

SOCIAL STUDIES "I CAN" STATEMENTS

Kindergarten

History

- 1. I can name the days of the week.
- 2. I can tell the difference between long ago, yesterday, today and tomorrow.
- 3. I can understand my own personal life history (birth, toddler, preschool).
- 4. I can name state and federal holidays and explain them.
- 5. I can listen to and talk about songs, poetry, literature and drama that relate to cultural heritage (family background).

People in Societies

- 1. I can describe how families, schools and communities are the same in some ways and ways different in other ways
- 2. I can identify different cultures by their holidays, customs and traditions, using language, stories, folktales, music and art of different cultures.

Geography

- 1. I can correctly identify and use location, direction and distance terms; like up/down, over/under, here/there, front/back, behind/in front.
- 2. I can recite my home address.
- 3. I can make models and maps describing real places like my classroom.
- 4. I can show landforms and bodies of water on map and globes.
- 5. I can find my way around my school
- 6. I can describe my neighborhood (streets, buildings, fields, lakes).
- 3. I can identify natural resources used everyday in my life.

Economics

- 1. I can explain the difference between wants and needs.
- 2. I can explain how people make decisions about their wants.
- 3. I can identify goods and services.

Government

- 1. I can identify important people in the home, school and community.
- 2. I can identify symbols of the U.S. (flag, pledge).
- 3. I can explain how rules provide order, security and safety.

Citizenship, Rights and Responsibilities

- 1. I can participate and cooperate in classroom activities.
- 2. I can follow directions and rules.
- 3. I can make choices and take responsibility for my actions.
- 4. I can explain the qualities and actions of a good citizen (trust, respect, honesty, responsibility fairness, compassion & self control).

Social Studies Skills and Methods

- 1. I can listen for information.
- 2. I can sort objects or pictures.
- 3. I can show how things are the same or different.
- 4. I can communicate information.
- 5. I can share, take turns and raise my hand before speaking.

SOCIAL STUDIES "I CAN" STATEMENTS

Grade 1

History

- 1. I can use the calendar to determine the day, week, month and year.
- 2. I can put events in my life in the correct order.
- 3. I can tell the difference between the past, present, and future.
- 4. I can ask questions about how families lived in the past and use books, pictures, etc. to show what is known and not known about them.
- 5. I can compare men, women, and children from the past and present and tell the different ways they meet their basic needs.
- 6. I can retell stories about the people that we celebrate with certain holidays. (President's Day, Martin Luther Kind Day, etc.)

People in Societies

- 1. I can compare/contrast the different ways people from other cultures find food, clothing, shelter, and use language and art.
- 2. I can tell how other people live on each continent by looking at books, art and music made by those people.
- 3. I can tell how families and local communities celebrate customs and traditions.
- 4. I can tell how men, women and children live their daily lives in other countries.

Geography

- 1. I can correctly show and use left/right and near/far.
- 2. I can make simple maps and models using symbols to show familiar places. (Classroom, school, neighborhoods)
- 3. I can find and use symbols to find important places on maps and globes.
- 4. I can find my community, state and the United States on a map or globe.
- 5. I can find and tell the-natural features (lake, river, hill mountain, forest) and the man-made features (towns, cities, farms, parks, playgrounds, houses, etc.) in a community.
- 6. I can compare places in my community that are similar to one another.
- 7. I can tell how people change how they get food, clothing, shelter, and transportation and have fun in different situations.

Economics

- 1. I can tell why people need to make choices when wants are never ending but resources are in short supply.
- 2. I can tell how people make, use and trade goods and services in my community.
- 3. I can tell how people get goods and services, they do not make by using money or bartering (trading).

Government

- 1. I can tell who the people are that provide us with safety and security.
- 2. I can tell how voting can be used to make group decisions.
- 3. I can tell the symbols that stand for the United States, such as the bald eagle, the White House, the Statue of Liberty, and the national anthem and what they mean.
- 4. I can tell why we need rules in different places and why the rules need to be fair.
- 5. I can talk about what will happen if any rules are broken.

