

# First Grade Social Studies Pacing Guide

Resources Revised: June 2017

**Waynesboro Public Schools**

301 Pine Avenue  
Waynesboro, Virginia 22980

[www.waynesboro.k12.va.us](http://www.waynesboro.k12.va.us)



## **Important Pacing Guide Information:**

This pacing guide reflects the History and Social Science Standards of Learning approved by the Virginia Board of Education, Fall, 2015. All of these SOLs are to be assessed during the 2017-2018 school year.

## Introduction

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education Fall 2015, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further the standards and clarify the concepts under investigation are found in the curriculum framework.

The format of the Curriculum Framework facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### Essential Skills

The essential history and social science skills are outlined in standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographical, political, and economic events or trends. They are tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1 contains “Essential Understandings.” However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

### Essential Understandings

The Essential Understandings column includes the fundamental background information necessary to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning, as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

**STANDARD 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**

- a) Using artifacts and primary and secondary sources to develop understanding of Virginia history;**
- b) Using basic map skills to support an understanding of Virginia history;**
- c) Using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history;**
- d) Asking appropriate questions to solve a problem;**
- e) Comparing and contrasting people, places, or events in Virginia history;**
- f) Recognizing direct cause-and-effect relationships;**
- g) Making connections between past and present;**
- h) Using a decision-making model to make informed decisions;**
- i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and**
- j) Developing fluency in content vocabulary and comprehension of oral, written, and visual sources.**

**SOL 1.10**

**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;**
- 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; and**
- f) participating in classroom decision making through voting.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Good citizens show a variety of positive traits.</p> <p>Good citizens show respect to each other even when they disagree.</p> <p>Rules are made so that everyone is treated fairly.</p> <p>Good citizens help make decisions in their classrooms by voting when the chance is provided.</p>	<p><b>Students can demonstrate good citizenship by</b></p> <ul style="list-style-type: none"> <li>• playing fairly</li> <li>• exhibiting good sportsmanship</li> <li>• helping others</li> <li>• treating others with respect</li> <li>• recognizing the purpose of rules</li> <li>• practicing self-control</li> <li>• working hard in school</li> <li>• taking responsibility for one’s own actions</li> <li>• valuing honesty and truthfulness in oneself and others</li> <li>• participating in classroom decision making.</li> </ul> <p><b>Reasons for rules</b></p> <ul style="list-style-type: none"> <li>• To protect rights of people</li> <li>• To suggest good behavior</li> <li>• To keep people safe</li> </ul> <p><b>Reasons for voting</b></p> <ul style="list-style-type: none"> <li>• To voice your self-interest</li> <li>• To take part in the process</li> </ul>	<p>Essential Understandings from 1.1f:</p> <ul style="list-style-type: none"> <li>• A cause-and-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).</li> <li>• Cause-and-effect relationships can be observed in school, community, and state history.</li> </ul> <p>1.1f Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Discuss how the traits of a good citizen affect classroom activities.</li> </ul> <p>Essential Understandings from 1.1i:</p> <ul style="list-style-type: none"> <li>• Good citizens:                             <ul style="list-style-type: none"> <li>○ Collaborate to achieve shared goals.</li> <li>○ Compromise to reach an agreement.</li> <li>○ Participate in classroom activities to demonstrate respect for rules.</li> </ul> </li> <li>• People throughout Virginia’s history have collaborated and compromised to achieve common goals and be successful as good citizens.</li> </ul> <p>1.1i Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a classroom chart of good citizenship rules to follow during classroom activities.</li> <li>• Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule.</li> <li>• Complete a simulation where some students are producers and some are consumers to exchange goods and services.</li> <li>• Identify the importance of classroom chores and determine a fair way to distribute responsibilities.</li> <li>• Work in groups to choose between several fruits for snack choices to demonstrate how people must choose something else when they cannot have everything they want.</li> </ul>

