

Colquitt County 1st grade Social Studies Pacing Guide

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

Themes for 1st Grade:

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

Location: The student will understand that location affects a society’s economy, culture, and development.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

Time, Change, and Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

Insert benchmark and testing Timeline

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
<h1>1</h1>	<p>Themes: Connecting Themes/Our National Heritage This unit is designed to introduce students to the five themes that will feature prominently in first grade social studies. Activities will focus on culture; individuals, groups, and institutions; location; scarcity; and time, change, and continuity. After this unit, students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge</p> <p>Key Concepts: Unit 1 Culture Individuals, Groups, Institutions Location Scarcity Time, Change, Continuity</p> <p>Unit 2 In this unit, students will begin to explore the United States national heritage using the theme of culture to learn about patriotic songs. Students will also use the theme of location to explore basic physical and political geography, and to relate their physical location to the various ways it can be described.' Note: Be sensitive to the fact that some students may not be able to observe certain ways of expressing patriotism such as by singing patriotic songs, however, they can still learn about the lyrics and what they mean as the standards and these lesson ideas suggest</p> <p>Key Concepts: Patriotism through the words of America (My Country 'Tis of Thee) and America the Beautiful. For example: brotherhood, liberty, freedom, pride</p> <p>Identify city, county, state, nation, and continent</p>			<p>Themes:A Changing Country/Inventors in the USA</p> <p>Unit 3: In this unit, students will study several historical figures and their contributions to American history and culture, using the theme of individuals, groups, and institutions. As these figures were prominent during a time of growth and change in our country, the themes of location and time, change, and continuity will help students understand the importance of place in people's lives, as well as patterns that occur throughout history. Finally, students will use the theme of scarcity to understand why the historical figures they are studying made the choices that they made.</p> <p>Key Concepts: Contributions made by Thomas Jefferson, Meriwether Lewis and William Clark with Sacagawea, and Ruby Bridges</p> <p>Similarities and differences in the lives of these historical figures every day to life in the present</p> <p>Influences of time and place on these historical figures</p>		<p>Themes:Community Helpers/We are Alike and We are Different</p> <p>Unit 5: In this unit, students will understand President Theodore Roosevelt's contributions to our country's environment through the lenses of individuals, groups, and institutions, and scarcity. Students will also consolidate a great deal of their economics learning thus far, and learn about ways that they can help their communities. Finally, students will continue to explore the idea of change over time by comparing Roosevelt's life to their lives.</p> <p>Key Concepts: Contributions made by Theodore Roosevelt</p> <p>Similarities and differences in the lives of Theodore Roosevelt every day to life in the present</p> <p>Influences of time and place on Theodore Roosevelt</p> <p>Character traits of Theodore Roosevelt</p> <p>Goods that people make and services that people provide for each other</p> <p>Scarcity</p> <p>People are both producers and consumers</p> <p>Earning income by working and making</p>		<p>Themes:Map & Globe Skills/Information and Processing Skills</p> <p>Review Essential Standards</p>		

