

**First Grade**  
**(Social Studies) Pacing Guide**

**Month: September**  
**Unit: Getting Along in School**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn about their responsibilities as classmates, ways to get along in school, and the importance of learning from and accepting one another.</p>	<p><b>C5 ROLES OF THE CITIZEN AMERICAN DEMOCRACY:</b> Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government. 1-C5.0.0 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). 1-Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others respect for rule of law, voting, volunteering, compassion, courage, honesty.)</p> <p><b>C2 VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY:</b> Understand values and principles of American constitutional democracy. 1-C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (eg., majority rules.) 1-C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle.)</p> <p><b>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS:</b> Use historical thinking to understand the past. 1-H2.0.2 Use a calendar to distinguish among days, weeks,</p>	<p>How do we get along in school?</p> <p>Why is it important to learn from each other?</p>	<p>Identify responsibilities as classmates and ways to get along.</p> <p>Identify values and principles of American Democracy.</p> <p>Identify US Symbols and what they represent.</p> <p>Identify days, weeks and months.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Share</p> <p>Talk</p> <p>Listen</p> <p>Take turns</p> <p>Alike</p> <p>Different</p> <p>Learn</p>	<p>Social Studies Alive Teacher Edition, textbook and workbook chapter 1</p> <p>Social Studies Alive Teacher Edition, textbook and workbook chapter 1</p>	<p>We will learn what it means to be a good helper and why it is important.</p> <p>We will understand values and principles of American democracy.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	and months.						

**Month: October**  
**Unit: School Community**

**First Grade**  
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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Students learn the reasons for having rules and typical duties of a teacher, principal, secretary, and custodian and how they contribute to the school community.	<p>C1 PURPOSES OF GOVERNMENT: Explain why people create government            1-C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety)            1-C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).            1-C1.0.3 Give examples of the use of power without authority in school (e.g. types of bullying, taking cuts inline).</p> <p>C2 VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY            1-C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).            1-C2.0.2 Identify important symbols of the United States of American (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <p>C5 ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY            1-C5.0.1 Describe some responsibilities people have at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).            1-C5.0.2 Identify situation in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others., respect for rule of law, voting, volunteering, compassion, courage, honesty).</p>	<p>Why do schools have rules?</p> <p>Who helps us at school?</p> <p>How can we use a calendar?</p>	<p>Identify who has rules and who helps us at school.</p> <p>Identify ways to resolve conflicts.</p> <p>Identify responsibilities we have at school.</p> <p>Define the terms goods and services.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Get along</p> <p>Be safe</p> <p>Be fair</p> <p>Learn</p> <p>Teacher</p> <p>Principal</p> <p>Secretary</p> <p>Custodian</p> <p>Economy</p> <p>Good</p> <p>Service</p>	<p>Social Studies Alive Teacher Edition, Textbook, workbook chapter 3</p> <p>Social Studies Alive Teacher Edition, Textbook, workbook chapter 3</p>	<p>We will learn why we have rules and why they are important.</p> <p>We will learn who helps us at school and why they are important.</p> <p>We will learn how goods and services are use in the economy and how they affect us.</p> <p>We will learn about days, weeks and months to help us read a calendar.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>E1 MARKET ECONOMY: Use fundamental principles and concepts of economics to understand economic activity in a market economy. 1-E1.0.4 Describe ways in which people earn money (e.g., providing goods and services to others, jobs at school).</p> <p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past. 1-H2.0.2 Use a calendar to distinguish among days, weeks, and months</p>						

