



Richmond Public Schools
 Department of Curriculum and Instruction
 Curriculum Pacing and Resource Guide (CPR)

Course Title/ Course #: Grade 1: Introduction to History and Social Science Focus on Commonwealth of Virginia

Start day: 1

Meetings: 44 Instructional Days (September 4th-November 5th)

Course Description

This course is an introduction to the lives of American leaders and their contributions to the United States. Students will recognize basic map symbols and construct a simple map of a familiar area. Economic concepts of goods and services, consumers and producers, and making economic choices will be studied. Students will learn to apply the traits of a good citizen and recognize that communities in Virginia have local governments and include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Pacing, Resources & Assessments ~ MP1

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
Immerse into academic content (lessons/ planning) throughout the year	1.1a Skills Progression Chart	Using artifacts and primary and secondary sources to develop understanding of Virginia history	<ul style="list-style-type: none"> • Post a picture of an early settlement and ask questions about why the people created this type of shelter. • Use an image and description of a historic home in Virginia to ask questions and make observations about how daily life was different from today. • Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. 	<ul style="list-style-type: none"> • Authentic questioning



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			<ul style="list-style-type: none"> • Show an image of a job from Virginia's past and compare it to a job in Virginia today. 	
Immerse into academic content (lessons/planning) throughout the year	1.1b Skills Progression Chart	Use basic map skills to support an understanding of Virginia history	<p>Viewing maps of Virginia</p> <ul style="list-style-type: none"> • Make simple observations about what symbols represent. • Identify landforms such as mountains. • Identify the Atlantic Ocean. • Identify water features on a map. • Illustrate why people settled near the rivers. • Use cardinal directions to describe how people traveled from one place to another. <p>Constructing Maps</p> <ul style="list-style-type: none"> • Create a simple drawing of the classroom, school, or community. • Create and label a simple map of Virginia to show <ul style="list-style-type: none"> ○ Where selected Virginians lived ○ The location of Washington, D.C., and Richmond. 	<ul style="list-style-type: none"> • Draw, trace, fill-in to create maps



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Immerse into academic content (lessons/ planning) throughout the year	1.1c Skills Progression Chart	Using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support understanding of Virginia history	<ul style="list-style-type: none"> ● Use a Venn diagram to organize information about goods and services in Virginia. ● Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart. ● Use a simple bar graph of seasonal temperatures to determine how the time of year affected the way people in Virginia meet their basic wants. ● 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. ● Create a graphic organizer of jobs in Virginia from the past and the present. 	<ul style="list-style-type: none"> ● Venn diagram ● Survey ● Graphs
Immerse into academic content (lessons/ planning)	1.1d Skills Progression Chart	Asking appropriate questions to solve a problem	<ul style="list-style-type: none"> ● Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. ● Create interview questions to ask the early settlers in Virginia. 	<ul style="list-style-type: none"> ● Interview ● Authentic questioning



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throughout the year			<ul style="list-style-type: none"> • Use images of different locations in Virginia to generate questions about those pictures. • Ask questions about goods and services to determine what to choose and what to give up. 	
Immerse into academic content (lessons/ planning) throughout the year	1.1e Skills Progression Chart	Comparing and contrasting people, places, or events in Virginia history	<ul style="list-style-type: none"> • Create a class Venn diagram to compare the lives of famous Virginians. • View maps and images of different locations in Virginia to compare recreational activities. • Create a class Venn diagram to compare how different holidays are celebrated. • Create a class chart of how selected jobs have changed over time. 	<ul style="list-style-type: none"> • Venn diagram
Immerse into academic content (lessons/ planning) throughout the year	1.1f Skills Progression Chart	Recognizing direct cause-and-effect relationships	<ul style="list-style-type: none"> • Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affects the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build. • Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement. 	<ul style="list-style-type: none"> • Discussion • Cause/Effect flow charts



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			<ul style="list-style-type: none"> • Discuss how the traits of a good citizen affect classroom activities. 	
Immerse into academic content (lessons/ planning) throughout the year	1.1g Skills Progression Chart	Making connections between past and present	<ul style="list-style-type: none"> • Use stories and images about Jamestown to determine how life in the past was different from life today. • Discuss how jobs in Virginia have changed over time. • Use simple maps from the past and present to show how the boundaries of Virginia have changed over time. • Use maps from the past and present to show how maps have changed over time. • Compare John Smith’s map of Virginia to a map from the present. • Make connections between transportation methods used in early Virginia and the present. 	<ul style="list-style-type: none"> • Discussion • Authentic questioning
Immerse into academic content (lessons/ planning)	1.1h Skills Progression Chart	Using a decision-making model to make informed decisions	<p>Use a decision-making model to discuss the costs and benefits of the following</p> <ul style="list-style-type: none"> • After reading a story from the children literature, have the students talk about the benefits and costs of decisions made by characters in the story. 	<ul style="list-style-type: none"> • Decision-making model



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throughout the year			<ul style="list-style-type: none"> • 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. • After discussing the traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community. 	
Immerse into academic content (lessons/ planning) throughout the year	1.1i. Skills Progression Chart	Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities	<ul style="list-style-type: none"> • Create a classroom chart of good citizenship rules to follow during classroom activities. • Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. • Complete a simulation where some students are producers and some are consumers to exchange goods and services. • Identify the importance of classroom chores and determine a fair way to distribute responsibilities. • Work in groups to choose between several fruits for snack choices to demonstrate how people must choose something and 	<ul style="list-style-type: none"> • Chart • Vote • Discussion



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			give something else when they cannot have everything they want.	
Immerse into academic content (lessons/ planning) throughout the year	1.1j Skills Progression Chart	Developing fluency in content vocabulary and comprehension of oral, written, and visual sources	<ul style="list-style-type: none"> Label images of patriotic symbols such as the Virginia flag; they state capitol building, the state bird, and the state flower to show patriotism and respect for the state. Discuss the meaning of the Pledge of Allegiance. Create a short video of student's reciting the Pledge to demonstrate respect for the American flag and the United States. Read a variety of fiction and nonfiction picture books about American holidays. Describe what or who is honored and remembered on each American holiday. Place pictures of the influential Virginians studied and where they lived on a map of Virginia. 	<ul style="list-style-type: none"> Discussion Video Labels
10 days	1.10 Applying the traits of good citizenship	a)focusing on fair play, good sportsmanship, respect	<p>1.10a-e Citizenship <u>Our World: Our State Text and Resources</u> 1.10a-e</p> <ul style="list-style-type: none"> Chapter 1 Do The Right Thing p. 6-11 Reproducible 8 Jeopardy Reproducible 11-12 Study Guide 	<p><u>Summative Assessment</u> 1.10 Assessment: Our World Chapter 1 Test Reproducible 13-15</p>



