

## Grade 1 History/Social 2016 Studies Pacing Guide

### Symbol Key

<b>◆ Split:</b> This Standard of Learning has been <i>split</i> into more than one nine-week block.	<input type="checkbox"/> Incorporate: <i>Incorporate</i> this skill into the daily routine.
<b>😊 Integrate:</b> This skill should NOT be taught in isolation. <i>Integrate the skill into daily lessons.</i>	<b>® Review:</b> This skill was taught for mastery in a previous nine-week block. Continue to <i>review</i> this mastered skill, with heavy emphasis, in the listed nine-week block.

### First Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>1.10 Civics</b> Apply traits of a good citizen by: <ul style="list-style-type: none"> <li>a) Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect.</li> <li>b) Recognizing the purpose of rules and practicing self-control</li> <li>c) Working hard in school</li> <li>d) Taking responsibility for one's own actions</li> <li>e) Valuing honesty and truthfulness in oneself and others</li> <li>f) Participating in classroom decision-making through voting</li> </ul>		<b>1.11 Civics</b> Recognize the symbols and traditional practices that honor and foster patriotism in the US by demonstrating respect for the American flag by learning about the Pledge of Allegiance.		<b>1.12 Civics</b> Recognize the symbols & traditional practices that honor the Commonwealth of Virginia by <ul style="list-style-type: none"> <li>a) identifying the Virginia flag, state capitol building, state bird, and state flower; and</li> <li>b) describing why people have symbols and traditions.</li> </ul>			<b>1.4 ◆ History Strand</b>	
<b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>i) practicing good citizenship skills &amp; demonstrating respect for rules and laws while collaborating, compromising, &amp; participating in classroom activities; and</li> <li>j) developing fluency in content vocabulary, &amp; comprehension of oral, written &amp; visual sources.</li> </ul>		<b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>a) using artifacts and primary &amp; secondary sources to develop understanding of history;</li> <li>g) making connections between past &amp; present</li> <li>i) practicing good citizenship skills &amp; demonstrating respect for rules and laws while collaborating, compromising, &amp; participating in classroom activities;</li> </ul>		<b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>a) using artifacts and primary &amp; secondary sources to develop understanding of history;</li> <li>c) using &amp; creating graphs, diagrams, &amp; pictures to determine characteristics of people, places or events to support understanding of Virginia history.</li> <li>g) making connections between past &amp; present</li> <li>i) practicing good citizenship skills &amp; demonstrating respect for rules and laws while collaborating, compromising, &amp; participating in classroom activities; and</li> <li>j) developing fluency in content vocabulary, &amp; comprehension of oral, written &amp; visual sources.</li> </ul>			<b>1.13 Civics</b> The student will understand that the people of Virginia <ul style="list-style-type: none"> <li>a) have state and local government officials who are elected by voters;</li> <li>b) make contributions to their communities; and</li> <li>c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</li> </ul>	
							<b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by <ul style="list-style-type: none"> <li>c) using &amp; creating graphs, diagrams, &amp; pictures to determine characteristics of people, places or events to support understanding of Virginia history.</li> <li>h) using a decision-making model to make informed decisions</li> <li>i) practicing good citizenship skills &amp; demonstrating respect for rules and laws while collaborating, compromising, &amp; participating in classroom activities;</li> </ul>	

<b>Framework-</b> 10 <b>Textbook-</b> pp. 4-9 <b>Workbook</b> – p.p. 1-3 <b>Enhanced Scope &amp; Sequence-</b> 1-13	<b>Framework-</b> p. 11 <b>Text-</b> 10-15 <b>Workbook</b> -5-11 <b>Enhanced S &amp; S-</b> pp. 14-22	<b>Framework-</b> p. 1 <b>Textbook</b> – pp. 16-33 <b>Workbook</b> – 19-25 <b>Enhanced Scope &amp; Sequence</b> – pp. 25-35	<b>Interactive Reading &amp; Note taking</b> <b>Framework-</b> p. 3 <b>Textbook-</b> pp. 46-47 <b>Workbook</b> - 42 <b>Enhanced Scope &amp; Sequence</b> - pp.52

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### Second Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>1.3 History</b> Describe the stories of influential people in the history of Virginia & their contributions to our Commonwealth with emphasis a) Powhatan; b) Pocahontas; c) Christopher Newport d) Maggie L. Walker; and c) Arthur R. Ashe, Jr.  <b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) using artifacts and primary & secondary sources to develop understanding of history; c) using & creating graphs, diagrams, & pictures to determine characteristics of people, places or events to support understanding of Virginia history; e) comparing and contrasting people, places, or events in Virginia history					<b>1.4 1.5 Geography</b> Develop map skills by: a) recognizing basic map symbols, including references to land, water, cities, & roads b) using cardinal directions on maps c) identifying the shapes of the US and Virginia on maps & globes d) locating Washington, D.C. (the capital of the US), and Richmond (the capital of VA) on a United States map e) constructing simple maps, including a title, map legend, & compass rose.  <b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of Virginia history; d) asking appropriate questions to solve a problem; e) comparing and contrasting people, places, or events in Virginia history			