Resources and Activities	Resources and Activities	Benchmark Literacy
<p>Social Studies Teacher Edition  Unit 1 Lesson 2 p.10-12  Unit 2 p.58, 68  Unit 4 p.136</p> <p>Video Streaming  - America at its Best: What it means to be an American Citizen – 15 min.  -Going to School is Your Job – 13 min.</p> <p>Scope &amp; Sequence - p.5-13</p> <p>Social Studies Teacher Edition  Celebrate History, Unit 5, Lesson 6 p.200-201</p>	<p>Use School system handbook and students sign (Responsibility Plan)</p> <p>Time for Kids Readers (Teacher Guide)  Winter Celebrations p.41-44</p>	<p>Benchmark Literacy:  Shrimp Joins the Team – Unit 2  Working Together – Unit 9  What is a Good Citizen? – Unit 6  Doing my job – Unit 6  Rules at School – Unit 9  Jobs at School – Unit 10  We are all Alike – Unit 8  Getting Ready for School – Unit 8  Helping Animals – Unit 6  Play By the Rules – Unit 10  Old School, New School – Unit 8  Miss Ken Needs Help – Unit 2  Fox in the Forest – Unit 4  Everyone Clapped for Jason – Unit 4</p>

**Communities in Virginia**  
**SOL 1.13**

**Week 3-4**

**1.13 The student will understand that the people of Virginia**  
**a) have state and local government officials who are elected by voters;**  
**b) make contributions to their communities; and**  
**c) include people who have diverse ethnic origins, customs, and traditions, who are united as Americans by common principles.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Communities in Virginia have state and local government officials who are elected by voters.</p> <p>The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</p> <p>The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</p>	<p>Voters in Virginia elect officials to make decisions for them in the state and local governments.</p> <p>People contribute to their community by practicing the responsibilities of good citizenship and volunteer to make communities better.</p> <p>Communities in Virginia include people of many ethnic origins who come from different places around the world.</p> <p>Many Virginians make valuable contributions to their communities.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in our communities are united as Americans by common principles and traditions, such as</p> <ul style="list-style-type: none"> <li>• celebrating Independence Day (Fourth of July)</li> <li>• pledging allegiance to the flag</li> </ul>	<p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>Essential Understandings from 1.1e:</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting examine similarities and differences among people, places, or events.</li> <li>• Communities in Virginia have different physical and cultural characteristics.</li> </ul> <p>Essential Understandings from 1.1j:</p> <ul style="list-style-type: none"> <li>• Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about Virginia history.</li> <li>• Comprehending content vocabulary involves using and interacting with a variety of sources.</li> </ul>

Resources and Activities	Resources and Activities	Benchmark Literacy
<p>Scope &amp; Sequence – p.120-129</p>	<p>Time for Readers (Teachers Guide)  All Kinds of Schools p.1-4</p> <p>Field Trip – Visit Augusta Medial Center</p> <p>Discovery Education – Communities</p> <ul style="list-style-type: none"> <li>-Citizenship in the community</li> <li>-Community Rules and Laws</li> <li>-Unity in the community</li> </ul>	<p>Benchmark Literacy:</p> <p>A Community has Homes – Unit 1  Community Helpers – Unit 1 (Anchor Chart)  Vote! - Unit 6  The Power to Vote – Unit 10  Who Works in the Government? – Unit 10  Safe at Work – Unit 9  Using Tools at Work – Unit 9  Families Work and Play Together – Unit 8  Safety Signs – Unit 1  A Trip to Market – Unit 3  Life in a Suburban Community Unit 5 (Big Book)  Neighbors AT Work – Unit 5</p>

**1.5 The student will develop map skills by**

- 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, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and
- e) constructing simple maps, including a title, map legend, and compass rose.