		<p>Character traits of these historical figures</p> <p>Unit 4: In this unit, students will use the theme of scarcity to discuss basic economic ideas of goods, services, producers, and consumers, as well as how the individual contributions of George Washington Carver and Benjamin Franklin had economic impact. Students will explore the role of location in the lives of Carver and Franklin, as well as the idea of time, change, and continuity in comparing the lives of Carver and Franklin to their own.</p> <p>Key Concepts: Contributions made by Benjamin Franklin and George Washington Carver</p> <p>Similarities and differences in the lives of these historical figures every day to life in the present</p> <p>Influences of time and place on these historical figures</p> <p>Character traits of these historical figures</p> <p>Goods that people make and services that people provide for each other Scarcity People are both producers and consumers Earning income by working and making spending and saving choices</p>	<p>spending and saving choices</p> <p>Unit 6: In this unit, students will synthesize what they have learned about historical figures during the course of the year through a comparison of the historic figures' lives and their own, using the themes of individuals, groups, and institutions and time, change, and continuity. In addition, students will review the geography skills and knowledge learned throughout the year through the theme of location while demonstrating mastery of relevant standards and skills.</p> <p>Key Concepts: Positive character traits for historical figures</p> <p>Everyday life of historical figures to the present</p> <p>Identify city, county, state, nation, and continent</p> <p>Topographical features of the Earth</p>	
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<p>Standards</p>	<p>SS1CG2, SS1G2 SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.). (Ask Music Teachers to help with this) SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.</p>	<p>SS1H1, SS1G1a, SS1G1b, SS1G1d, SS1CG1, SS1E1, SS1E2, SS1E3, SS1E4 SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place. a. American colonies (Benjamin Franklin and Thomas Jefferson) b. American frontier (Lewis & Clark and Sacagawea) d. Southern U.S. (George Washington Carver and Ruby Bridges) SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the</p>	<p>SS1H1, SS1G1c, SS1CG1, SS1E1, SS1E2, SS1E3, SS1E4 SS1G2, SS1G3 SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.). SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place. c. National Parks (Theodore Roosevelt) SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Explain that scarcity is when</p>
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		<p>environment, courage, equality, tolerance, perseverance, and commitment.</p> <p>SS1E1 Identify goods that people make and services that people provide for each other. SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.</p>	<p>unlimited wants are greater than limited resources.</p> <p>SS1E3 Describe how people are both producers and consumers.</p> <p>SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.</p> <p>SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.</p> <p>SS1G3 Locate major topographical features of the earth's surface.</p> <p>a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.</p> <p>b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.</p> <p>c. Identify and describe landforms (mountains, deserts, valleys, and coasts).</p>	
<p>Resources & Links</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Teacher-Notes.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Georgia-Standards.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Georgia-Standards.pdf</p>	<p>State Curriculum Map https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Curriculum-Map.pdf</p> <p>Standards https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Georgia-Standards.pdf</p> <p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Teacher-Notes.pdf</p>

	<p>STATE Units and Source sets https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Unit-1-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Unit-1-Document-Set.pptx</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Unit-2-Sample-Unit.pdf</p> <p>https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Unit-2-Document-Set.pptx</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf</p> <p>SLDS-TRL State: Units 1-2</p>	<p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf</p> <p>SLDS-TRL State: Units 3-4</p>	<p>Teacher Notes Link https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-1st-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf</p> <p>SLDS-TRL State: Unit 5</p>	<p>andards/Documents/Social-Studies-1st-Grade-Teacher-Notes.pdf</p> <p>STATE Units and Source sets</p> <p>https://www.discoveryeducation.com/ (login information coming)</p> <p>https://www.gpb.org/education/learn</p> <p>List of related books http://www.gcss.net/uploads/files/gr1socstkidsbooks.pdf</p> <p>SLDS-TRL</p>
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The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.

SOCIAL STUDIES STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK



OPENING

Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students and bridges essential understandings of both past and contemporary events
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Promotes historical inquiry using primary and secondary sources
- Provides multiple perspectives on events
- Asks challenging questions

Student:

- Accesses and make connections with prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary writing
- Close reading
- Disciplinary research
- Disciplinary vocabulary
- Map and globe skills
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Develops informed citizens and fosters citizenship
- Models concepts, skills, strategies, practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

TRANSITION TO WORK SESSION

Teacher:

- Provides guided student practice
- Engages students in lesson-specific discussion; Offers opportunities to speculate about known and unknown motives and actions of historical figures
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session

Student:

- Engages in guided practice
- Participates in conversations with teacher and peers using language of the standards
- Organizes work session materials and tools
- Asks clarifying questions

WORK SESSION

Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides individual and small group instruction based on data
- Maintains classroom environment conducive to productivity and engagement

Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards; expresses and defends views on historical or current events
- Completes conceptually rich performance tasks, research and guided practice

CLOSING

Teacher:

- Facilitates student-led summary sessions
- Formatively Assesses student understanding
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria