



First Grade Social Studies Pacing Guide

Lynchburg City Schools 2013-2014

GRADING PERIOD: 1 st Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Relationship Building 1.10 The student will apply the traits of a good citizen by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; c) working hard in school; d) taking responsibility for one's own actions; e) valuing honesty and truthfulness in oneself and others;	Unit 5 Preview pp 153-160 Unit 5 Lesson 1 pp 161-168	Getting to Know You (word document) Jo Ann Stover, (1989). If Everybody Did Harry Allard, (1985) Miss Nelson Is Missing! Create a list of classroom rules. Students illustrate each one and display.	Education Worksheets Rockingham School SOL Teacher <u>Ben's Guide</u>  Being a Good Citizen.notebook  Kooshball Citizenship.notebook Brainpop- Rights and Responsibilities United Streaming: Citizenship in the Community	Teacher made Formative Assessments Teacher Observation Unit 5 Test pg 25-30 of the Assessment Program	1 week 1 day 5 days

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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1.10 The student will apply the traits of a good citizen by b) recognizing the purpose of rules and practicing self-control; c) working hard in school; f) participating in classroom decision making through voting. 1.10 The student will apply the traits of a good citizen by b) recognizing the purpose of rules and practicing self-control; d) taking responsibility for one's own actions; 1.12 The student will recognize that communities in Virginia a) have local governments;	Unit 5 Lesson 2 pp 169-174	Cassie Mayer (2008) Being Responsible (Citizenship) ESS 1st Grade SS Session 9	Brainpop- School United Streaming: My School, My Responsibility	Teacher made Formative Assessments	2 days (ongoing)
	Unit 5 Lesson 3 pp 175-180	ESS 1st Grade SS Session 1-8	United Streaming: Community Rules and Laws Self-Control Garfield Brainpop- Local Government		4 days

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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1.10 The student will apply the traits of a good citizen by a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect; d) taking responsibility for one's own actions; 1.12 The student will recognize that communities in Virginia a) have local governments; b) benefit from people who volunteer in their communities; c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.	Unit 5 Lesson 4 pp 181-185	Children Just Like Me: A Unique Celebration of Children Around the World by Anabel Kindersley, Barnabas Kindersley and UNICEF (Sep 9, 1995)		Teacher made Formative Assessments	3 days
	Unit 5 Review pp 186-190			Assessment	3 days
	Unit 6 Preview pp 193-199				1 day

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;	Unit 6 Lesson 1 pp 201-206	Ryan, Pam Munoz, Masiello, Ralph. (1996). <i>The Flag We Love</i> . Fisher, Leonard Everett. (1993). <i>Stars and Stripes: Our National Flag</i> . Johnson, Linda Carlson. (1992). <i>Our National Symbols</i>	Symbols Guide Brainpop- Symbols Brainpop- Statue of Liberty  National Symbols.notebook	Teacher made Formative Assessments Unit 5 Test pg 31-36 of the Assessment Program	7 days
	Unit 6 Lesson 2 pp 207-210	Spier, Peter. (1973). <i>The Star Spangled Banner</i> St. George, Judith and Small, David (I). (2000). <i>So You Want to be President</i> Create a collage of American Symbols	United Streaming: Celebrating America United Streaming: U.S. Symbols		1 day (ongoing)

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	Text	Activities	Technology		
1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty; b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.	Unit 6 Lesson 3 pp 211- 217	ESS 1st Grade SS Sessions 13-18	craft ideas for symbols	Teacher made Formative Assessments	1 day (ongoing) (music class)
	Unit 6 Review pp 218-224				3 days
					1 Week
Remediation and Enrichment					

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Strand Geography 1.4 The student will develop map skills by <ul style="list-style-type: none"> a) recognizing basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps c) identifying the shapes of the United States and Virginia on maps and globes; d) locating Washington, DC, the capital of the United States, and Richmond, the capital of Virginia, on a United States map. 	HHM Unit 3 Preview pp 73-79 Lesson 1 pp 81-86	Literature: “Me on the Map” by Joan Sweeney “As the Crow Flies: A First Book of Maps” by Gail Hartman Aladdin ESS 1st Grade SS: Maps and Globes: Sessions 1-13	www.brainpopjr. Reading Maps Map Activities Map Games Map Resources	HHM Assessment Program Unit 3 Test pp 13-18 Teacher Made Formative Assessments Teacher Observation	2 Weeks