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Symbols and cardinal directions are used to determine where objects and places are located on maps and globes.</p> <p>The United States and Virginia can be identified by their shapes on maps and globes.</p> <p>The locations of the capital cities of Washington, D.C., and Richmond, Virginia, are identified by specific symbols.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• map: A drawing that shows what places look like from above and where they are located</li> <li>• globe: A round model of the Earth</li> <li>• symbol: A picture or thing that stands for something else</li> <li>• cardinal directions: The directions of north, east, south, and west</li> <li>• title: The name or kind of a map</li> <li>• map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for</li> <li>• compass rose: A symbol that shows direction (north, east, south, and west) on a map</li> </ul> <p><b>Map symbols to know how to identify</b></p> <ul style="list-style-type: none"> <li>• Land</li> <li>• Water</li> <li>• Cities</li> <li>• Roads</li> </ul> <p>The terms <i>north</i>, <i>east</i>, <i>south</i>, and <i>west</i> are used to determine location on simple maps.</p> <p>Virginia and the United States may be located by their shapes on maps and globes.</p> <p>The capital cities of Washington, D.C., and Richmond, Virginia, may be located by using symbols on a United States map.</p>	<p>Essential Understanding from 1.1b:</p> <ul style="list-style-type: none"> <li>• Maps help develop an awareness of where places are located in Virginia.</li> <li>• Maps use directionality and symbols to identify or indicate a location.</li> <li>• Geographic information obtained from maps supports an understanding of Virginia history.</li> <li>• Using simple maps develops an awareness of how places have changed from the past to the present in Virginia</li> </ul> <p>1.1b experiences may include but are not limited to...</p> <p>Viewing Maps of Virginia:</p> <ul style="list-style-type: none"> <li>• Make simple observations about what the symbols represent</li> <li>• Identify landforms such as mountains</li> <li>• Identify the Atlantic Ocean</li> <li>• Identify water features on a map</li> <li>• Illustrate why people settled near the rivers</li> <li>• Use cardinal direction to describe how people traveled from one place to another.</li> </ul> <p>Construct Maps:</p> <ul style="list-style-type: none"> <li>• Create a simple drawing of the classroom, school, or community</li> <li>• Create/label a simple map of Virginia to show:             <ul style="list-style-type: none"> <li>○ Where selected Virginians lived</li> <li>○ The location of Washington, D.C., and Richmond</li> </ul> </li> </ul>

**1.6 The student will develop a geographic understanding that**  
**a) the location of Virginia determines its climate and results in four distinct seasons; and**  
**b) the landforms of Virginia affect the places people live.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Virginia is located on the southeastern coast of the United States.</p> <p>Landforms of Virginia include hills, mountains, valleys and the coastal plain.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Climate: The kinds of weather an area has over a long period of time</li> <li>• Physical surroundings: Land and bodies of water</li> <li>• Season: Any one of the four phases of the year: spring, summer, fall, or winter</li> <li>• Location: The place where a particular point or object exists on the surface of the Earth</li> <li>• Landform: A shape or feature of the Earth’s surface.</li> </ul> <p>The climate of Virginia is mild.</p> <p>Virginia has four distinct seasons that include spring, summer, fall, and winter.</p> <p>Landforms affect where people build houses and communities.</p> <p>Location, climate, and physical surroundings affect the way people in Virginia meet their basic needs.</p>	<p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use images of different locations in Virginia to generate questions about those pictures.</li> </ul> <p>1.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use simple maps from the past and present to show how the boundaries of Virginia have changed over time.</li> <li>• Use maps from the past and the present to show how maps have changed over time.</li> <li>• Compare John Smith’s map of Virginia to a map of the present.</li> <li>• Make connections between transportation methods used in early Virginia and in the present.</li> </ul>

<b>Resources and Activities</b>	<b>Benchmark Literacy</b>
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<p>Social Studies Teacher Edition The Land Around Us – Unit 3</p> <p>Time for Kids Readers Zoo Maps</p> <p>Video Streaming Math Monsters Mapping – 15 min. Finding Your Way Using Maps and Globes (parts only) Understanding and Using Maps and Globes (parts only) Play and Discover with Digger and Splat: Seasons – 17 min.</p> <p>Brain Pop – Maps</p>	<p>Time for Kids Readers (Teacher Guide) Zoo Map p.25-28 National Parks p.29-32 Sahara Desert p.33-36 Garrett Morgan p.5-8</p> <p>Books – The Key to Maps Mapping Penny’s World Globe and pull down maps Make room map, home map, pretend community maps. Maps and flyers from communities and themed parks Look at Atlas Mapping puzzles</p>	<p>Benchmark Literacy: Where People Live? – Unit 10 Comparing Two Cities – Unit 8 Where Are We? – Unit 1</p>
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**Past & Present; Jamestown, Powhatan, Pocahontas, Christopher Newport**  
**SOL 1.2a, 1.3a-c**