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**Month: November**  
**Unit: Helping Others**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students understand that they can make valuable contributions at school by helping others, respecting school property, being positive, and solving problems.</p>	<p>C2 VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY: Understand values and principles of American Democracy. 1-C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways at school.</p> <p>C5 ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY 1-C5.0.1 Describe some responsibilities people have at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). 1-C5.0.2 Identify situation in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others., respect for rule of law, voting, volunteering, compassion, courage, honesty).</p> <p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past. 1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>P3.1 IDENTIFYING AND ANALYZING PUBLIC ISSUES: Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions. 1-P3.1.1 Identify public issues in the school community. 1-PC.1.3 Identify alternative</p>	<p>How do we help each other?</p> <p>How do we take care of things at school?</p> <p>How do we do our best at school?</p> <p>How do we respect others at school?</p> <p>What can we use a calendar for?</p> <p>What are issues in a school community ?</p>	<p>Identify ways that we help each other.</p> <p>Identify ways that we take care of our belongings at school.</p> <p>Identify how to do our best and show respect to others.</p>	<p>Chapter Test</p> <p>Achievement Series</p>			

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	<p>resolutions to a public issue in the school community.</p> <p>P3 PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE: Communicate a reasoned position on a public issue.</p> <p>1-P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.</p>						

**Month: December**  
**Unit: Comparing Schools**

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Students compare schools of long ago to schools of today.	<p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past.</p> <p>1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using school events.</p> <p>1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>1.H2.0.4 Retell in sequence important ideas and details from stories about schools.</p> <p>1-H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos)to draw possible conclusions about school life in the past.</p> <p>1-H2.0.6 Compare life today with life in the past using the criteria of school.</p> <p>C5 ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</p> <p>1-C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).</p>	<p>What can we use a calendar for?</p> <p>What was school like long ago?</p> <p>What does the government do?</p> <p>How can we be a good citizen at school.</p>	<p>Identify days, weeks, months.</p> <p>Identify how school was different long ago.</p> <p>Describe the role of government.</p> <p>Identify ways we can be a good citizen at school.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Day</p> <p>Week</p> <p>Month</p> <p>Calendar</p> <p>Past</p> <p>Present</p> <p>Future</p> <p>Long ago</p> <p>Schoolhouse</p> <p>Hornbook</p> <p>Government citizen</p>	<p>Social Studies Alive teacher edition, textbook, workbook chapter 7</p>	<p>We will learn about days, weeks and months to help us read a calendar.</p> <p>We will learn about how school was long ago compared to today and why it was different.</p> <p>We will learn how the government works and why we need it.</p> <p>We will learn the importance of being a good citizen and how it effects others.</p>

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**Month: January**

**Unit: Map Skills**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn what maps are and how to use them.</p>	<p><b>G1 THE WORLD IN SPATIAL TERMS:</b> Use geographic representations to acquire, process, and report information from a spatial perspective.            1-G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.            1-G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).            1-G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.            1-G1.0.4 Distinguish between landmasses and bodies of water using maps and globes.</p> <p><b>G2 PLACES AND REGIONS:</b> Understand how regions are created from common physical and human characteristics.            1-G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</p>	<p>What do we use a map for?</p> <p>What do maps show?</p> <p>What re map symbols used for?</p> <p>What do we use directions for?</p>	<p>Identify the elements of a map.</p> <p>Identify what a map is sued for.</p> <p>Identify symbols on a map.</p> <p>Identify how to use directions.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Map</p> <p>Symbol</p> <p>Key</p> <p>Map key</p> <p>Direction</p> <p>regions</p>	<p>Social Studies Alive, teacher edition, textbook, workbook chapter 6</p>	<p>We will learn how to use a map and why maps are important.</p>