SOCIAL STUDIES "I CAN" STATEMENTS

Citizenship Rights and Responsibilities (Grade 1 continued)

- 1. I can show the importance of fair play, good sportsmanship, respecting the rights and opinions of others and the idea of treating others the way you want to be treated.
- 2. I can show how to follow the rules in a school.
- 3 I can show how I am responsible for the things I do
- 4 I can show pride in myself and the things I do.
- 5. I can show how to be a good citizen by being trusting, fair, in self-control, and respecting those in charge.

Social Studies Skills and Methods

- 1. I can find information about something by using different oral and visual sources.
- 2. I can put information in the correct sequential order.
- 3. I can sort information into different categories
- 4. I can find the main ideas from oral, visual, and print sources.
- 5. I can give information in a speech or presentation.
- 6. I can show respect and courtesy for others in a group by staying on topic and listening to the speaker.

SOCIAL STUDIES "I CAN" STATEMENTS

Grade 2

History

- 1. I can measure time using days, weeks, months, and years.
- 2. I can list the days of the week and months of the year in order.
- 3. I can place events in the correct order on a time line.
- 4. I can use things from the past to answer questions about how people used to live.
- 5. I can identify the jobs that people did in the past and compare/contrast those jobs to jobs that people do today. (the present)
- 6. I can identify and describe how science and technology have changed:
 - a. Communication in our daily lives from past to present;
 - b. Transportation in our daily lives from the past to present.
- 7. I can tell how some individuals have made a difference in other's lives:
 - a. Social and political leaders in the U.S.; (like George Washington, Martin Luther King, Jr., and others)
 - b. Explorers, inventors, and scientists. (like Thomas Edison, Neil Armstrong, and others)

People in Societies

- 1. I can describe the cultural practices and products of people on different continents.
- 2. I can explain how stories, language, folktales, music and art from other cultures might influence us.
- 3. I can explain how different cultures have played an important part in how people live in the United States.
- 4. I can describe the roles that important people (like artists, inventors, scientists, architects, explorers, and political leaders) have played in the cultural heritage of the U.S.

Geography

- 1. I can read and describe a variety of maps.
- 2. I can make a map with a title and map key that explains all symbols that are used.
- 3. I can name and locate the continents and oceans.
- 4. I can locate and name landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3D models.
- 5. I can compare how land is used in urban, suburban, and rural environment.
- 6. I can tell how people have used and changed the land by clearing and building. (like roads and houses)

Economics

- 1. I can explain how resources can be used in different ways.
- 2. I can explain how people are both buyers and sellers of goods and services.
- 3. I can understand that most people work in jobs in which they produce goods or services.
- 4. I can explain why people in different parts of the world earn a living in different ways.
- 5. I can tell how money is used to buy goods and services and how different countries use different forms of money.

SOCIAL STUDIES "I CAN" STATEMENTS

Government (Grade 2 continued)

- 1. I can identify leaders such as the mayor, governor, and president and explain that people elect them.
- 2. I can tell why a government is necessary:
 - a. to make and enforce laws,
 - b. to give leadership,
 - c. provide services
 - d. solve problems,
 - e. help organize groups such as schools and communities.
- 3. I can explain the importance of landmarks in the United States (including the Washington Monument, the Jefferson Memorial and the Lincoln Memorial).
Lincoln Memorial and why we have each landmark.
- 4. I can explain why we have rules where people work.
- 5. I can predict the consequences of following or not following rules in different places.

Citizenship Rights and Responsibilities

- 1. I can model and tell how to work in a group and why it is important to:
 - a. work together,
 - b. be polite,
 - c. respect others in your group.
- 2. I can show how to follow the rules in a school setting.
- 3. I can be a good citizen by:
 - a. Being honest;
 - b. Being confident;
 - c. Respecting the rights of others;
 - d. Never giving up;
 - e. Showing a love of my country.

