**Social Studies RCD Pacing for 1st Grade**

2014-2015

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| 1st 9 Weeks | **Civics and Governance**  1.C & G.1 Understanding the importance of rules.  1.C & G.1.1 Explain why rules are needed in the home, school, and community.  1.C. & G.1.2 Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.)  1.C & 1.3 Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities. |
| 2nd 9 Weeks | **History**  1.H.1 Understand that history tells a story of how people and events changed society over time  1.H.1.1 Explain how and why neighborhoods and communities change over time.  1.H.1.2 Explain the importance of folklore and celebrations and their  impact on local communities.  1.H.1.3 Explain why national holidays are celebrated (Constitution Day,  Independence Day, Martin Luther King, Jr., Memorial Day, Presidents’ Day, etc.). |
| 3rd 9 Weeks | **Culture**  1.C.1 Understand the diversity of people in the local community.  1.C.1.1 Compare the languages, traditions, and holidays of various cultures.  1.C.1.2 Use literature to help people understand diverse cultures.  **Economics and Financial Literacy**  1.E.1 Understand basic economic concepts.  1.E.1.1 Summarize the various ways in which people earn and use money for goods and services.  1.E.1.2 Identify examples of goods and services in the home, school and community.  1.E.1.3 Explain how supply and demand affects the choices families and communities make. |
| 4th 9 Weeks | **Geography and Environmental Literacy**  1.G.1 Use geographic representations, terms and technologies to process information from a spatial perspective.  1.G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water.  1.G.1.2 Give examples showing location of places (home, classroom, school and community).  1.G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).  1.G.2 Understand how humans and the environment interact within the local community.  1.G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).  1.G.2.2 Explain how people use natural resources in the community.  1.G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation) |

With informational text being 50% of our balanced literacy, Social Studies will be integrated with ELA through a Rigorous Curriculum Design Unit each 9 weeks. These units were created by teachers this summer. This is the outline for the entire year so field trips and other school-based programs can be aligned as needed.