**Month: February**  
**Unit: Groups**

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<b>Theme/Big Ideas</b>	<b>Objectives</b>	<b>Essential/Focus Questions</b>	<b>Teaching Strategy (our current performance indicator)</b>	<b>Assessment</b>	<b>Vocabulary/Concepts</b>	<b>Resources</b>	<b>Board Objectives</b>
<p>Students learn about belonging to groups in family, school, and the community and that all families are special in different ways.</p>	<p><b>G4 HUMAN SYSTEMS:</b>            Understand how human activities help shape the Earth’s surface.            1-G4.0.1 Use components of culture (e.g., foods, language, religion,) to describe diversity in family and school life.</p> <p><b>G2 PLACES AND REGIONS:</b>            Understand how regions are created from common physical and human characteristics.            1-G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p> <p><b>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS:</b> Use historical thinking to understand the past.            1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using school and family.            1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.            1.H2.0.4 Retell in sequence important ideas and details from stories about groups at school and family.            1-H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family in the past.            1-H2.0.6 Compare life today with life in the past using the criteria of family.</p>	<p>How do we help shape the earth?</p> <p>What are characteristics of a region?</p> <p>What groups do we belong to?</p> <p>What do we use a calendar for?</p>	<p>Describe how we shape the earth.</p> <p>Identify the characteristics of a region.</p> <p>Identify different family groups.</p> <p>Identify days, weeks and months.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Culture</p> <p>Regions</p> <p>Month</p> <p>Day</p> <p>Week</p> <p>School</p> <p>Family</p> <p>Community</p>	<p>Social Studies Alive teacher edition, textbook and workbook chapter 8</p>	<p>We will learn what a culture is and how we play a part of a culture.</p> <p>We will learn what a region is and how they are created from humans.</p> <p>We will learn what groups we belong to and how we are all different.</p> <p>We will learn about days, weeks and months to help us read a calendar.</p>



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**Month: March**

**Unit: Needs and Wants**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students learn what families need and want.</p>	<p>E1 MARKETY ECONOMY: Use fundamental principles and concepts of economics to understand economic activity in a market economy.            1-E1.0.1 Distinguish between producers and consumers of goods and services.            1-E1.0.2 Describe ways in which families consume goods and services            1-E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).            1-E1.0.5 Describe ways people earn money (e.g., providing goods and services to others, jobs).</p> <p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past.            1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.            1-H2.0.4 Retell in a sequence important ideas and details from stories about families.</p> <p>G5 ENVIRONMENT AND SOCIETY: Understand the effects of human-environment interactions.            1-G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).</p>	<p>What is a good?</p> <p>What is a service?</p> <p>What is a need?</p> <p>What is a want?</p> <p>What can we use a calendar for?</p> <p>How do people effect the environment?</p>	<p>Define the terms good and service.</p> <p>Identify the difference between a need and a want.</p> <p>Identify a day, week and month.</p> <p>Identify ways people effect the environment.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Good Service Need Want Day Week Month environment</p>	<p>Social Studies Alive teacher edition, textbook and workbook chapter 10</p>	<p>We will learn the difference between a good and a service and how they affect us.</p> <p>We will learn about a need and a want and how they affect us.</p> <p>We will learn about days, weeks and months to help us read a calendar.</p> <p>We will learn how people effect the environment and why it is important to take care of it.</p>

**Month: April**  
**Unit: Caring for Each Other**

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Students learn ways family members care for each others and ways families change over time.	<p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past.</p> <p>1-H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family.</p> <p>1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>1-H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p> <p>1-H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family in the past.</p> <p>1-H2.0.6 Compare life today with life in the past using the criteria of family.</p> <p>G5 ENVIRONMENT AND SOCIETY: Understand the effects of human-environment interactions.</p> <p>1-G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).</p> <p>C5 ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY</p> <p>1-C5.0.1 Describe some responsibilities people have at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p>	<p>How does our family change?</p> <p>What can we use a calendar for?</p> <p>What are ways we care for our family?</p> <p>How do people effect the environment?</p> <p>What are our responsibilities at school?</p> <p>How can we be good citizens?</p>	<p>Identify why families change.</p> <p>Identify days, weeks and months.</p> <p>Identify ways to care for our family.</p> <p>Identify ways people effect the environment.</p> <p>Identify responsibilities at school.</p> <p>Identify ways to be a good citizen.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Past Present Future</p> <p>Days Weeks Months</p> <p>Change Grow Move Environment Help share Spend time</p> <p>Responsibility</p> <p>citizen</p>	<p>Social Studies Alive teacher edition, textbook and workbook chapter 11, 12</p>	<p>We will learn how families change and why they change.</p> <p>We will learn about days, weeks and months to help use read a calendar.</p> <p>We learn how to care for our families.</p> <p>We will learn how people effect the environment and why it is important to take care of it.</p> <p>We will learn the importance of responsibilities at school.</p> <p>We will learn how to be a good citizen and why it is important.</p>

