

The 12th grade year serves as a capstone in which students apply the knowledge and skills that they have learned during previous grades. It focuses on current events and recent history while allowing students to choose topics of particular interest. Students demonstrate skills necessary for active, effective citizenship.

FORMATTING EXPLANATION

Standard: The Academic Standard is the overarching goal.

STANDARD 3 : GEOGRAPHY

Grade 2

Grade Level or Discrete Course

This is a description of the Academic Standard that describes what the students should know and be able to do.

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human

activity, and to

Ohio Benchmarks

Instructional Organization

Grade Level Indicators

Notes

Benchmark: The benchmarks are key checkpoints that monitor student progress toward meeting the Social Studies Standards.

Organizers: Subject/theme organizers

- A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.
- B. Identify physical and human features of places.
- C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

SS.3.A.2.1
Location

SS.3.B.2.4
Places and Regions

SS.3.C.2.5
Human Environmental Interaction

1. Read and interpret a variety of maps.
2. Construct a map that includes a map title and key that explains all symbols that are used.
3. Name and locate the continents and oceans.
4. Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.
5. Compare how land is used in urban, suburban and rural environments.
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.

Instructional organizer code:

- SS = (Social Studies)
- 3 = (Standard)
- B = (Benchmark)
- 2 = (Grade level or Discrete Course)
- 4 = (Grade Level Indicator)

Vocabulary

Assessments

Resources/Remediation/
Enrichment