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GRADING PERIOD: 2 nd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.	HHM Lesson 2 pp 87-92	<p>In small groups students work together on large paper to make a map of the classroom.</p> <p>Students draw and label a map of a room in their home.</p> <p>Create symbol cards with a word on one side and symbol on the back. Partner up for a guessing game showing the symbol. The partner guesses what the symbol represents.</p>			1 Week

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1.5 The student will construct a simple map of a familiar area, using basic map symbols in the map legend.		<p>Divide into small groups with each group having a map. Practice locating various objects and places on the map. Groups can keep their own score.</p> <p>ESS 1st Grade SS: Maps and Globes: Sessions 1-13</p>			1 Week

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
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1.6 The student will describe how the location of his/her community , climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.	<p>Lesson 3 pp 93-100</p> <p>Lesson 4 pp 101-105</p>	<p>ESS 1st Grade SS: Influence of Geography: Sessions 1-9</p> <p>Create class mural that is divided into four sections to represent each season. Students include clothing & seasonal activities for each section.</p> <p>Create collages of pictures that represent food, clothing, activities of a particular place based on the climate.</p> <p>Compare seasons and places using graphic organizers.</p> <p>Literature: "The Top and the Bottom of the World" by Allan Fowler.</p>	<p>Seasons</p> <p>Weather Observations</p>	HHM Assessment pp 109-111	15 days

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SOL / Enabling Objectives	Resources			Assessments	Time Frame
	Text	Activities	Technology		
Remediation and Enrichment					1 Week

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GRADING PERIOD: 3 rd Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
HISTORY 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.	Unit 1 Set the Stage pp 2-6 Unit 1 Lesson 1 Families Long Ago pp 9-14 Unit 1 Lesson 2 Schools Long Ago pp 15-22 Unit 1 Lesson 3 Communities of the Past pp 23-28	Pw Point: Schools Long Ago  Now and Then.notebook	United Streaming: Long Ago United Streaming: Families	Teacher Made Formative Assessments Teacher Observation Unit 1 Test pp 1-6 Assessment Program	2 Weeks

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GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.	Unit 1 Lesson 4 Change in the Past pp 29-33	interactive Timelines	Picture Sort	Teacher Made Formative Assessments	
	Unit 1 Review pp 34-36	Smartboard: Timeline ESS 1st Grade SS Sessions 1-8	online timeline Interactive Timeline	Unit 2 Test pp 7-12 Assessment Program	

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GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
History 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.	pp 49-51	George Washington Lapbook Activities Timeline of George Washington Books about George Washington Benjamin Franklin Lapbook Activities Eleanor Roosevelt Activity #1 Abraham Lincoln Activities Books about Abraham Lincoln Abraham Lincoln's Classroom Activities ESS 1st Grade SS Sessions 1-7	George Washington Brainpop Video Online Biography about George Washington Benjamin Franklin Brainpop Video George Washington Carver Brainpop Video Eleanor Roosevelt Brainpop Video Abraham Lincoln Brainpop Video	Teacher Made Formative Assessments Teacher Observation Unit 2 Test pp 7-12 Assessment Program	2 Weeks

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GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.3 The student will discuss the lives of people associated with President's Day, Columbus Day, and the events of Independence Day (Fourth of July). a) President's Day 1.3 The student will discuss the lives of people associated with President's Day, Columbus Day, and the events of Independence Day (Fourth of July). b) Columbus Day	pp 55-60	Rockingham County Schools Washington & Lincoln Sort Ideas President's Day Activities Columbus Day Activities Columbus Day Ideas Columbus Puppet	President's Day Powerpoint President's Day Video Brainpop Video Columbus Day Columbus Day Video	Teacher Made Formative Assessments Teacher Observation Unit 5 Assessment Program	2 Week

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GRADING PERIOD: 3 rd Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.3The student will discuss the lives of people associated with President’s Day, Columbus Day, and the events of Independence Day (Fourth of July). c) Independence Day		Independence Day Activities Fourth of July Activities Fourth of July Poem ESS 1 st Grade SS Session 8 American Holidays to remember events and leaders of the past	4 th of July Cartoon Video Happy Birthday America Song	Teacher Made Formative Assessments Teacher Observation	

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
Remediation and Enrichment					1 Week