Social Studies Skills and Methods

- 1. I can find information from oral, visual, and print sources.
- 2. I can identify where I get information (people, printed materials, and electric sources).
- 3. I can predict the next event in a sequence.
- 4. I can tell the difference between fact and fiction in a variety of materials.
- 5. I can communicate with others in writing.
- 6. I can solve problems and put information together by myself and with others.

SOCIAL STUDIES "I CAN" STATEMENTS

Grade 3

History

- 1 a. I can define time by years, decades and centuries.
- 1 b. I can measure time by years, decades, and centuries.
- 2. I can place local historical events in order on a time line.
- 3. I can describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

People in Society

- 1. I can compare cultural practices and products of groups of people in my local community:
 - a. Art;
 - b. Religion;
 - c. Language;
 - d. Food.
- 2. I can compare the cultures of the my local community with those of other communities in Ohio, the United States, and the world.
- 3. I can describe why, where, and how cultural groups settled within my local community.

Geography

- 1. I can use maps and photographs to ask and answer questions about the local community.
- 2 a. I can use a compass rose to locate places.
- 2 b. I can use cardinal directions (N,E,S,W) to locate places.
- 3. I can read and interpret local maps by using the map title, map key and direction indicators and symbols.
- 4. I can use a number/letter grid to find places on a map: physical features; human features.
- 5. I can find these on a map and globe
 - a. Arctic Circle
 - b. Antarctic Circle
 - c. North Pole
 - d. South Pole
 - e. Prime Meridian
 - f. the tropics
 - g. the hemispheres

SOCIAL STUDIES "I CAN" STATEMENTS

Geography (Grade 3 continued)

- 6. I can identify and describe the landforms, climate, vegetation, population and economy of the local community.
- 7. I can name ways that the environment (landforms, bodies of water, climate, and vegetation) affect and have been changed by my local community.
- 8. I can name types of transportation and communication.

Economics

- 1. I can explain opportunity cost (the result of a trade off) and give a personal example.
- 2 a. I can name people who buy goods and services as consumers.
- 2 b. I can name people who make goods or give services as producers.
- 3. I can give examples of production and consumption.
- 4. I can explain the positives (advantage) and negatives (disadvantages) of specialization and division of labor to produce items.
- 5. I can name different forms of money used over time, and understand that money helps buy goods, services, and resources, and allows money to be saved.
- 6. I can explain how the local community is a place where buyers and sellers exchange goods and services.
- 7. I can name examples of people and businesses in the local community that compete for money.

Government

- 1. I can explain the major jobs of local government including:
 - a. Keeping people safe;
 - b. Making laws;
 - c. Settling arguments;
 - d. Providing services;
 - e. Protecting people's rights.
- 2. I can explain the organization of local government and name local leaders (mayor, city council members).
- 3. I can name the location of local government buildings and explain the jobs of government that are done there.
- 4. I can name goods and services provided by local government, why people need them, and the way of paying for them (taxation).
- 5. I can explain power and authority.
- 6. I can explain why the use of power, without the right authority, is wrong (bullying, stealing).

Citizenship Rights and Responsibilities

- 1. I can describe how people help to make the community a better place to live including:
 - a. Working to save the environment;
 - b. Helping the homeless;
 - c. Fixing houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.

SOCIAL STUDIES "I CAN" STATEMENTS

Citizenship Rights and Responsibilities (Grade 3 continued)

- 2. I can be a good citizen by:
 - a. Being polite;
 - b. Respecting the rights of others;
 - c. Volunteering;
 - d. Compromising;
 - e. Showing concern to others;
 - f. Working to achieve goals;
 - g. Helping in the community.

Citizenship Rights and Responsibilities, continued

- 3. I can describe the responsibilities of citizenship by:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Knowing about current events;
 - e. Paying taxes.

