# Grade 1 History/Social 2016 Studies Pacing Guide Symbol Key

<b>♦</b> s	plit: This Standard of Learning has been split into more than one nine-week	☐ Incorporate: Incorporate this skill into the daily routine.
block.		
<b>©</b> 1	Integrate: This skill should NOT be taught in isolation.  Integrate the skill into daily lessons.	Review: This skill was taught for mastery in a previous nine-week block. Continue to
	integrate the skin into daily lessons.	<b>review</b> this mastered skill, with heavy emphasis, in the listed nine-week block.

#### First Nine Weeks

r <u>st Nine</u>	e Weeks								
V	Veek 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
a) b) c) d) e) f)  1.1 The stu historic econon citizens i) prac demons while c particip j) deve	good sportsn and treating of Recognizing and practicin Working har Taking responses actions Valuing hone oneself and of Participating making throu  Skills dent will demonsed thinking, geomic decision mal ship by ticing good citiz strating respect collaborating, containing in classro eloping fluency is prehension of or	fair play, exhibiting nanship, helping others, others with respect. the purpose of rules g self-control d in school onsibility for one's own esty and truthfulness in others in classroom decision-	1.11 Civics Recognize the symbol practices that honor a in the US by demons the American flag by Pledge of Allegiance  1.1 Skills The student will dem historical thinking, g analysis, economic d responsible citizensha) using artifacts and secondary sources to understanding of hist g) making connection present i) practicing good cidemonstrating respectively while collaborating, participating in class	and foster patriotism strating respect for a learning about the dearning and decision making, and develop decision develop decision decision decision making, and develop decision decision decision making, and develop decision decis	the Commonwealth a) identifying the Vi bird, and state flowe b)describing why pe  1.1 Skill The student will der geographical analys responsible citizensl a) using artifacts an develop understandi c) using & creating determine characteri support understandi g) making connectiv i) practicing good c respect for rules and compromising, & pa j) developing fluence	irginia flag, state capi er; and cople have symbols ar ls monstrate skills for his is, economic decision hip by d primary & seconda	storical thinking, making, and ry sources to pictures to s or events to resent monstrating thing, om activities; and ary, &	officials who are b) make contrib communities; an c) include peopl diverse ethnic or and traditions an Americans by co.  1.1 S. The student will for historical thin geographical and decision making citizenship by c) using & creat diagrams, & pict characteristics of events to suppor Virginia history. h) using a decision make informe i) practicing god skills & demonstrules and laws w	understand that rginia docal government elected by voters; utions to their docal government elected by voters; utions to their docal government elected by voters; utions to their docal government docal government docal government docal government docal government electron graphs, government docal graphs, government docal graphs, government graphs, gover

Framework- 10	Framework- p. 11	Framework-p. 1	Interactive Reading & Note taking
Textbook- pp. 4-9	Text- 10-15	<b>Textbook</b> – pp. 16-33	Framework- p. 3
Workbook - p.p. 1-3	Workbook -5-11	Workbook - 19-25	Textbook- pp. 46-47
Enhanced Scope & Sequence- 1-13	<b>Enhanced S &amp; S-</b> pp. 14-22	Enhanced Scope & Sequence – pp. 25-35	Workbook - 42
			Enhanced Scope & Sequence -
			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
1.3 History Describe the stories of with emphasis a) Powl b) Pocahontas; c) Christopher Newpoold) Maggie L. Walker; c) Arthur R. Ashe, Jr.  1.1 Skills The student will demonand responsible citizens a) using artifacts and pc) using & creating grasupport understanding of the student will demonant responsible citizens a) using artifacts and pc) using & creating grasupport understanding of the student will demonant responsible citizens a) using artifacts and pc.	influential people in the natan;  rt and  astrate skills for historica ship by rimary & secondary sou uphs, diagrams, & picture	history of Virginia & t  I thinking, geographic rces to develop unders es to determine charact	al analysis, economic standing of history; teristics of people, place	our Commonwealth	1.4 1.5  Develop map skills by a) recognizing basic recities, & roads b) using cardinal direction of the control of the contro	Geography y: map symbols, inclu- ctions on maps pes of the US and on, D.C. (the capital united States map le maps, including onstrate skills for le ecision making, an ills to support an u- questions to solve	Virginia on maps al of the US), and a title, map legend distorical thinking disposable citiz inderstanding of Variations a problem;	& globes Richmond (the d, & compass rose.  geographical enship by 'irginia history;

Framework- p. 2 Text- pp. 34-45 Workbook – 31-41 Enhanced Scope & Sequence- 41-52	Framework- p. 4 Text- pp. 52-65 Workbook – 58-63 Enhanced Scope & Sequence- 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		
History	G	eography								
1.4 Describe the lives of people associated with major holidays including a) George Washington Day (President's Day); c) Martin Luther King, Jr.	1.6 Develop a geographica) the location of Victimate & results in fand b) the landforms of Viplaces people live.	c understanding that: rginia determines its our distinct seasons;	the Commonwealth a) the settlement of b) famous Virginia	nonstrate knowledge o	n Shington and Thomas	Jefferson who h	elped form a n	d people in the history of ew nation; and		
Day.	1.1 Skills	1	1.1 Skil	ls						

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 decresponsible 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 understanding of Virginia history.  e) comparing and contrasting people, places, or events in Virginia history;  g) making connections between past & present	
Text- pp. 52-65 Workbook – 58-63 Enhanced Scope & Sequence Framework- p. 5	e- pp. 55-72	Interactive Reading & Note taking Framework- p. 6 Textbook- 66-75 Workbook – 68-77 Enhanced Scope & Sequence- 73-87	Framework – p. 3 Textbook – 46, 48 Workbook – 38-39, 47, 49, 50-51 Enhanced Scope & Sequence – 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
1.7 Economics  Explain difference between goods and services, & describe how people are consumers and producers of goods & services  1.8 Economics  Explain how people make choices because they cannot have everything they want  1.9 Economics  Recognize that people save money for the future to purchase goods & services					1.10 Civics  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			1.4 Describe the lives of people associated with major holidays including  b) Independence Day (Fourth of July)	
1.1 Skills  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				d) Ta e) V ot f) Pa	aking res aluing ho hers	nard in school ponsibility for one's concesty and truthfulnes and in classroom decision bring  Geography	s in oneself and	The student will for historical thin geographical ana	

	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.	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.
	1.1 Skills  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 i) practicing good citizenship skills & demonstrating respect for rules and laws while collaborating, compromising, & participating in classroom activities; and j) developing fluency in content vocabulary, & comprehension of oral, written & visual sources.	
Interactive Reading & Note taking Framework- pp. 7-9 Textbook- pp. 77-85 Workbook - 81-87 Enhanced Scope & Sequence- pp. 95-121	1.12 Framework p. 12 Text- pp. 87-93 Workbook - 92-97 Enhanced S& S- pp. 122-136	Framework – p. 3 Textbook – p. 49 Workbook – 42 Enhanced Scope & Sequence – p. 52