

**SAS Pacing Guide (Sept. 2017 – June 2018 )**

**Grade: 1**

**Subject: Social Studies**

Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
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<b>Sept.</b>	<b>My Family and Other Families</b>  1.1  1.2	<p>1. How do customs and traditions compare to those of other people, past and present?</p> <p>2. What are the different types of families?</p> <p>3. What makes each of you a unique and contributing member to our community?</p> <p>4. What historical figures or holiday traditions connect us to common national heritage?</p>	<p>Identify members of a nuclear family and extended family.</p> <p>Know that communities and neighborhoods are made up of many families.</p> <p>Explain that families share elements of their cultures.</p> <p>Explain that families have a past and change over time.</p> <p>Recognize that family history is relayed through folk tales, biographies, oral history and legends.</p> <p>Compare and contrast family traits: language ethnicity, talents, traditions Recognize interdependence among family members.</p> <p>Recognize that our community has boundaries.</p> <p>Discuss events, people, problems, and ideas that contribute to our community.</p>	<p>entity</p> <p>Culture</p> <p>Interdependence</p> <p>Change</p> <p>Culture</p>	<p>Student orally explains relationships using family photos.</p> <p>family interviews</p> <p>Venn Diagrams</p>	<p>Family photos</p> <p>You Tube: Wee Bee World Education: Different Types of Families</p> <p>You Tube: We Are Family Song</p> <p>Family Stories for Kids: <a href="http://www.netfind.com">www.netfind.com</a></p>	<p>Sacrament of Baptism- becoming a member of the Church family.</p> <p>Jesse Tree</p> <p>Role of the parish as a supportive community.</p>
<b>Oct.- Nov.</b>	<b>Government Citizenship Rules/Laws</b>  1.3 1.4	<p>1. What is citizenship?</p> <p>2. How can problems be solved using conflict resolution strategies?</p>	<p>Identify the purpose of government i.e. to develop rules and laws to govern and protect citizens.</p> <p>Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.</p>	<p>citizenship</p> <p>rules/laws</p> <p>responsibilities of young citizens in school and at home</p>	<p>Compare good and bad actions</p> <p>KWL charts</p> <p>T-charts</p> <p>think, pair, share</p>	<p>Flag day celebration</p> <p>Classroom speakers: law makers, service providers, Boy/Girl</p>	<p>Ten Commandments</p> <p>Community service projects</p>

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		<p>3. Why do we have rules in our community?</p> <p>4. What is the importance of the American Flag?</p>	<p>Participate in decision-making and problem-solving.</p> <p>Define terms related to government: government, power, citizenship, nation-state and justice.</p> <p>Identify acceptable behaviors and those that are not acceptable.</p>		lists	<p>Scout leaders</p> <p>World maps and puzzles</p> <p>Learning Centers</p>	Church laws and role of the pastor.
Dec.-Jan.	<p><b>Community and Regional Places</b></p> <p>1.5</p>	<p>1. How might geographic features of an area affect the lives of the people who live there?</p> <p>2. What are the parts of a map and how do they help us read it?</p> <p>3. How can we use a map or globe to locate where we live?</p>	<p>Identify north, south, east, west on a globe and map of the world with and without a compass.</p> <p>Identify physical features such as oceans, rivers, lakes and mountains on a map of the U.S. and world.</p> <p>Locate and interpret symbols on a map.</p>	<p>places and regions</p> <p>map skills</p> <p>landforms</p> <p>map symbols</p>	<p>Make a map of your route to school.</p> <p>Use symbols to represent sights.</p> <p>Match directional/physical feature symbol with teacher's spoken word.</p> <p>Illustrate community event or place and write about its significance.</p> <p>Student chooses a community provider and explains their job responsibilities including dress and tools.</p>	<p>Field trips to historical places within the community</p> <p><a href="http://www.pbs.org/teachers/socialstudies/">http://www.pbs.org/teachers/socialstudies/</a></p>	<p>Canaan</p> <p>Bible maps</p> <p>Stewardship of the earth.</p>

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<b>Feb.- March</b>	<b>Meeting Needs and Wants</b>  1.6	1. How are goods and services exchanged in communities?	<p>Recognize how the environment can be modified to meet basic needs.</p> <p>Recognize that scarcity means people’s wants exceed their limited resources.</p> <p>Recognize that people earn money through work to purchase goods/services to satisfy needs/wants. Recognize that people make decisions about how to use their resources.</p> <p>State examples of services in the community and people who provide them.</p> <p>Explain how goods and services are exchanged between communities.</p> <p>Identify tools and/or technologies used by providers of community services.</p>	<p>supply and demand</p> <p>resources</p> <p>money</p>	<p>flow charts</p> <p>graphs</p> <p>charts</p> <p>role playing</p>	<p>grocery store field trip</p> <p>guest speakers</p> <p>play money</p>	<p>Proverbs: 14 and 19</p> <p>Psalms</p> <p>Luke 6:20-21</p> <p>Zechariah 7:8-10</p> <p>How do we treat each other fairly? Honestly?</p>
<b>April- May</b>	<b>Time, Continuity, and Change</b>  1.7  1.8	<p>1. How does our family’s history affect us as individuals?</p> <p>2. What are ways we can document family change and growth over time?</p>	<p>Create personal timelines of their life, school year, and family events.</p> <p>Demonstrate an understanding of sequence and chronology and share their timelines with each other.</p> <p>Examine changes in their family</p>	<p>sequencing</p> <p>history</p> <p>past/present</p> <p>family</p>	<p>timelines</p> <p>flow charts</p> <p>compare/contrast</p> <p>Venn Diagrams</p>	<p>family members/home</p> <p>stories</p> <p>photo albums</p>	<p>Sacrament of Baptism-becoming a member of the Church family.</p> <p>Adam and Eve</p>

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		3. What are similarities and differences of families of long ago to families of today?	<p>over time and how family growth and change could be documented and recorded.</p> <p>Examine families of the past and compare them with their family.</p> <p>Use sequence and chronological terms when describing family events.</p>			Story of Joseph/ importance of family in the Bible.	<p>Cain and Abel</p> <p>Abram and Lot</p> <p>Book of Genesis: Ch. 13-14</p>
<b>June</b>	<p><b>Economics Systems</b></p> <p>1.9</p> <p>1.10</p>		<p>Provide examples of scarcity by identifying wants that exceed resources.</p> <p>Examine choices that families make due to scarcity and cost.</p> <p>Examine how tools, technology, and other resources can be used to meet needs and wants.</p>	<p>scarcity</p> <p>needs/wants</p> <p>tools/technologies</p>	compare/contrast	<p>You Tube videos</p> <p>Books</p>	<p>Proverbs: 14 and 19</p> <p>Psalms</p> <p>Luke 6:20-21</p> <p>Zechariah 7:8-10</p> <p>Famine/Helping the poor.</p>