**Week 8-9**

**1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including**  
**a) The settlement of Virginia at Jamestown**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Many people and events contributed to Virginia history.</p>	<p>Many different people and events helped shape Virginia’s history.</p> <p>Virginia started at Jamestown over 400 years ago.</p> <p>Jamestown became the first permanent English settlement in North America.</p>	<p>Essential Understandings from 1.1a:</p> <ul style="list-style-type: none"> <li>• Using artifacts and primary sources including making observations and connections, asking questions, and reflecting.</li> <li>• An artifact is an object or tool that reveals the past.</li> <li>• A primary source is an artifact, document, image, or other source of information that was created at the time under study.</li> <li>• A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</li> </ul> <p>1.1a Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Post a picture of an early settlement and ask questions about why people created this type of shelter.</li> <li>• Use an image and description of an historic home in Virginia to ask questions and make observation about how daily life was different from today.</li> <li>• Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare.</li> <li>• Show an image of a job from Virginia’s past and compare it to a job in Virginia today.</li> </ul> <p>1.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use stories and images about Jamestown to determine how life in the past was different from life today.</li> </ul> <p>1.1h Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• After reading a story about moving to colonial Jamestown, have the students make a list of items they would decide to take to a new settlement</li> </ul>

**1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on**

- a) Powhatan;
- b) Pocahontas;
- c) Christopher Newport;

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Important contributions were made by influential people in Virginia history.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• contribution: The act of giving or doing something.</li> </ul> <p><b>People to know</b></p> <ul style="list-style-type: none"> <li>• Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes.</li> <li>• Pocahontas: She was an American Indian girl, daughter of Powhatan, who came with her father’s people to visit the settlers at Jamestown. She worked to help the settler receive food from the American Indians.</li> <li>• Christopher Newport: He was an English explorer who brought additional people and supplies to the Jamestown settlement.</li> </ul>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>• Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart.</li> </ul> <p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask a variety of questions before and after reading about influential people or an event in the history of Virginia.</li> <li>• Create interview questions to ask the early settlers of Virginia.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a class Venn diagram to compare the lives of famous Virginians.</li> </ul> <p>Essential Understandings from 1.1f:</p> <ul style="list-style-type: none"> <li>• Identifying cause-and effect relationships helps us understand specific events in Virginia history.</li> </ul> <p>1.1f Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement.</li> </ul>

Resources and Activities		Benchmark Literacy
Scope & Sequence – p.24-36 Time for Kids Readers Jobs of the Past Jamestown online – Interactive settlement Old Virginia / Jamestown Maps Powhatan / Pocahontas - Kindergarten texts and assessments	Video Streaming - U-tube -Historical kids -Living History Museum Discovery Education – historyisfun.org --Explorer Christopher Newport Reading Rainbow and Read “Ox Cart Man” “ Time Long Ago” Field Trip to Woodrow Wilson Birthplace Field Trip to Frontier Culture Museum	Benchmark Literacy: Thanksgiving Then and Now – Unit 8 Technology Today – Unit 8 Big Ben Helps the Town – Unit 2 All Work, No Play – Unit 9 Benjamin Franklin – Unit 2 Communications Then and Now – Unit 3 My Grandma – Unit 5 A Seat on the Bus – Unit 5 Grandma Moses – Unit 5

**Patriotic Symbols & Major Holidays -Independence Day**  
**SOL 1.11, 1.4b, 1.12**

**Week 21-22**

**1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Patriotic symbols and traditions honor the people and the history of the United States.</p> <p>The Pledge of Allegiance is said in recognition of the heritage of the United States of America.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>American flag: A patriotic symbol of the United States</li> <li>Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States.</li> </ul> <p><b>Patriotic symbols of the United States</b></p> <ul style="list-style-type: none"> <li>American flag</li> </ul> <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	<p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Label images of patriotic symbols such as the Virginia flag, the state capitol building, the state bird, and the state flower to show patriotism and respect for the state.</li> <li>Discuss the meaning of the Pledge of Allegiance. Create a short video of reciting the Pledge to demonstrate respect for the American flag and the United States.</li> </ul>

**1.4 The student will describe the lives of people associated with major holidays including**  
**b) Independence Day (Fourth of July)**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>holiday: A day on which something or someone is honored or remembered</li> </ul> <p><b>Holidays to know</b></p> <ul style="list-style-type: none"> <li>Independence Day (Fourth of July): This is a holiday to remember when America became a new country. It is sometimes called America's birthday. It is observed in July.</li> </ul>	<p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Create a class Venn diagram to compare how different holidays are celebrated.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Read a variety of fiction and nonfiction picture books about American holidays.</li> <li>Describe what or who is honored and remembered on each American holiday.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Place pictures of the influential Virginians studied and where they lived on a map of Virginia.</li> </ul>