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		<p>b)rules and practicing self-control</p> <p>c)working hard in school</p> <p>d)taking responsibility</p> <p>e)valuing honesty and truthfulness in oneself and others</p>	<ul style="list-style-type: none"> ● Reproducible 13 Ch. 1 Test ● Reproducible 50 Our Class Declaration ● Reproducible 61 My Contributions ● Reproducible 62 Contribution Sort <p>Literature</p> <ul style="list-style-type: none"> ● <i>Watkins, Rowboat. <u>Rude Cakes</u></i> ● <i>Gassman, Julie. <u>Crabby Pants</u></i> ● <i>Hord, Colleen. <u>My Safe Community</u></i> <p>PDFs and Activities</p> <ul style="list-style-type: none"> ● Citizenship Activity lesson (Education.com) ● Superhero Citizens lesson (Education.com) ● More Citizenship activities ● What is a Good Citizen? lesson ● American Flag booklet <p>Technology</p> <p>Rights and Responsibilities (BrainPopJr)</p> <p>Web Resources</p> <p>1st Grade Citizenship Unit</p> <p>5 Themes of Citizenship for K and 1</p>	<ul style="list-style-type: none"> ● Journals ● True/False scenarios ● Retelling ● Thumbs Up/ Down/ Sideways ● Journal: What makes a good citizen? <p>Ideas from Framework: Create a classroom chart of good citizenship rules to follow during classroom activities. -Identify the importance of classroom chores and determine a fair way to distribute responsibilities.</p>
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			<p>Clever for Richmond (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	
5 days	<p>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.</p>	<p>VA Symbols</p> <p>Pledge of Allegiance</p>	<p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 1 p. 14, 15 • Reproducible 6 A Patriot’s Puzzler <p><u>Literature</u></p> <ul style="list-style-type: none"> • Scholastic. <i>The Pledge of Allegiance</i> • Martin Jr., Bill. <i>I Pledge Allegiance</i> • Pearl, Norman. <i>The Pledge of Allegiance</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Pledge of Allegiance booklet • US Flag • Learn the Pledge of Allegiance 	<p><u>Summative Assessment 1.11</u> Assessment: Our World Chapter 1 Reproducible 13-15</p> <ul style="list-style-type: none"> • Think/Pair/Share • Journals • True/False scenarios • Retelling • Thumbs Up/ Down/ Sideways • Symbol sort/ identify/ matching



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			<p>Technology Go George Go Map Game (PBSKids) Web Resources Pledge of Allegiance</p> <p>clever.com/in/richmond (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<p>Ideas from Framework 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</p>
5 days	<p>1.5 The student will develop map skills by</p>	<p>a) recognizing basic map symbols, including references to land, water, cities, and roads;</p> <p>b) using cardinal directions on maps</p>	<p>1.5 a, b Map Skills <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 2 p. 20-25 • Reproducible 17 Riddle Town • Reproducible 18 Where In the World? • Reproducible 21 Key Words • Reproducible 22 Study Guide <p><u>Literature</u></p>	<p><u>Summative Assessment</u> 1.5 Assessment: Our World Chapter 2 Reproducible 24-26</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Me on a Map assessment • Authentic Questioning



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			<ul style="list-style-type: none"> ● Leedy, Loreen. <u>Mapping Penny's World</u> ● Rabe, Tricia and Aristides Ruiz. <u>There's a Map on My Lap: All about Map</u> ● Ritchie, Scott. <u>Follow That Map: A First Book of Mapping Skills</u> <p>PDFs and Activities</p> <ul style="list-style-type: none"> ● Classroom Directions lesson ● Directions: NSEW? ● Reading a Map <p>Technology</p> <p>Reading Maps (BrainPopJr) Map Skills (Flocabulary) Beginning Maps: Models and Places (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Web Resources</p> <p>Maps and Globes lessons and printables Printable Maps (Free US and World Maps) Mapping Skills</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	<ul style="list-style-type: none"> ● Diorama ● Illustrating ● Map making activity ● Hands on map activity ● Matching shapes <p>Ideas from framework: Viewing Maps of Virginia: Make simple observations about what the symbols represent. - Identify water features on a map. - Use cardinal direction to describe how people traveled from one place to another</p>
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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
4 days	1.5 The student will develop map skills by	e) constructing simple maps, including a title, map legend, and compass rose.	1.5 e Creating maps Literature <ul style="list-style-type: none"> • Sweeney, Joan and Annette Cable. <u>Me on the Map</u> • Leedy, Loreen. <u>Mapping Penny's World</u> PDFs and Activities <ul style="list-style-type: none"> • Classroom Map • Mapping My World I Web Resources <ul style="list-style-type: none"> • Maps and Globes lessons and printables • Create a 3D map (Me on the Map) clever.com (District password available from Instructional Technology Resources Teacher (ITRT))	<u>Summative Assessment</u> 1.5 Assessment: Our World Chapter 2 Reproducible 24-26 <u>Formative Assessments</u> <ul style="list-style-type: none"> • Me on a Map assessment • Authentic Questioning • Diorama • Illustrating • Map making activity • Hands on map activity • Matching shapes Ideas from Framework: Constructing Maps: - Create a



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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	simple drawing of the classroom school or community. - Create/label a simple map of Virginia to show the location of Washington, D.C. and Richmond.
5 days	1.5 The student will develop map skills by	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	1.5 c, d VA and US <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> Chapter 2 p. 26-31 Reproducible 19 Map Placemat-USA Reproducible 20 Map Placemat- VA Reproducible 23 Study Guide <u>Literature</u> <ul style="list-style-type: none"> <i>Joseph, Paul. Virginia</i> <i>Bruce Shepard, Betty. Virginia: An Alphabetical Journey Through History</i> <i>Erik Bruun. State Shapes: Virginia</i> <i>Leedy, Loreen. Celebrate the 50 States</i> <u>PDFs and Activities</u> <ul style="list-style-type: none"> Trace the Outline of VA 	<u>Summative Assessment</u> 1.5 Assessment: Our World Chapter 2 Reproducible 24-26 <u>Formative Assessments</u> <ul style="list-style-type: none"> Me on a Map assessment Authentic Questioning Diorama Illustrating Map making activity Hands on map activity Matching shapes



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			<ul style="list-style-type: none"> • Technology Mapping VA's resources on a grid Virginia for Kids (YouTube) Web Resources 1.5 a-e Maps and Globes lessons and printables clever.com (District password available from Instructional Technology Resources Teacher (ITRT)) RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart 	Ideas from framework: Viewing Maps of Virginia: Make simple observations about what the symbols represent. - Identify water features on a map. - Use cardinal direction to describe how people traveled from one place to another
5 days	1.6 The student will develop a geographic understanding that	a) the location of Virginia determines its climate and results in four distinct seasons.	1.6a Climate and seasons of VA Our World: Our State Text and Resources <ul style="list-style-type: none"> • Chapter 7 p. 90, 91 • Reproducible 88 The Geography Song • Reproducible 89 Chapter 7 Study Guide 	Summative Assessment 1.6 with 1.2c Assessment: Our World Chapter 7 Reproducible 90-92 Formative Assessments



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			<p>Literature</p> <ul style="list-style-type: none"> Lin, Grace and Ranida T. McKneally. <u>Our Season</u> Tsiang, Sarah. <u>Flock of Shoes</u> <p>Technology</p> <p>Seasons (Brainpop)</p> <p>Web Resources</p> <p>Climate vs. Weather (YouTube)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<ul style="list-style-type: none"> Four Seasons activity Passport activity Illustrations Think/Pair/Share Authentic Questioning <p>Ideas from Framework: Use images of different locations in Virginia to generate questions about those pictures. - Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build</p>
5 days	<p>1.6 The student will develop a geographic understanding that</p>	<p>b) the landforms of Virginia affect the places people live.</p>	<p>1.6b VA landforms <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> Chapter 7 p. 86-89 	<p><u>Summative Assessment</u></p>