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy <i>(our current performance indicator)</i>	Assessment	Vocabulary/Concepts	Resources	Board Objectives
	1-C5.0.2 Identify situation in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others., respect for rule of law, voting, volunteering, compassion, courage, honesty).						

**Month: May**  
**Unit: Traditions**

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Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
Students explore their own family traditions and learn about the traditions of others.	<p>C2 VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY            1-C2.0.2 Identify important symbols of the United States of American (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past.            1-H2-.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).            1-H2.0.2 Use a calendar to distinguish among days, weeks, and months.</p> <p>G4 HUMAN SYSTEMS:            Understand how human activities help shape the Earth's surface.            1-G4.0.1 Use components of culture (e.g., foods, language, religion,) to describe diversity in family and school life.</p>	<p>What are United States symbols?</p> <p>What are holidays we celebrate?</p> <p>We can we use calendars for?</p> <p>How do culture effect us?</p>	<p>Identify U.S. Symbols</p> <p>Identify holidays.</p> <p>Identify days, weeks and months.</p> <p>Identify a culture.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Stature of Liberty</p> <p>Uncle Sam</p> <p>White house</p> <p>Bald Eagle</p> <p>Traditions</p> <p>Celebrate</p> <p>Holiday</p> <p>Day</p> <p>Week</p> <p>Month</p> <p>culture</p>	<p>Social Studies Alive teacher edition, textbook and workbook chapter 13</p>	<p>We will learn what U.S. symbols are and why they are important.</p> <p>We will learn about different holidays and why they are important.</p> <p>We will learn what a culture is and how we play a part of that culture.</p> <p>We will learn about days, weeks and months to help us read a calendar.</p>

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**Month: June**  
**Unit: Neighbors**

Theme/Big Ideas	Objectives	Essential/Focus Questions	Teaching Strategy (our current performance indicator)	Assessment	Vocabulary/Concepts	Resources	Board Objectives
<p>Students explore their responsibilities as neighbors in a neighborhood.</p>	<p>C5 ROLES OF THE CITIZEN IN AMERICAN DEMOCRACY 1-C5.0.1 Describe some responsibilities people have at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). 1-C5.0.2 Identify situation in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others., respect for rule of law, voting, volunteering, compassion, courage, honesty).</p> <p>E1 MARKET ECONOMY: Use fundamental principles and concepts of economics to understand economic activity in a market economy. 1-E1.0.4 Describe reasons why people voluntarily trade. 1-E1.0.6 Describe how money simplifies trade.</p> <p>H2 LIVING AND WORKING TOGETHER IN FAMILIES AND SCHOOLS: Use historical thinking to understand the past. 1-H2.0.2 Use a calendar to distinguish among days, weeks, and months. 1-H2.0.4 Retell in sequence important ideas and details from stories about families and schools.</p>	<p>How can we be a good neighbor?</p> <p>What does it mean to trade?</p> <p>What can we use a calendar for?</p>	<p>Identify characteristics of a good neighbor.</p> <p>Identify what it means to trade.</p> <p>Identify days, weeks and months.</p>	<p>Chapter Test</p> <p>Achievement Series</p>	<p>Neighbor</p> <p>Next door</p> <p>Neighborhood</p> <p>Trade</p> <p>Day</p> <p>Week</p> <p>Month</p>	<p>Social Studies Alive teacher edition, textbook, workbook chapter 14</p>	<p>We will learn how to be a good neighbor and the importance of being a good neighbor.</p> <p>We will learn the importance of a trade and how it affects us.</p> <p>We will learn about days, weeks, and months to help us read a calendar.</p>