<b>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</b>		
<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Patriotic symbols and traditions honor the people and the history of the United States.</p> <p>The Pledge of Allegiance is said in recognition of the heritage of the United States of America.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>American flag: A patriotic symbol of the United States</li> <li>Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States.</li> </ul> <p><b>Patriotic symbols of the United States</b></p> <ul style="list-style-type: none"> <li>American flag</li> </ul> <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>	
<b>1.12 The student will recognize the symbols and traditional practice that honor the Commonwealth of Virginia by a) identifying the Virginia flag, state capitol building, state bird, and state flower; and b) describing why people have symbols and traditions.</b>		
<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Patriotic symbols and traditions honor the people and the history of Virginia.</p>	<p><b>Terms to know:</b></p> <ul style="list-style-type: none"> <li>Symbol: A picture or thing that stands for something else</li> <li>Tradition: A custom or belief that happens over a long period of time.</li> <li>Patriotic: Showing respect for and love of country and state.</li> </ul> <p><b>Patriotic symbols of the Commonwealth of Virginia</b></p> <ul style="list-style-type: none"> <li>Virginia flag</li> <li>State capitol building located in Richmond</li> <li>Cardinal – the state bird</li> <li>Dogwood – the state flower</li> </ul> <p>People use patriotic symbols and traditions to honor the people and the history of Virginia.</p> <p>A tradition is a way of doing things that can be passed down from adults to children.</p>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Create a chart of Virginia symbols that includes the Virginia flag, the state capitol building, the state bird, and the state flower. Conduct a survey to see which symbol students find most meaningful. Graph the results of the survey.</li> </ul>

Resources and Activities		Benchmark Literacy
<p>Scope &amp; Sequence – p.14-23</p> <p>Time for Kids Readers Statue of Liberty Visiting the Capital</p> <p>Time for Kids Readers Fourth of July Celebrating Freedom</p> <p>Discovery Education - Patriotic Symbols</p> <ul style="list-style-type: none"> <li>■ Citizens Rules: Pledge</li> <li>■ US Celebrations: Independence Day</li> </ul>	<p>The Third Bell by Catherine McCafferty</p> <p>The Star-Spangled Banner, Ill. By Peter Spier</p> <p>The Statue of Liberty, by Lucille Recht Penner</p> <p>America the Beautiful (Scholastic)</p> <p>Time for Kids Readers Philadelphia p.17-20</p> <p>You can do a Patriotic Express where each teacher chooses a symbol. Classrooms rotate to see different symbols.</p> <p>Take time for students to know meanings of “The Pledge”.</p> <p>A to Z Kids Stuff (symbols of the USA)</p> <p>Time for Kids Readers (Teacher Guide) Fourth of July p.49-52 Celebrating Freedom p.57-60</p>	<p>Benchmark Literacy:</p> <p>Saving the Bald Eagle – Unit 9</p>

**Famous Americans and Major Holidays – Martin Luther King, Jr. Day, George Washington, Thomas Jefferson, Maggie L. Walker and Arthur R. Ashe, Jr.**

**Week 23-26**

**SOL 1.4c, 1.2b, 1.4a, 1.3d-e**

**1.4 The student will describe the lives of people associated with major holidays including**

**c) Martin Luther King, Jr., Day**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.</p>	<p>Holiday: A day on which something or someone is honored or remembered.</p> <p><b>Holidays to know</b></p> <ul style="list-style-type: none"> <li>• Martin Luther King, Jr., Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January.</li> </ul>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>• Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart.</li> </ul> <p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask a variety of questions before and after reading about influential people or an event in the history of Virginia.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a class Venn diagram to compare the lives of famous Virginians.</li> <li>• Create a class Venn diagram to compare how different holidays are celebrated.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Read a variety of fiction and nonfiction picture books about American holidays.</li> <li>• Describe what or who is honored and remembered on each American holiday.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Place pictures of the influential Virginians studied and where they lived on a map of Virginia.</li> </ul>