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			<ul style="list-style-type: none"> • Reproducible 86 Landform Cause and Effect • Reproducible 87 Landform Sort <p>Literature</p> <ul style="list-style-type: none"> • Bennett, Doraine. <u>Virginia, My State</u> <u>Geographic Regions</u> <p>PDFs and Activities</p> <ul style="list-style-type: none"> • Landforms foldable • Landmarks Scavenger Hunt <p>Technology</p> <p>Virginia Rap (YouTube) Landforms for Kids (YouTube) Landforms (BrainPopJr) Landforms and Bodies of Water (Flocabulary)</p> <p>Web Resources</p> <p>Landforms (A Day in First Grade)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	<p>1.6 with 1.2c Assessment: Our World Chapter 7 Reproducible 90-92</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Four Seasons activity • Passport activity • Illustrations • Think/Pair/Share • Authentic Questioning <p>Ideas from Framework: Use images of different locations in Virginia to generate questions about those pictures. - Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affect the way people meet basic wants such as the foods they eat, the clothing they wear, and the kinds of houses they build</p>
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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
5 days	1.10 Applying the traits of good citizenship:	f) participating in classroom decision making through voting	1.10 f Voting <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> Chapter 1 Do The Right Thing p. 10, 11 Reproducible 109 I Vote For... <u>Literature</u> <ul style="list-style-type: none"> DiPucchio, Kellie. <i>Grace for President</i> Stier, Catherine. <i>Today on Election Day</i> Christelow, Eileen. <i>Vote!</i> Worth, Bonnie. <i>One Vote, Two Votes, I Vote, You Vote</i> <u>PDFs and Activities</u> <ul style="list-style-type: none"> Voting Activity (Kids Voting USA) <u>Technology</u> <ul style="list-style-type: none"> The Election Problem game (PBSKids) Local and State Govt. (BrainPopJr) Election Day (Discovery Education-District 	<u>Summative Assessment</u> 1.10 Assessment: <u>Formative Assessments</u> Our World Chapter 1 Test Reproducible 13-15 <ul style="list-style-type: none"> Journals True/False scenarios Retelling Thumbs Up/ Down/ Sideways Mock election Classroom Voting



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			<p>password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Web Resources</p> <p>Election activity site (Lucky)</p> <p>Berenstein Bears Election (YouTube)</p> <p>Meet the President! (PBSKids)</p> <p>Ideas from Framework: Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule.</p> <ul style="list-style-type: none">● After discussing the traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community.● Discuss how the traits of a good citizen affect classroom activities	<p>Ideas from Framework:</p> <p>Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. - After discussing the traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community. - Discuss how the traits of a good citizen affect classroom activities</p>
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Start day: 45

Meetings: 45 Instructional Days (November 6th-January 25th)

Pacing, Resources & Assessments ~ MP2

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
2 days	1.10 Applying the traits of good citizenship:	f) participating in classroom decision making through voting	<p>1.10 f Voting <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> Chapter 1 Do The Right Thing p. 10, 11 Reproducible 109 I Vote For... <p><u>Literature</u></p> <ul style="list-style-type: none"> DiPucchio, Kellie. <i>Grace for President</i> Stier, Catherine. <i>Today on Election Day</i> Christelow, Eileen. <i>Vote!</i> Worth, Bonnie. <i>One Vote, Two Votes, I Vote, You Vote</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> Voting Activity (Kids Voting USA) <p><u>Technology</u></p> <ul style="list-style-type: none"> The Election Problem game (PBSKids) Local and State Govt. (BrainpopJr) Election Day (Discovery Education-District password available from Instructional 	<p><u>Summative Assessment</u></p> <p>1.10 Assessment: Our World Chapter 1 Test Reproducible 13-15</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> Journals True/False scenarios Retelling Thumbs Up/ Down/ Sideways Mock elections Classroom voting



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			Technology Resources Teacher (ITRT)) <u>Web Resources</u> Election activity site (Lucky) Berenstein Bears Election (YouTube) Meet the President! (PBSKids) clever.com (District password available from Instructional Technology Resources Teacher (ITRT)) RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	Ideas from Framework: Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. -After discussing the traits of a good citizen, have the students decide the costs and benefits of choosing to volunteer at school or in the community. - Discuss how the traits of a good citizen affect classroom activities
8	1.12 The student will recognize the symbols and traditional practices that honor the	a) identifying the Virginia flag, state capitol building, state bird, and state flower;	1.12a VA Symbols <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> • Chapter 1 p.13, Chapter 9 p. 118 • Reproducible 5 Patriotic Headbands • Reproducible 10 Virginia’s Bird • Reproducible 12 Chapter 1 Review 	<u>Summative Assessment</u> 1.12a Assessment: Our World Chapter 1 Reproducible 13-15 <u>Formative Assessments</u> <ul style="list-style-type: none"> • Think/Pair/Share • Journals



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	<p>Commonwealth of Virginia by</p>	<p>and b) describing why people have symbols and traditions.</p>	<p><u>Literature</u></p> <ul style="list-style-type: none"> • <i>Kent, Deborah. <u>Virginia</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • VA flag wkst. (Education.com) • Old Dominion State wkst. (Education.com) <p><u>Web Resources</u></p> <p>Symbols of Virginia</p> <p>1.12b Traditions (See 1.13)</p> <p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 1 p.12, Chapter 9 p. 112 • Reproducible 110 Traditions • Reproducible 111 Chapter 9 Study Guide <p><u>Literature</u></p> <ul style="list-style-type: none"> • <i>Kuklin, Susan. <u>How My Family Lives in America</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Make your own Flag wkst. (Education.com) <p><u>Technology</u></p> <p>US symbols (BrainPopJr)</p>	<ul style="list-style-type: none"> • True/False scenarios • Retelling • Thumbs Up/ Down/ Sideways • Symbol sort/ identify/ matching <p>Ideas from framework: - 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. - 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.</p>
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			clever.com (District password available from Instructional Technology Resources Teacher (ITRT)) RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
10	1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including	1.2 a) the settlement of Virginia at Jamestown <p style="text-align: center;">WITH</p> 1.3 a) the Powhatan	1.2a: Settlement of VA <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> ● Chapter 3 p. 34-46 ● Reproducible 30 Virginia Then and Now ● Reproducible 34 From England to Virginia ● Reproducible 35 Somebody...Wanted...But ● Reproducible 36 How They Helped <u>Literature</u> <ul style="list-style-type: none"> ● Benoit, Peter. <u>The Jamestown Colony</u> ● Braun, Eric. <u>The Story of Jamestown</u> ● Morley, Jacqueline. <u>You Wouldn't Want To Be An American Colonist! A Settlement You'd Rather Not Start</u> 	<u>Summative Assessment</u> 1.2a/1.3abc Assessment: Our World Chapter 3 Reproducible 44-46 <u>Formative Assessments</u> <ul style="list-style-type: none"> ● Think/Pair/Share ● Journals ● True/False scenarios ● Retelling ● Thumbs Up/ Down/ Sideways