Social Studies Skills and Methods

- 1. I can get information about local issues from many sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents (important papers).
- 2. I can find information using different parts of a source including:
 - a. Table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Key word searches.
- 3. I can name cause and effect relationships.
- 4. I can read and understand (interpret) pictographs, bar graphs, and charts.
- 5. I can identify and explain information using pictographs and bar graphs.
- 6. I can use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and thinking about choices;
 - d. Thinking about advantages and disadvantages of choices;
 - e. Choosing and using a solution.

SOCIAL STUDIES "I CAN" STATEMENTS

Grade 4

History

- 1. I can construct time lines using intervals/period (decades-10 years or centuries- one hundred years) to show the order of important events in Ohio history.
- 2. I can describe the earliest settlements in Ohio including those of prehistoric peoples.
- 3. I can explain the causes and effects of the frontier wars of the 1790's, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.
- 4. I can explain how Ohio went from a territory to a state, including the terms of the Northwest Ordinance.
- 5. I can explain how canals and railroads affected Ohio's growth, economy and political position in the United States.
- 6. I can explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville Woods and Thomas Edison.

People in Societies

- 1. I can describe the customs, culture practices and products of various groups who have settled in Ohio:
 - a. The Paleo Indians, Archaic Indians, Woodland Indians (Hopewell and Adena) and Late Prehistoric Indians (Fort Ancient);
 - b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware);
 - c. European immigrants;
 - d. Amish and Appalachian populations;
 - e. African-Americans;
 - f. Recent immigrants from Africa, Asia-and Latin America.
- 2. I can describe the influence of the growth of European settlements on American Indians in Ohio.
- 3. I can explain the reasons people came to Ohio including:
 - a. Opportunities in agriculture, mining and manufacturing;
 - b. Family ties;
 - c. Freedom from political and religious oppression (control).

Geography

- 1. I can use a map scale to measure the distance between places on a map
- 2. I can use cardinal (N, S E, W) and Intermediate (NE, NW, SE, SW) directions to describe the exact location of places.
- 3. I can describe the location of Ohio in relationship to other states and countries.

SOCIAL STUDIES "I CAN" STATEMENTS

Geography (Grade 4 continued)

- 4. I can use maps to identify natural features and human features (cities and states) of Ohio including:
 - a. Lake Erie;
 - b. Rivers;
 - c. Plains;
 - d. The Appalachian Plateau;
 - e. Bordering states;
 - f. The capital city;
 - g. Other major cities.
- 5. I can describe and compare the landforms, climates, populations, vegetation and economic characteristics of places and regions in Ohio.
- 6. I can identify manufacturing, agricultural, mining and forestry regions in Ohio.
- 7. I can explain how resources, transportation and location influenced or affected the growth of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.
- 8. I can identify how environmental processes (glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influenced or affected human settlement and activity in Ohio.
- 9. I can identify the ways that people have affected the physical environment of Ohio including:
 - a. Use of wetlands;
 - b. Use of forests;
 - c. Building farms, towns and transportation systems;
 - d. Using fertilizers, herbicides and pesticides;
 - e. Building dams.
- 10. I can use elevation, natural resource and road maps to answer questions about patterns of settlements, economic activity and movement.

Economics

- 1. I can identify the productive resources needed to produce a good or service and identify the opportunity costs for these resources.
- 2. I can explain how available productive resources in Ohio promote specialization in production of goods and services and leads to trade.
- 3. I can explain how entrepreneurs (business owners) use productive resources to produce goods and services to make profits by taking risks.
- 4. I can explain ways in which individuals and households obtain and use income.
- 5. I can explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.
- 6. I can explain why many jobs in Ohio create products that are sold in other countries and why products from other countries are sold in Ohio.