**1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including  
b) famous Virginians such as George Washington and Thomas Jefferson who helped form a new nation.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Many people and events contributed to Virginia history.</p>	<p>George Washington: He was born in Virginia. He was a leader who helped develop the country. He was the first president of the United States. He is known as the “Father of our Country.” He led the fight for freedom from England and helped establish a new country.</p> <p>Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He was a leader who help develop a new country.</p>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>• Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart.</li> </ul> <p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask a variety of questions before and after reading about influential people or an event in the history of Virginia.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a class Venn diagram to compare the lives of famous Virginians.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Place pictures of the influential Virginians studied and where they lived on a map of Virginia.</li> </ul>

**1.4 The student will describe the lives of people associated with major holidays including  
a) George Washington Day (Presidents’ Day)**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Major holidays are celebrated to remember certain important leaders and events of the past. Citizens have worked to defend American principles.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Holiday: A day on which something or someone is honored or remembered.</li> </ul> <p><b>Holidays to know</b></p> <ul style="list-style-type: none"> <li>• George Washington Day (Presidents’ Day): This is a day to remember all United States presidents especially George Washington. It is observed in February.</li> </ul>	<p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a class Venn diagram to compare how different holidays are celebrated.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Read a variety of fiction and nonfiction picture books about American holidays.</li> <li>• Describe what or who is honored and remembered on each American holiday.</li> </ul>

**1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth with emphasis on**  
**d) Maggie L. Walker; and**  
**e) Arthur R. Ashe, Jr.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From SOL 1.1</b>	
<p>Important contributions were made by influential people in Virginia history.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• contribution: The act of giving or doing something</li> </ul> <p><b>People to know</b></p> <ul style="list-style-type: none"> <li>• Maggie L. Walker: She was the first African American woman in the United States to establish a bank and become a bank president.</li> <li>• Arthur R. Ashe, Jr.: He was the first African American winner of a major men’s tennis singles championship. He was a leader for civil rights and worked for equality for all people.</li> </ul>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>• Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask a variety of questions before and after reading about influential people or an event in the history of Virginia.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Create a class Venn diagram to compare the lives of famous Virginians.</li> </ul> <p>Essential Understandings from 1.1g:</p> <ul style="list-style-type: none"> <li>• Everyday life in Virginia is different from everyday life long ago.</li> <li>• People, events, and developments have brought changes to Virginia.</li> </ul> <p>1.1j Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Place pictures of the influential Virginians studied and where they lived on a map of Virginia.</li> </ul>	
<b>Resources and Activities</b>		<b>Benchmark Literacy</b>	
<p>African American Readers (Video)</p> <p>Practice Book for Students p.30-31</p> <p>SS Teacher’s Edition</p> <p>Parade of Heroes, Unit 5, Lesson 7 p.206-208</p> <p>Contributions</p> <p>Read: Stone Soup (Make Soup)</p>	<p>YouTube Video</p> <p>Maggie Walker</p> <p>Youtube.com/watch?v=SBuDSLrRKBU</p> <p>Arthur Ashe</p> <p>Youtube.com/watch?v=Mb9Xau9IC9W</p> <p>Teacher pay Teacher –</p> <p>Graphic organizers to use during whole group lessons</p>		

**1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>Goods and services satisfy people’s wants.</p> <p>People are consumers when they buy or use goods and services.</p> <p>People are producers when they make goods or provide services.</p> <p>Most people are both consumers and producers.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• goods: Things people make or use to satisfy wants</li> <li>• services: Activities that satisfy people’s wants</li> <li>• consumer: A person who uses or buys goods and services</li> <li>• producer: A person who makes goods or provides services</li> </ul>	<p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use a Venn diagram to organize information about goods and services in Virginia.</li> </ul>

**1.8 The student will explain that people make choices because they cannot have everything they want.**

<b>Essential Understandings</b>	<b>Essential Knowledge</b>	<b>From Standard 1.1</b>
<p>People make choices because they cannot have everything they want.</p> <p>A decision-making model helps people make choices.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> <li>• cost: what you give up when you decide to do something</li> <li>• benefit: what satisfies your wants</li> </ul> <p>People cannot have all the goods and services they want.</p> <p>They must choose some things and give up others.</p> <p>All decisions involve costs and benefits.</p> <p>Students make better choices when they consider the costs and benefits of their decisions.</p>	<p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask questions about goods and services to determine what to choose and what to give up.</li> </ul> <p>Essential Understandings from 1.1h:</p> <ul style="list-style-type: none"> <li>• Choices involve getting more of one thing by giving up something else.</li> <li>• All decisions involve costs and benefits.</li> <li>• A cost is something you give up when you decide to do something.</li> <li>• A benefit is what satisfies your wants.</li> <li>• Students make better choices when they consider the costs and benefits of their decisions.</li> </ul>