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	<p>1.3</p> <p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p>		<p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Jamestown images (JS&AR Museum) • Jamestown Settlement site (History is Fun) <p><u>Technology</u></p> <p>Jamestown video (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>All About the Powhatan (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Web Resources</u></p> <p>Early America Timeline activity</p> <p>1.3a Powhatan <u>Our World:</u></p> <ul style="list-style-type: none"> • Chapter 3 p. 48 • Reproducible 37 Do You Agree? 	<ul style="list-style-type: none"> • Symbol sort/ identify/ matching <p>Ideas from framework: 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. - Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. - Show an image of a job from Virginia’s past and compare it to a job in Virginia today.</p> <p>Ideas from framework: - Create/label a simple map of Virginia to show where selected Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. -</p>
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			<ul style="list-style-type: none"> • Reproducible 38 Powhatan Was... <p>Literature</p> <ul style="list-style-type: none"> • Krull, Kathleen. <i>Pocahontas: Princess of the New World</i> <p>PDFs and Activities</p> <ul style="list-style-type: none"> • Influential People Match (TpT) <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	Create a class Venn diagram to compare the lives of famous Virginians. - Place pictures of the influential Virginians studied and where they lived
5	<p>1.2</p> <p>The student will demonstrate knowledge of Virginia history by describing</p>	<p>1.2a) the settlement of Virginia at Jamestown</p> <p style="text-align: center;"><i>WITH</i></p> <p>1.3b) Pocahontas</p>	<p>1.2a: Settlement of VA</p> <p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 3 p. 34-46 • Reproducible 30 Virginia Then and Now • Reproducible 34 From England to Virginia • Reproducible 35 Somebody...Wanted...But 	<p><u>Summative Assessment</u></p> <p>1.2a/1.3abc Assessment: Our World Chapter 3 Reproducible 44-46</p>



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	<p>important events and people in the history of the Commonwealth, including</p> <p>1.3</p> <p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p>		<ul style="list-style-type: none"> • Reproducible 36 How They Helped <p>Literature</p> <ul style="list-style-type: none"> • <i>Benoit, Peter. <u>The Jamestown Colony</u></i> • <i>Braun, Eric. <u>The Story of Jamestown</u></i> • <i>Morley, Jacqueline. <u>You Wouldn't Want To Be An American Colonist! A Settlement You'd Rather Not Start</u></i> <p>PDFs and Activities</p> <ul style="list-style-type: none"> • Jamestown images (JS&AR Museum) • Jamestown Settlement site (History is Fun) <p>Technology</p> <p>Jamestown video (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>All About the Powhatan (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p>	<p>Formative Assessments</p> <ul style="list-style-type: none"> • Authentic Questioning • Anchor Charts • Journal • Matching/Sort <p>Ideas from framework: 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. - Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. - Show an image of a job from Virginia's past and compare it to a job in Virginia today.</p> <p>Ideas from framework: - Create/label a simple map of Virginia to show where selected</p>
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			<p><u>Web Resources</u></p> <p>Early America Timeline activity</p> <p>1.3b Pocahontas</p> <p><u>Our World:</u></p> <ul style="list-style-type: none"> • Chapter 3 p. 49 • Reproducible 37 Do You Agree? • Reproducible 39 Pocahontas Was... <p><u>Literature</u></p> <ul style="list-style-type: none"> • Hudson, Margaret. <i>Pocahontas</i> • Trumbauer, Lisa. <i>Life and Times of Pocahontas and the Early Colonies</i> • Krull, Kathleen. <i>Pocahontas: Princess of the New World</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Influential People Match (TpT) <p><u>Technology</u></p> <p>Animated Hero Classics: Pocahontas (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p>	<p>Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. - Create a class Venn diagram to compare the lives of famous Virginians. - Place pictures of the influential Virginians studied and where they lived</p>
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			clever.com (District password available from Instructional Technology Resources Teacher (ITRT)) RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
5	1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including	1.2a) the settlement of Virginia at Jamestown WITH 1.3c) Christopher Newport	1.2a: Settlement of VA <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> • Chapter 3 p. 34-46 • Reproducible 30 Virginia Then and Now • Reproducible 34 From England to Virginia • Reproducible 35 Somebody...Wanted...But • Reproducible 36 How They Helped <u>Literature</u> <ul style="list-style-type: none"> • Benoit, Peter. <u>The Jamestown Colony</u> • Braun, Eric. <u>The Story of Jamestown</u> • Morley, Jacqueline. <u>You Wouldn't Want To Be An American Colonist! A Settlement You'd Rather Not Start</u> 	<u>Summative Assessment</u> 1.2a/1.3abc Assessment: Our World Chapter 3 Reproducible 44-46 <u>Formative Assessments</u> <ul style="list-style-type: none"> • Authentic Questioning • Anchor Charts • Journal • Matching/Sort



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	<p><u>1.3</u></p> <p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p>		<p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Jamestown images (JS&AR Museum) • Jamestown Settlement site (History is Fun) <p><u>Technology</u></p> <p>Jamestown video (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>All About the Powhatan (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Web Resources</u></p> <p>Early America Timeline activity</p> <p>1.3c Christopher Newport</p> <p><u>Our World:</u></p> <ul style="list-style-type: none"> • Chapter 3 p. 50 • Reproducible 43 Chapter 3 Study Guide <p><u>Literature</u></p> <ul style="list-style-type: none"> • Solomon, Sharon K. <i><u>Christopher Newport Jamestown Explorer</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Influential People Match (TpT) 	<p>Ideas from framework: 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. - Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. - Show an image of a job from Virginia’s past and compare it to a job in Virginia today.</p> <p>Ideas from framework: - Create/label a simple map of Virginia to show where selected Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. - Create a class Venn diagram to compare the lives of famous</p>
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			<p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<p>Virginians. - Place pictures of the influential Virginians studied and where they lived</p>
5	<p>1.3</p> <p>The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</p>	d) Maggie L. Walker	<p>1.3d Maggie L. Walker</p> <p><u>Our World:</u></p> <ul style="list-style-type: none"> • Chapter 5 p.72, 73, 76, 77 • Reproducible 63 Maggie Walker’s Pennies • Reproducible 64 Maggie Walker’s Home • Reproducible 67 Walker and Ashe • Reproducible 68 Chapter 5 Study Guide <p><u>Literature</u></p> <ul style="list-style-type: none"> • Modern Curriculum Press. <u>Maggie Walker</u> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Influential People Match (Tpt) 	<p><u>Summative Assessment</u></p> <p>1.3d Assessment: Our World Chapter 5 Reproducible 69, 70</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Authentic Questioning • Anchor Charts • Journal • Matching/Sort • Project: Biography Box



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			<p>Technology</p> <p>Let's Meet Maggie Lena Walker (YouTube)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<p>Ideas from framework: -</p> <p>Create/label a simple map of Virginia to show where selected Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. -</p> <p>Create a class Venn diagram to compare the lives of famous Virginians. - Place pictures of the influential Virginians studied and where they lived</p>
5	<p>1.3</p> <p>The student will describe the stories of influential people in the history of Virginia and their contributions to our</p>	e) Arthur R. Ashe, Jr	<p>1.3e Arthur Ashe Jr.</p> <p>Our World:</p> <ul style="list-style-type: none"> • Chapter 5 p. 74, 75-77 • Reproducible 65 Arthur Ashe's Racket • Reproducible 67 Walker and Ashe • Reproducible 68 Chapter 5 Study Guide 	<p>Summative Assessment</p> <p>1.3de Assessment: Our World Chapter 5 Reproducible 69, 70</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Authentic Questioning • Anchor Charts • Journal