<b>Framework-</b> p. 2 <b>Text-</b> pp. 34-45 <b>Workbook</b> – 31-41 <b>Enhanced Scope &amp; Sequence-</b> 41-52	<b>Framework-</b> p. 4 <b>Text-</b> pp. 52-65 <b>Workbook</b> – 58-63 <b>Enhanced Scope &amp; Sequence-</b> pp. 55-72

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### Third Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>History</b> <b>1.4 ◆</b> Describe the lives of people associated with major holidays including a) George Washington Day (President's Day); c) Martin Luther King, Jr. Day.	<b>Geography</b> <b>1.6</b> Develop a geographic understanding that: a) the location of Virginia determines its climate & results in four distinct seasons; and b) the landforms of Virginia affect the places people live. <b>1.1 Skills</b>		<b>History</b> <b>1.2</b> The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth including a) the settlement of Virginia at Jamestown b) famous Virginians such as George Washington and Thomas Jefferson who helped form a new nation; and c) life in Virginia today, including food, clothing, shelter, transportation, and recreation. <b>1.1 Skills</b>					

<b>1.1 Skills</b> a) using artifacts and primary & secondary sources to develop understanding of history; c) using & creating graphs, diagrams, & pictures to determine characteristics of people, places or events to support understanding of Virginia history.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by b) using basic map skills to support an understanding of Virginia history. c) using & creating graphs, diagrams, & pictures to determine characteristics of people, places or events to support understanding of Virginia history.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by a) using artifacts and primary & secondary sources to develop understanding of history; b) using basic map skills to support an understanding of Virginia history. c) using & creating graphs, diagrams, & pictures to determine characteristics of people, places or events to support understanding of Virginia history. e) comparing and contrasting people, places, or events in Virginia history; g) making connections between past & present	
<b>Text-</b> pp. 52-65 <b>Workbook</b> – 58-63 <b>Enhanced Scope &amp; Sequence-</b> pp. 55-72 <b>Framework-</b> p. 5	<b>Interactive Reading &amp; Note taking</b> <b>Framework-</b> p. 6 <b>Textbook-</b> 66-75 <b>Workbook</b> – 68-77 <b>Enhanced Scope &amp; Sequence-</b> 73-87	<b>Framework</b> – p. 3 <b>Textbook</b> – 46, 48 <b>Workbook</b> – 38-39, 47, 49, 50-51 <b>Enhanced Scope &amp; Sequence</b> – 43, 46, 52	

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### Fourth Nine Weeks

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>1.7 Economics</b> Explain difference between goods and services, & describe how people are consumers and producers of goods & services <b>1.8 Economics</b> Explain how people make choices because they cannot have everything they want <b>1.9 Economics</b> Recognize that people save money for the future to purchase goods & services  <b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by d) asking appropriate questions to solve a problem; f) recognizing direct cause-and-effect relationships h) using a decision-making model to make informed decisions				<b>1.10 ® Civics</b> Apply traits of a good citizen by: a) Focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect. b) Recognizing the purpose of rules and practicing self-control c) Working hard in school d) Taking responsibility for one's own actions e) Valuing honesty and truthfulness in oneself and others f) Participating in classroom decision-making through voting  <b>1.5 ® Geography</b>			<b>1.4 ◆</b> Describe the lives of people associated with major holidays including  b) Independence Day (Fourth of July)  <b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by	

	<p>Develop map skills by:</p> <ul style="list-style-type: none"> <li>a) recognizing basic map symbols, including references to land, water, cities, &amp; roads</li> <li>b) using cardinal directions on maps</li> <li>c) identifying the shapes of the US and Virginia on maps &amp; globes</li> <li>d) locating Washington, D.C. (the capital of the US), and Richmond (the capital of VA) on a United States map</li> <li>e) constructing simple maps, including a title, map legend, &amp; compass rose.</li> </ul> <p><b>1.1 Skills</b> The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> <li>b) using basic map skills to support an understanding of Virginia history;</li> <li>d) asking appropriate questions to solve a problem;</li> <li>e) comparing and contrasting people, places, or events in Virginia history</li> <li>i) practicing good citizenship skills &amp; demonstrating respect for rules and laws while collaborating, compromising, &amp; participating in classroom activities; and</li> <li>j) developing fluency in content vocabulary, &amp; comprehension of oral, written &amp; visual sources.</li> </ul>	<ul style="list-style-type: none"> <li>a) using artifacts and primary &amp; secondary sources to develop understanding of history;</li> <li>c) using &amp; creating graphs, diagrams, &amp; pictures to determine characteristics of people, places or events to support understanding of Virginia history.</li> </ul>
<p><b><i>Interactive Reading &amp; Note taking</i></b>  <b>Framework-</b> pp. 7-9  <b>Textbook-</b> pp. 77-85  <b>Workbook</b> – 81-87  <b>Enhanced Scope &amp; Sequence-</b> pp. 95-121</p>	<p><b>1.12 Framework.-</b> p. 12  <b>Text-</b> pp. 87-93  <b>Workbook</b> – 92-97  <b>Enhanced S&amp; S-</b> pp. 122-136</p>	<p><b>Framework</b> – p. 3  <b>Textbook</b> – p. 49  <b>Workbook</b> – 42  <b>Enhanced Scope &amp; Sequence</b> – p. 52</p>