SOCIAL STUDIES "I CAN" STATEMENTS

Government (Grade 4 continued)

- 1. I can explain major responsibilities of the three branches of government in Ohio.
 - a. Legislative Branch (General Assembly) makes the laws.
 - b. Executive Branch (lead by the Governor) carries out and enforces the laws made by the General Assembly.
 - c. Judicial Branch (lead by the Ohio Supreme Court) interprets and applies the law made by the General Assembly.
- 2. I can explain why elections are used to select leaders and decide issues.
- 3. I can explain the purpose of a democratic constitution:
 - a. To provide a framework for a government;
 - b. To limit the power of government;
 - c. To define the authority of elected officials.
- 4. I can explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.

Citizenship Rights and Responsibilities

- 1. I can describe the ways in which citizens can promote the common good and influence their government including:
 - a. Voting;
 - b. Communicating with officials; (Mayor, Governor)
 - c. Participating in civic and service organizations; (Boy Scouts, Girls Scouts, etc.)
 - d. Doing voluntary work.
- 2. I can explain why personal responsibilities (taking advantage of the opportunity to be educated) and the civic responsibilities (obeying the law and respecting the rights of others) are important.
- 3. I can explain the importance of leadership and public service.
- 4. I can explain why characteristics such as, respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.

Social Studies Skills and Methods

- 1. I can gather information about state issues from a variety of sources and determine the usefulness:
 - a. Atlases;
 - b. Encyclopedias;
 - c. Dictionaries;
 - d. Newspapers;
 - e. Multimedia/Electronic sources.
- 2. I can use a glossary and index to locate information.
- 3. I can use primary (journal) and secondary (textbook) sources to answer questions about Ohio history.
- 4. I can describe how archaeologists and historians study and interpret/explain the past.
- 5. I can identify main ideas and supporting details from facts.
- 6. I can explain the difference between fact and opinion.
- 7. I can read and explain pictographs, bar graphs, line graphs and tables.
- 8. I can create a question on a topic to research.

SOCIAL STUDIES "I CAN" STATEMENTS

Social Studies Skills and Methods (Grade 4 continued)

- 9. I can create a written report with important information and include my sources.
- 10. I can use problem-solving and decision-making processes to:
 - a. Identify a problem;
 - b. Gather information;
 - c. List and consider choices;
 - d. Consider advantages and disadvantages of choices;
 - e. Choose and use a solution;
- f. Create a checklist for grading its value.

SOCIAL STUDIES "I CAN" STATEMENTS

Grade 5

History

- 1. I can create time lines and identify relationships between events, on the timeline.
- 2 a. I can explain how American Indians settled the continent.
- 2 b. I can explain why different nations of Indians interacted with their environment in different ways.
- 3. I can explain why European countries explored and colonized North America.
- 4. I can describe the lasting effects of European colonization in North America including cultural patterns such as language, food, traditions, and architecture.
- 5. I can explain how the United States became independent from Great Britain.
- 6 a. I can explain the impact of settlement on the expansion of the United States.
- 6 b. I can explain the impact of industrialization on the United States.
- 6 c. I can explain the impact of transportation on the expansion of the United States.

People in Societies

- 1. I can compare the cultural practices and products of groups in North America including:
 - a. Artistic expression;
 - b. Religious groups;
 - c. Language;
 - d. Food;
 - e. Clothing;
 - f. Shelter.
- 2. I can compare life on Indian reservations today with the traditions of American Indians before the reservation system.
- 3. I can describe the experiences of African-American slaves.
- 4. I can describe the waves of immigration and the areas from which people came to North America.
- 5. I can compare reasons for immigration and the realities that immigrants experienced when they arrived in North America.

Geography

- 1. I can use coordinates of latitude and longitude to determine an exact location in North America.
- 2 a. I can use the maps to identify the location of the 50 states of the United States.
- 2 b. I can use maps to identify the location of the 3 largest countries in North America, the Rocky and Appalachian Mountains, the Rio Grande, the St. Lawrence River and the The Great Lakes.
- 3. I can describe and compare the landforms, climates, population, culture and economic characteristics of places in North America.
- 4. I can explain how climate is influenced by Earth-sun relationships, landforms and vegetation.
- 5. I can look at patterns on maps and explain how physical and human characteristics define regions in North America.