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	Commonwealth, with emphasis on		<p>Literature</p> <ul style="list-style-type: none"> • Mantell, Paul and Meryl Henderson. <u>Arthur Ashe: Young Tennis Champion</u> • Hubbard, Crystal and Kevin Belford. <u>Game, Set, Match, Champion Arthur Ashe</u> <p>PDFs and Activities</p> <ul style="list-style-type: none"> • Influential People Match (TpT) <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<ul style="list-style-type: none"> • Matching/Sort • Project: Biography Box <p>Ideas from framework: - Create/label a simple map of Virginia to show where selected Virginians lived - Ask a variety of questions before and after reading about influential people or an event in the history of Virginia. - Create a class Venn diagram to compare the lives of famous Virginians. - Place pictures of the influential Virginians studied and where they lived</p>
5 days	1.1 , 1.2a , 1.3 , 1.5 , 1.6 , 1.10 , 1.11 , 1.12	History Part I Review and Assessment:		Teacher Created Summative Assessment



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Start day: 90-133

Meetings: 43 Instructional Days (January 29th-March 29th)

Pacing, Resources & Assessments ~ MP3

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
History Fair ~ March				
12 days	<u>1.2</u> The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including:	b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation	1.2b: George Washington and Thomas Jefferson <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> Chapter 4 p. 58-64 Reproducible 48 Virginia Leaders KWL Reproducible 52 Read All About It! Reproducible 53 George Washington's Life Reproducible 55 Thomas Jefferson's Life Reproducible 56 Study Guide <u>Literature</u> <ul style="list-style-type: none"> Jurmain, Suzanne Tripp. <u>George Did It!</u> Adler, David and John Wallner. <u>A Picture Book of George Washington</u> Adler, David and John Wallner. <u>A Picture Book of Thomas</u> 	<u>Summative Assessment</u> 1.2b Assessment: Our World Chapter 4 Reproducible 57-59 <u>Formative Assessments</u> <ul style="list-style-type: none"> Authentic Questioning Anchor Charts Journal Matching/Sort Project: Biography Box Ideas from framework: Create/label a simple map of Virginia to show where selected Virginians lived (don't forget to include the location of



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			<p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • President PowerPoint • George Washington Sort • Picture of George Washington wkst. (Education.com) <p><u>Technology</u></p> <p>George Washington biography (YouTube) George Washington (BrainpopJr) Thomas Jefferson biography (YouTube) Thomas Jefferson (YouTube) Animated Hero Classics (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Web Resources</u></p> <p>Animated Hero Classics workbook</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	<p>Washington, D.C. and Richmond.) - Create a symbol to represent the contributions of selected individuals in the history of Virginia and organize them in a chart</p>
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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
2 days	1.4 The student will describe the lives of people associated with major holidays, including	a) George Washington Day (Presidents' Day); b) Independence Day (Fourth of July); and c) Martin Luther King, Jr., Day.	1.4 a President's Day (February) <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> • Chapter 6 p. 82, 84, 85 • Reproducible 54 The President's Song • Reproducible 72 Special US Holidays • Reproducible 78 Holiday Venn • Reproducible 80 America's Special Days • Reproducible 81 Chapter 6 Study Guide <u>Literature</u> <ul style="list-style-type: none"> • Ansary, Mir Tamim, <i>President's Day</i> • Rockwell, Anne, <i>President's Day</i> • Marx, David F, <i>President's Day (Rookie Read-A-Loud Book)</i> <u>Technology</u> President's Day (Flocabulary)	<u>Summative Assessment</u> 1.4 Assessment: Our World Chapter 6 Reproducible 82-84 <u>Formative Assessments</u> <ul style="list-style-type: none"> • Authentic Questioning • Illustrations • Journal: Why Do We Celebrate ___ Day? Idea from Framework: Have a birthday party for America in your classroom (red, white, and blue crafts and snacks)



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			<p>Web Resources President's Day lessons, activities, etc. Various President's Day activities</p> <p>1.4 b Independence Day (July) <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 6 p. 83-85 • Reproducible 72 Special US Holidays • Reproducible 78 Holiday Venn • Reproducible 80 America's Special Days <p><u>Literature</u></p> <ul style="list-style-type: none"> • Pingry, Patricia A. <i>The Story of America's Birthday</i> • Wing, Natasha. <i>The Night Before The Fourth Of July</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Happy Birthday, America! (TpT) <p><u>Web Resources</u> Liberty Kids Video (YouTube)</p> <p>1.4 c Dr. Martin Luther King Jr. Day (January) <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 6 p. 81, 84, 85 • Reproducible 72 Special US Holidays 	
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			<ul style="list-style-type: none">● Reproducible 76 Honoring Dr. King● Reproducible 77 I Have a Dream● Reproducible 80 America’s Special Days <p>Literature</p> <ul style="list-style-type: none">● <i>Worsham, Adria F. <u>Max Celebrates Martin Luther King, Jr. Day</u></i>● <i>Rappaport, Doreen. <u>Martin’s Big Words: The Life of Martin Luther King, Jr.</u></i> <p>Technology</p> <p>Martin Luther King (BrainpopJr) Martin Luther King (Flocabulary) MLK Day (YouTube)</p> <p>Web Resources</p> <p>MLK Crayon Activity</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	
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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	
4 days	1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including	c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.	1.2c Present life in VA (see 1.6b) <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> Chapter 7 p. 92, 93 <u>Literature</u> <ul style="list-style-type: none"> Kent, Deborah. <i>Virginia</i> Smith, Karla. <i>People of Virginia</i> <u>PDFs and Activities</u> <ul style="list-style-type: none"> My World booklet Here are Our Homes lesson (Education.com) My Community and I lesson (Education.com) Different Communities lesson (Education.com) <u>Technology</u> 10 Best Places to Live in VA	<u>Summative Assessment</u> 1.6 with 1.2c Assessment: Our World Chapter 7 Reproducible 90-92 <u>Formative Assessments</u> <ul style="list-style-type: none"> Authentic Questioning Anchor Charts Journal Matching/Sort Ideas from Framework: Travel Virginia (in your classroom!) Divide your classroom into three sections (coastal areas, mountainous areas, valley areas).