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GRADING PERIOD: 4 th Nine Weeks					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.7 The Student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.	HHM Unit 4 Preview pp 113-120	ESS 1st Grade SS: People Can Be Consumers and Producers: Sessions 1-11	econedlink.org beaconlearningc enter	Assessment	1 week
	Unit 4 Lesson 1 pp 121-126	<i>The Difference between Goods and Services</i> by Cooper, Jason	econedlink.org/l essons socialscience		8 days
	Unit 4 Lesson 2 pp 127-129	<i>Money through the Ages.</i> The Rourke Book Company, Inc., 2003 <i>Little Nino's Pizzeria</i> by Karen Barbour Brainstorm a list of goods for each letter of the alphabet. Compile a class ABC book of goods by having each student illustrate a good that begins with a specific letter of the alphabet.	com/goods library.thinkque st		1 week

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GRADING PERIOD: 4 th Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.7 The Student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.		<p>Create a class ABC book of jobs that provide services. Review SOL K.6 for descriptions of work that people do and the job names.</p> <p>Write about a job students would like to have when they grow up. They can identify whether that job will provide a good or service and explain why.</p> <p>Provide an assortment of hats (or have students bring in hats) worn by various workers and discuss the types of jobs the workers perform. If hats are not available, provide pictures of workers. Ask students which workers produce goods.</p>	<p>discoveryeducation</p> <p>player.discoveryeducation</p> <p>discoveryeducation.com</p> <p>discoveryeducation.com</p> <p>discoveryeducation.com</p> <p>discoveryeducation.com</p> <p>economics/goodandservices</p> <p>communityhelpers</p>		

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GRADING PERIOD: 4 th Nine Weeks (continued)					
SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.7 The Student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.		<p>Divide the class in half and have students take on the roles of producers and consumers.</p> <p>Suggested activities might include an assembly line production of a classroom bookmark, poster, or card. Give fake money to the consumers and tell them to go “shopping” for the products.</p>			

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.8 The student will explain that people make choices because they cannot have everything they want.	HHM Unit 4 Lesson 3 pp 133-140	ESS 1st Grade SS: Making Economic Decisions: Sessions 1-8	practicalmoneyskills	HHM pp 149-151	3 Weeks
		<i>Bunny Money</i> by Rosemary Wells <i>Benny's Pennies</i> by Pat Brisson <i>Something Good</i> by Robert Munsch <i>Alexander, Who Used to be Rich Last Sunday</i> by Judith Viorst <i>Bear About Town</i> by Stella Blackstone <i>Charlie Needs a New Cloak</i> by Tomie de Poala <i>The Bag I'm Taking to Grandma's</i> by Shirley Neitzel Have students choose things they would like to have (pictures in a magazine/draw pictures.) Give students a set amount of money; have them choose from what they originally wanted. Students have to make choices, because they don't have enough money to get everything they want.	econedlink.org socialscience financeintheclassroom.org /federalreserveeducation /economics/needsandwants discoveryeducation.com economics/needsandwants		2 Weeks

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SOL / Enabling Objectives	Resources			Assessments	Suggested Time Frame
	Text	Activities	Technology		
1.9 The student will recognize that people save money for the future to purchase goods and services.	Unit 4 Lesson 2 pp 130-132	ESS 1st Grade SS: Making Economic Decisions: Sessions 1-8	The-Berenstain- Bears-Trouble- with-Money	HHM pp 149-151	2 weeks
	Unit 4 Lesson 4 pp 141-145	<i>The Berenstain Bears' Trouble with Money</i> by Stan & Jan Berenstain <i>Kermit the Hermit</i> by Bill Peet <i>Pigs Will be Pigs</i> by Amy Axelrod <i>How Much is that Doggie in the Window?</i> By Trapani, Iza. <i>Alexander, Who Used to be Rich Last Sunday</i> By Viorst, Judith. <i>A Chair for my Mother</i> by Vera B. Williams <i>Pennies for Elephants</i> by Lita Judge	Budgeting-Tools/Credit-Kermit-the-Hermit econedlink		2 weeks

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SOL / Enabling Objectives		Resources			Assessments
		Text	Activities	Technology	
1.9: The student will recognize that people save money for the future to purchase goods and services.			<i>Max's Bunny Business</i> By Rosemary Wells Read a trade book or create a story that demonstrates a character that is saving money for a specific purpose. Discuss how/why the character is saving. Ask them to think of something they'd like to have but are unable to buy. Ask them to think about how they might earn the money to. Once they earn some money, what do they need to do if they have not earned enough money for what they want? Discuss saving and why people save.		

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	Text	Activities	Technology		
Remediation and Enrichment					1 Week

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