	Sample Decision-Making Model		1.1h Experiences may include but are not limited to... <ul style="list-style-type: none"> <li>Use a decision-making model to discuss the costs and benefits of the following: <ul style="list-style-type: none"> <li>After reading a story from children’s literature, have the students talk about the benefits and costs of a decision made by characters in the story.</li> <li>After discussing traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community.</li> </ul> </li> </ul>
	Decision to be made:		
	Benefits	Costs	

**1.9 The student will recognize that people save money for the future to purchase goods and services.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>People can choose to spend or save money.</p> <p>To save money, people give up spending now in order to buy goods and services in the future.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>money: Paper bills and coins used to pay for goods and services</li> <li>savings: Money not spent now so it can be spent in the future</li> </ul> <p>People save to buy something later when they have enough money.</p>	

**1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Virginia’s diverse environment has impacted the way people interact with their surroundings.</p>	<p>Location, climate, and physical surroundings of Virginia affect the way people meet their basic wants today. This includes the</p> <ul style="list-style-type: none"> <li>foods they eat</li> <li>clothing they wear</li> <li>types of homes they build</li> </ul> <p>Communities in Virginia use various types of transportation to meet their needs.</p> <p>The geography of Virginia affects how people travel from one place to another</p>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Use a simple bar graph of seasonal temperatures to determine how the time of year affected the way people in Virginia met their basic wants.</li> <li>Create a graphic organizer of jobs in Virginia from the past and present.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>View maps and images of different locations in Virginia to compare recreational activities.</li> <li>Create a class chart of how selected jobs have changed over time.</li> </ul> <p>1.1f Experiences may include but are not limited to...</p>

	and determines what is available for recreation.	<ul style="list-style-type: none"> <li>Use information about location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as foods they eat, the clothing they wear, and the kinds of houses they build.</li> </ul> <p>1.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>Discuss how jobs in Virginia have changed over time.</li> </ul>
<b>Resources and Activities</b>		<b>Benchmark Literacy</b>
<p>Social Studies Teacher Edition Unit 6, p.240, 244, 258, 266</p> <p>Time for Kids Reader Many Kinds of Money</p> <p>Scope &amp; Sequence p.95-119</p>	<p>Reading A to Z Level F – Needs and Wants Community Helpers</p> <p>Time for Kids Reader (Teacher’s Guide) p.65-68 Many Kinds of Money Field Trip – Home Depot and Food Lion Set up a classroom store</p>	<p>Benchmark Literacy:</p> <p>The Lemonade Stand – Unit 7 Dollars and Cents – Unit 7 Our Money – Unit 1 The Yard Sale – Unit 2 A Rainbow Party – Unit 2 A Trip to the Market – Unit 3 The Missing Parrot – Unit 4 Peaches All the Time – Unit 5</p>

**Economics – Applying the Concept**  
**SOL 1.7, 1.8, 1.9, 1.2c**

**Week 29-30**

**1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Goods and services satisfy people’s wants.</p> <p>People are consumers when they buy or use goods and services.</p> <p>People are producers when they make goods or provide services.</p> <p>Most people are both consumers and producers.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• goods: Things people make or use to satisfy wants</li> <li>• services: Activities that satisfy people’s wants</li> <li>• consumer: A person who uses or buys goods and services</li> <li>• producer: A person who makes goods or provides services</li> </ul>	<p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use a Venn diagram to organize information about goods and services in Virginia.</li> </ul>