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			<p>Transportation (Flocabulary) Urban, Suburban, Rural (Flocabulary)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<p>For each section of the room include food, shelter, transportation, clothing, and recreation for each area. This can be done using whatever manipulatives feasible for you and your team. Coastal Areas: Food: Seafood, peanuts Shelter: Houses on stilts, houseboats Transportation: Boats, cars, bikes, walking Clothing: It is warmer here longer therefore, individuals can wear summer clothes for a longer period of time. Swimwear Recreation: going to the beach, surfing, fishing, ship building Mountainous Areas: Food: apples, fish (trout), wild game Shelter: log cabins Transportation: trains, cars Clothing: Mountain areas are usually cooler and typically receive more snow in the cooler months therefore, warmer clothing is needed more often.</p>
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				<p>Snow wear is also more of a necessity. Recreation: hunting, mountain climbing, hiking, skiing Valley Areas: Food: poultry, apples, beef, dairy Shelter: various forms of homes (cabins, brick, vinyl, etc.) Transportation: trains, cars, buses Clothing: Mild weather is more prevalent to this area. Both cool and warm clothes are a necessity. Recreation: farming, hunting, horseback riding</p>
5 days	<p>1.2 a-c (Review/ Assessments)</p> <p>The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the</p>	<p>a) the settlement of Virginia at Jamestown; b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.</p>	<p>1.2a: Settlement of VA <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> ● Chapter 3 p. 34-46 ● Reproducible 30 Virginia Then and Now ● Reproducible 34 From England to Virginia ● Reproducible 35 Somebody...Wanted...But ● Reproducible 36 How They Helped <p><u>Literature</u></p> <ul style="list-style-type: none"> ● <i>Benoit, Peter. <u>The Jamestown Colony</u></i> ● <i>Braun, Eric. <u>The Story of Jamestown</u></i> 	<p><u>Summative Assessment</u></p> <p>1.2a/1.3abc Assessment: Our World Chapter 3 Reproducible 44-46</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> ● Authentic Questioning ● Anchor Charts ● Journal ● Matching/Sort



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	Commonwealth, including		<ul style="list-style-type: none"> • <i>Morley, Jacqueline. <u>You Wouldn't Want To Be An American Colonist! A Settlement You'd Rather Not Start</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • Jamestown images (JS&AR Museum) • Jamestown Settlement site (History is Fun) <p><u>Technology</u></p> <p>Jamestown video (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>All About the Powhatan (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Web Resources</u></p> <p>Early America Timeline activity</p> <p>1.2b: George Washington and Thomas Jefferson</p> <p><u>Our World: Our State Text and Resources</u></p>	<p>Ideas from framework: 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. - Share a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare. - Show an image of a job from Virginia's past and compare it to a job in Virginia today.</p> <p>Ideas from framework: Create/label a simple map of Virginia to show where selected Virginians lived (don't forget to include the location of Washington, D.C. and Richmond.) - Create a symbol to represent the contributions of selected individuals in the history of</p>
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			<ul style="list-style-type: none"> ● Chapter 4 p. 58-64 ● Reproducible 48 Virginia Leaders KWL ● Reproducible 52 Read All About It! ● Reproducible 53 George Washington’s Life ● Reproducible 55 Thomas Jefferson's Life ● Reproducible 56 Study Guide <p>Literature</p> <ul style="list-style-type: none"> ● <i>Jurmain, Suzanne Tripp. <u>George Did It!</u></i> ● <i>Adler, David and John Wallner. <u>A Picture Book of George Washington</u></i> ● <i>Adler, David and John Wallner. <u>A Picture Book of Thomas</u></i> <p>PDFs and Activities</p> <ul style="list-style-type: none"> ● President PowerPoint ● George Washington Sort ● Picture of George Washington wkst. (Education.com) <p>Technology</p> <ul style="list-style-type: none"> ● George Washington biography (YouTube) ● George Washington (BrainpopJr) ● Thomas Jefferson biography (YouTube) ● Thomas Jefferson (YouTube) 	<p>Virginia and organize them in a chart</p> <p>Ideas from Framework: Travel Virginia (in your classroom!) Divide your classroom into three sections (coastal areas, mountainous areas, valley areas). For each section of the room include food, shelter, transportation, clothing, and recreation for each area. This can be done using whatever manipulatives feasible for you and your team. Coastal Areas: Food: Seafood, peanuts Shelter: Houses on stilts, houseboats Transportation: Boats, cars, bikes, walking Clothing: It is warmer here longer therefore, individuals can wear summer clothes for a longer period of time. Swimwear Recreation: going to the beach, surfing, fishing, ship building</p>
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			<p>Animated Hero Classics (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p><u>Web Resources</u></p> <p>Animated Hero Classics workbook</p> <p>1.2c Present life in VA (see 1.6b)</p> <p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 7 p. 92, 93 <p><u>Literature</u></p> <ul style="list-style-type: none"> • Kent, Deborah. <i>Virginia</i> • Smith, Karla. <i>People of Virginia</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • My World booklet • Here are Our Homes lesson (Education.com) • My Community and I lesson (Education.com) • Different Communities lesson (Education.com) 	<p>Mountainous Areas: Food: apples, fish (trout), wild game Shelter: log cabins Transportation: trains, cars Clothing: Mountain areas are usually cooler and typically receive more snow in the cooler months therefore, warmer clothing is needed more often. Snowwear is also more of a necessity. Recreation: hunting, mountain climbing, hiking, skiing</p> <p>Valley Areas: Food: poultry, apples, beef, dairy Shelter: various forms of homes (cabins, brick, vinyl, etc.) Transportation: trains, cars, buses Clothing: Mild weather is more prevalent to this area. Both cool and warm clothes are a necessity. Recreation: farming, hunting, horseback riding</p>
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			<p>Technology</p> <p>10 Best Places to Live in VA Transportation (Flocabulary) Urban, Suburban, Rural (Flocabulary)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	
13 days	<p>1.7 The student will explain the difference between goods and services and describe how people are consumers and</p>	<p>Economics: Goods and Services Consumers vs. Producers</p>	<p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 8 p. 98-101, 106, 107 • Reproducible 94 People Provide Goods and Services • Reproducible 95 Sorting Goods and Services • Reproducible 96 Let's Go Shopping 	<p><u>Summative Assessment</u></p> <p>1.7-1.9 Assessment: Our World Chapter 8 Reproducible 102, 103</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Illustrations



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	<p>producers of goods and services.</p>		<ul style="list-style-type: none"> ● Reproducible 97 I am a Producer and Consumer ● Reproducible 101 Chapter 8 Study Guide <p>Literature</p> <ul style="list-style-type: none"> ● Axelrod, Amy. <u><i>Pigs Will Be Pigs: Fun with Math and Money</i></u> ● Scarry, Richard. <u><i>Richard Scarry's What Do People Do All Day?</i></u> ● Shoulders, Debbie and Michael. <u><i>'M' s for Money</i></u> <p>PDFs and Activities</p> <ul style="list-style-type: none"> ● Wants and Needs lesson ● An Economy at Work ● Goods and Services: On Market Street lesson (Education.com) <p>Technology</p> <p>The Difference Between Needs and Wants (Discovery Education-District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Needs and Wants (BrainPopJr) Goods and Services (BrainPopJr) Needs and Wants (Flocabulary) Goods and Services (YouTube)</p>	<ul style="list-style-type: none"> ● Journal: Producer and Consumer ● Sort/Matching ● Interactive Games <p>Ideas from framework 1.7-1.9: - Use a Venn diagram to organize information about goods and services in Virginia. - Ask questions about goods and services to determine what to choose and what to give up. - After reading a story from children's literature, have the students talk about the benefits and costs of a decisions made by characters in the story. - Complete a simulation where some students are shopping or purchasing goods/services.</p>
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			<p>Producers and Consumers (YouTube)</p> <p>Web Resources</p> <p>First Grade Economic Lessons</p> <p>Wants and Needs Poster activity</p> <p>Kiddynamics</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	
7 days	<p>1.9</p> <p>The student will recognize that people save money for the future to purchase goods and services.</p>	<p>Economics: Saving for the future</p>	<p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> Chapter 8 p. 102, 103, 106, 107 Reproducible 98 My Savings Plan <p><u>Literature</u></p> <ul style="list-style-type: none"> Williams, Vera. <i><u>A Chair for My Mother</u></i> Viorst, Judith. <i><u>Alexander, Who Used to Be Rich Last Sunday</u></i> 	<p><u>Summative Assessment</u></p> <p>1.7-1.9 Assessment: Our World Chapter 8 Reproducible 102, 103</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> Authentic Questioning