SOCIAL STUDIES "I CAN" STATEMENTS

Geography (Grade 5 continued)

- 6. I can use distribution maps to describe the patterns of renewable and nonrenewable resources in North America (forests, fertile soil, oil, coal and running water).
- 7 a. I can analyze reasons for conflict and cooperation among regions of North America regarding trade and the environment.
- 7 b. I can analyze reasons for conflict and cooperation among regions of North America Regarding immigration.
- 8. I can explain how the characteristics of different environments affect human activities in North America.
- 9 a. I can analyze the positive and negative consequences of human changes to the Environment.
- 9 b. I can analyze consequences to the Great Lakes, highways, irrigation, mining and new species, as a result of human impact.
- 10. I can use or make maps of colonization and exploration that explain European influence in North America.

Economics

- 1. I can compare different methods for passing out scarce goods and services such as prices, command, first come-first-served, sharing equally, rationing, and lottery.
- 2. I can explain that people in all economies must answer the questions of what to produce, how to produce, and for whom to produce.
- 3. I can explain how education, specialization, capital goods and the division of labor affect how goods are made.
- 4. I can explain how regions in North America become dependent upon each other when they specialize. What they produce best and then trade with other regions to increase the amount and variety of goods and services is an example of dependency.
- 5. I can explain the general relationship between supply, demand, and price.
- 6. I can explain why competition among producers and sellers results in lower costs and prices, higher quality, and better customer service.
- 7. I can explain why competition among buyers results in higher prices.

Government

- 1 a. I can explain the responsibilities of the legislative branch, headed by Congress, pass laws;
- 1 b. I can explain the responsibilities of the executive branch, headed by the president, carry out and enforce the laws made by Congress;
- 1 c. I can explain the responsibilities of the judicial branch, headed by the Supreme Court, interpret and apply the law.
- 2. I can explain:
 - a. The people are the source of the government's power; in our American democracy.
 - b. All citizens have the right and responsibility to vote and influence the decisions of the government; in our American Democracy.
 - c. The government is run directly by the people or through elected representatives;
 - d. The powers of government are limited by law; in our American democracy.
 - e. Basic rights of individuals are guaranteed by the Constitution in our American democracy.

SOCIAL STUDIES “I CAN” STATEMENTS

Government (Grade 5 continued)

- 3. I can explain the significance of the Declaration of Independence and the U.S. Constitution.

Citizen Rights and Responsibilities

- 1. I can explain how an individual acquires U.S. citizenship through birth or naturalization.
- 2. I can explain the duties of upholding the U.S. Constitution including:
 - a. Obeying laws;
 - b. Paying taxes;
 - c. Serving on juries;
 - d. Registering for the military.
- 3. I can explain the meaning of the rights that are protected by the First Amendment including freedom of religion, speech, the press, and our right of petition and assembly.

Social Studies Skills and Methods

- 1. I can obtain information from written and computer sources and analyze its validity regarding:
 - a. Correctness of facts;
 - b. Qualifications of the source.
- 2. I can locate information in sources using key words, related articles and cross-references.
- 3. I can tell the difference between primary and secondary resources.
- 4. I can read information for details to find the author, the author’s perspective and the purpose.
- 5. I can compare sources of information, and how they sometimes agree and disagree on information.
- 6. I can draw inferences from important information.
- 7. I can take notes and summarize key ideas.
- 8. I can use line graphs and tables to share research findings.
- 9. I can problem solve or use the decision making processes through:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and considering options;
 - d. Considering both the advantages and disadvantages of an option;
 - e. Choosing and implementing a solution;
 - f. Developing criteria to judge its effectiveness;
 - g. Evaluating the effectiveness of the solution.