**1.8 The student will explain that people make choices because they cannot have everything they want.**

Essential Understandings	Essential Knowledge	From Standard 1.1						
<p>People make choices because they cannot have everything they want.</p> <p>A decision-making model helps people make choices.</p>	<p>Terms to know:</p> <ul style="list-style-type: none"> <li>• cost: what you give up when you decide to do something</li> <li>• benefit: what satisfies your wants</li> </ul> <p>People cannot have all the goods and services they want.</p> <p>They must choose some things and give up others.</p> <p>All decisions involve costs and benefits.</p> <p>Students make better choices when they consider the costs and benefits of their decisions.</p> <p>Sample Decision-Making Model</p> <table border="1" data-bbox="562 1187 963 1430"> <tr> <td colspan="2" data-bbox="562 1187 963 1227">Decision to be made:</td> </tr> <tr> <td data-bbox="562 1227 802 1268">Benefits</td> <td data-bbox="802 1227 963 1268">Costs</td> </tr> <tr> <td data-bbox="562 1268 802 1430"></td> <td data-bbox="802 1268 963 1430"></td> </tr> </table>	Decision to be made:		Benefits	Costs			<p>Essential Understandings from 1.1d:</p> <ul style="list-style-type: none"> <li>• Asking a variety of questions takes learning further and deepens our understanding.</li> <li>• Asking questions involves making observations about the world and framing them as inquires to solve a problem.</li> </ul> <p>1.1d Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Ask questions about goods and services to determine what to choose and what to give up.</li> </ul> <p>Essential Understandings from 1.1h:</p> <ul style="list-style-type: none"> <li>• Choices involve getting more of one thing by giving up something else.</li> <li>• All decisions involve costs and benefits.</li> <li>• A cost is something you give up when you decide to do something.</li> <li>• A benefit is what satisfies your wants.</li> <li>• Students make better choices when they consider the costs and benefits of their decisions.</li> </ul> <p>1.1h Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use a decision-making model to discuss the costs and benefits of the following: <ul style="list-style-type: none"> <li>○ After reading a story from children’s literature, have the students talk about the benefits and costs of a decision made by characters in the story.</li> <li>○ After discussing traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community.</li> </ul> </li> </ul>
Decision to be made:								
Benefits	Costs							

**1.9 The student will recognize that people save money for the future to purchase goods and services.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>People can choose to spend or save money.</p> <p>To save money, people give up spending now in order to buy goods and services in the future.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• money: Paper bills and coins used to pay for goods and services</li> <li>• savings: Money not spent now so it can be spent in the future</li> </ul> <p>People save to buy something later when they have enough money.</p>	

**1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth including c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.**

Essential Understandings	Essential Knowledge	From Standard 1.1
<p>Virginia’s diverse environment has impacted the way people interact with their surroundings.</p>	<p>Location, climate, and physical surroundings of Virginia affect the way people meet their basic wants today. This includes the</p> <ul style="list-style-type: none"> <li>• foods they eat</li> <li>• clothing they wear</li> <li>• types of homes they build</li> </ul> <p>Communities in Virginia use various types of transportation to meet their needs.</p> <p>The geography of Virginia affects how people travel from one place to another and determines what is available for recreation.</p>	<p>Essential Understandings from 1.1c:</p> <ul style="list-style-type: none"> <li>• Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in Virginia history.</li> </ul> <p>1.1c Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use a simple bar graph of seasonal temperatures to determine how the time of year affected the way people in Virginia met their basic wants.</li> <li>• Create a graphic organizer of jobs in Virginia from the past and present.</li> </ul> <p>1.1e Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• View maps and images of different locations in Virginia to compare recreational activities.</li> <li>• Create a class chart of how selected jobs have changed over time.</li> </ul> <p>1.1f Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Use information about location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as foods they eat, the clothing they wear, and the kinds of houses they build.</li> </ul> <p>1.1g Experiences may include but are not limited to...</p> <ul style="list-style-type: none"> <li>• Discuss how jobs in Virginia have changed over time.</li> </ul>

Resources and Activities		Benchmark Literacy
<p>Social Studies Teacher Edition Unit 6, p.240, 244, 258, 266</p> <p>Activity Book Goods and Services p.62 Buy, Sell, Save p.66 Birthday Budget p.68 Choices, Choices p.69</p> <p>Time for Kids Reader Many Kinds of Money</p> <p>Scope &amp; Sequence p.95-119</p>	<p>Time for Kids Reader (Teacher’s Guide) p.65-68 Many Kinds of Money</p> <p>Field Trip – Home Depot and Food Lion Set up a classroom store</p>	