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			<p>PDFs and Activities</p> <ul style="list-style-type: none"> • Saving Money lesson • Price lesson • An Economy at Work <p>Technology</p> <p>Saving and Spending (BrainPopJr)</p> <p>Saving for Success (YouTube)</p> <p>Web Resources</p> <p>Kiddynamics</p> <p>clever.com/in/richmond (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<ul style="list-style-type: none"> • Journal: What would I save my Money for? • Think/Pair/Share • Illustrations • Sort/Matching <p>Ideas from framework 1.7-1.9: - Use a Venn diagram to organize information about goods and services in Virginia. - Ask questions about goods and services to determine what to choose and what to give up. - After reading a story from children’s literature, have the students talk about the benefits and costs of a decisions made by characters in the story. - Complete a simulation where some students are shopping or purchasing goods/services.</p>
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Start day: 133

Meetings: 48 Instructional Days (April 8th-June 14th)

Pacing, Resources & Assessments ~ MP4

Time Frame (Days)	Standards of Learning	Units/Topics/Concepts	Resources	Assessments
12 days	1.8 The student will explain that people make choices because they cannot have everything they want.	Economics: Spending choices	<p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> Chapter 8 p. 104, 105-107 Reproducible 99 Costs and Benefits <p><u>Literature</u></p> <ul style="list-style-type: none"> Madrigal, Antonia Hernandez. <i>Erandi's Braids</i> Tobola, Deborah. <i>The Big Buck Adventure</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> An Economy at Work (VA DOE) Do I Need It? Lesson (Education.com) <p><u>Technology</u></p> <ul style="list-style-type: none"> Cha-Ching! Earn, Save, Spend, and Donate (YouTube) Spend Your Money Wisely, My Friend (YouTube) Cha-Ching! When You Get Money (YouTube) <p><u>Web Resources</u></p> <ul style="list-style-type: none"> Opportunity Cost and Making Economic 	<p><u>Summative Assessment</u></p> <p>1.7-1.9 Assessment: Our World Chapter 8 Reproducible 102, 103</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> Think/Pair/Share Journal: Needs and Wants Journal: Economic Choice and Opportunity Cost Shopping game Sort/Matching Thumbs up/down



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			<p>Choices (Finance in the Classroom) Kiddynamics</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	<p>Ideas from framework 1.7-1.9: - Use a Venn diagram to organize information about goods and services in Virginia. - Ask questions about goods and services to determine what to choose and what to give up. - After reading a story from children’s literature, have the students talk about the benefits and costs of a decisions made by characters in the story. - Complete a simulation where some students are shopping or purchasing goods/services.</p>
3 days	1.7-1.9 (Review)	Economics: Goods and services	<p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> Chapter 8 p. 98-101, 106, 107 	<u>Summative Assessment</u>



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	<p>The student will explain that people make choices because they cannot have everything they want.</p> <p>The student will explain that people make choices because they cannot have everything they want.</p> <p>The student will explain that people make choices because they cannot have everything they want.</p>	<p>Saving</p> <p>Choices</p>	<ul style="list-style-type: none"> • Reproducible 94 People Provide Goods and Services • Reproducible 95 Sorting Goods and Services • Reproducible 96 Let's Go Shopping • Reproducible 97 I am a Producer and Consumer • Reproducible 101 Chapter 8 Study Guide <p>Literature</p> <ul style="list-style-type: none"> • Axelrod, Amy. <u><i>Pigs Will Be Pigs: Fun with Math and Money</i></u> • Scarry, Richard. <u><i>Richard Scarry's What Do People Do All Day?</i></u> • Shoulders, Debbie and Michael. <u><i>'M' s for Money</i></u> <p>PDFs and Activities</p> <ul style="list-style-type: none"> • Wants and Needs lesson • An Economy at Work • Goods and Services: On Market Street lesson (Education.com) <p>Technology</p> <p>The Difference Between Needs and Wants (Discovery Education-District password available from Instructional Technology)</p>	<p>1.7-1.9 Assessment: Our World Chapter 8 Reproducible 102, 103</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Think/Pair/Share • Journal: Needs and Wants • Journal: Economic Choice and Opportunity Cost • Shopping game • Sort/Matching • Thumbs up/down <p>Ideas from framework 1.7-1.9: - Use a Venn diagram to organize information about goods and services in Virginia. - Ask questions about goods and services to</p>
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		<p>Resources Teacher (ITRT)) Needs and Wants (BrainPopJr) Goods and Services (BrainPopJr) Needs and Wants (Flocabulary) Goods and Services (YouTube) Producers and Consumers (YouTube)</p> <p>Web Resources First Grade Economic Lessons</p> <p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 8 p. 104, 105-107 • Reproducible 99 Costs and Benefits <p><u>Literature</u></p> <ul style="list-style-type: none"> • Madrigal, Antonia Hernandez. <i><u>Erandi's Braids</u></i> • Tobola, Deborah. <i><u>The Big Buck Adventure</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • An Economy at Work (VA DOE) • Do I Need It? Lesson (Education.com) <p><u>Technology</u> Cha-Ching! Earn, Save, Spend, and Donate (YouTube) Spend Your Money Wisely, My Friend</p>	<p>determine what to choose and what to give up. - After reading a story from children’s literature, have the students talk about the benefits and costs of a decisions made by characters in the story. - Complete a simulation where some students are shopping or purchasing goods/services.</p>
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			<p>(YouTube) Cha-Ching! WhenYou Get Money (YouTube)</p> <p><u>Web Resources</u> Opportunity Cost and Making Economic Choices (Finance in the Classroom) Kiddynomics</p> <p><u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none">• Chapter 8 p. 102, 103, 106, 107• Reproducible 98 My Savings Plan <p><u>Literature</u></p> <ul style="list-style-type: none">• Williams, Vera. <i><u>A Chair for My Mother</u></i>• Viorst, Judith. <i><u>Alexander, Who Used to Be Rich Last Sunday</u></i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none">• Saving Money lesson• Price lesson• An Economy at Work <p><u>Technology</u> Saving and Spending (BrainPopJr) Saving for Success (YouTube)</p> <p><u>Web Resources</u> Kiddynomics</p>	
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<p>5 days</p>	<p>1.13 The student will understand that the people of Virginia</p>	<p>c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</p>	<p>1.13c Diversity <u>Our World: Our State Text and Resources</u></p> <ul style="list-style-type: none"> • Chapter 9 p. 110-112 • OW: Reproducible 105 My Family Crest • Reproducible 111 Chapter 9 Study Guide <p><u>Literature</u></p> <ul style="list-style-type: none"> • Smith, Charles R. <i>I Am America</i> • Hooks, Bell. <i>Skin Again</i> • Holman, Sandy Lynne. <i>We All Have a Heritage</i> <p><u>PDFs and Activities</u></p> <ul style="list-style-type: none"> • What is Culture? Lesson (Education.com) • It's a Small World: Different Cultures lesson (Education.com) <p><u>Technology</u> What is Culture? (Flocabulary)</p> <p><u>Web Resources</u> Multiculturalism and Diversity (Scholastic)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p>	<p><u>Summative Assessment</u></p> <p>1.13 (with 1.12b) Assessment: Our World Chapter Reproducible 112, 113</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Authentic Questioning • Anchor Charts • Journal • Matching/Sort • Project: Volunteering • Community Jobs <p>Authentic Questioning</p> <ul style="list-style-type: none"> • Anchor Charts • Journal • Matching/Sort
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			RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT)) Virginia Department of Education Skills Progression Chart	<ul style="list-style-type: none"> Project: All About My Family
5 days	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	1.13ab Government Officials/Contributions <u>Our World: Our State Text and Resources</u> <ul style="list-style-type: none"> Chapter 9: Being Good Neighbors p.108-117 Reproducible 111 Chapter 9 Study Guide Reproducible 112 Chapter 9 Test Reproducible 106 We Are Off to Volunteer Reproducible 107 What Does Our Local Government Do? Reproducible 109: I Vote For... <u>Literature</u> <ul style="list-style-type: none"> Speckhart, Danielle. <i><u>The Littlest Volunteers</u></i> Smith, Charles R. <i><u>I Am America</u></i> Stover, Jo Ann. <i><u>If Everybody Did</u></i> <u>PDFs and Activities</u>	<u>Summative Assessment</u> 1.13 (with 1.12b) Assessment: Our World Chapter Reproducible 112, 113 <u>Formative Assessments</u> <ul style="list-style-type: none"> Authentic Questioning Anchor Charts Journal Matching/Sort Project: Volunteering Community Jobs



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			<ul style="list-style-type: none"> • Community Helpers: Their Roles and Tools lesson (Education.com) • Government Buildings wkst. (Education.com) <p>Technology Local and State Government (BrainpopJr) Community Helpers (BrainpopJr)</p> <p>clever.com (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>RPS Tech (District password available from Instructional Technology Resources Teacher (ITRT))</p> <p>Virginia Department of Education</p> <p>Skills Progression Chart</p>	
8 days	1.1 , 1.2b , 1.4 , 1.7 , 1.8 , 1.9 , 1.13	History Part II Review and Assessment		Teacher Created Summative Assessment



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13 days	ALL SOLs 1.1-1.13	End of Year Review (ALL Standards)		Teacher Created Summative Assessment
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, 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, nor to 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 historical figures whose study further enrich the standards and clarify the concepts under investigation will be found in the Curriculum Framework.

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

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.



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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

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

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.



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STANDARD 1.1a ([Back to CPR](#))

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 an understanding of Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Using artifacts and primary and secondary sources includes making observations and connections, asking questions, and reflecting.</p> <p>An artifact is an object or tool that reveals something about the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>	<ul style="list-style-type: none">● View a picture of an early settlement and ask questions about why the people created the type of shelter depicted.● Use an image and a description of a historic home in Virginia to ask questions and make observations about how daily life when the home was built is different from daily life today.● View a map of 1607 Virginia and a map of Virginia today and ask questions about how the maps compare.● View an image of a job from Virginia’s past and compares it to a job in Virginia today.



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STANDARD 1.1b ([Back to CPR](#))

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;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Maps help develop an awareness of where places are located in Virginia.</p> <p>Maps use directions and symbols to identify or indicate a location.</p> <p>Geographic information obtained from maps supports an understanding of Virginia history.</p> <p>Using simple maps develops an awareness of how places in Virginia have changed from the past to the present.</p>	<p>Viewing maps of Virginia</p> <ul style="list-style-type: none">● Make simple observations about what the symbols on a map represent.● Identify land-forms, such as mountains, on a map.● Identify the Atlantic Ocean on a map.● Identify water features on a map.● Illustrate why people settled near the rivers in Virginia.● Use cardinal directions to describe how people traveled from one place to another. <p>Constructing maps</p> <ul style="list-style-type: none">● Create a simple drawing of the classroom, school, or community.● Create and/or label a simple map of Virginia to show<ul style="list-style-type: none">○ where selected Virginians lived○ the locations of Washington, D.C., and Richmond.



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STANDARD 1.1c ([Back to CPR](#))

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

c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
Graphs, diagrams, and pictures help students develop an understanding of people, places, and events in Virginia history.	<ul style="list-style-type: none">● Use a Venn diagram to organize information about goods and services in Virginia.● Create symbols to represent the contributions of selected individuals in the history of Virginia and organize the symbols in a chart.● Use a simple bar graph of seasonal temperatures to determine how the time of year affects the ways that people in Virginia meet their basic wants.● 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 determine which symbol students find most meaningful. Graph the results of the survey.● Create a graphic organizer of jobs in Virginia from the past and the present.



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STANDARD 1.1d ([Back to CPR](#))

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;

Essential Understandings	Experiences may include but are not limited to the following:
Asking a variety of questions extends learning and deepens understanding. Asking questions involves making observations about the world and framing them as inquiries to solve a problem.	<ul style="list-style-type: none">● Ask a variety of questions before and after reading about an influential person or event in the history of Virginia.● Create interview questions to ask the early settlers of Virginia.● Use images of different locations in Virginia to generate questions.● Ask questions about goods and services to determine what to choose and what to give up.



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STANDARD 1.1e ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting people, places, or events in Virginia history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Comparing and contrasting examines similarities and differences among people, places, or events.</p> <p>Communities in Virginia have different physical and cultural characteristics.</p>	<ul style="list-style-type: none">● Create a class Venn diagram to compare the lives of famous Virginians.● View maps and images of different locations in Virginia to compare which recreational activities are popular across the state.● Create a Venn diagram to compare how different holidays are celebrated.● Create a class chart of how selected jobs have changed over time.



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STANDARD 1.1f ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) recognizing direct cause-and-effect relationships;

Essential Understandings	Experiences may include but are not limited to the following:
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happens.</p> <p>Identifying cause-and-effect relationships helps us understand specific events in Virginia history.</p> <p>Cause-and-effect relationships can be observed in school, in the community, and in state history.</p>	<ul style="list-style-type: none">● Use information about the location, climate, and physical surroundings of Virginia to discuss how each of these affects the way people meet basic wants, such as the foods they eat, the clothing they wear, and the kinds of houses they build.● Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement.● Discuss how the traits of a good citizen affect classroom activities.



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STANDARD 1.1g ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) making connections between past and present;

Essential Understandings	Experiences may include but are not limited to the following:
Everyday life in Virginia today is different from everyday life long ago. People, events, and developments have brought changes to Virginia.	<ul style="list-style-type: none">● Use stories and images about Jamestown to determine how life in the past was different from life today.● Discuss how jobs in Virginia have changed over time.● Use simple maps from the past and from the present to show how the boundaries of Virginia have changed over time.● Use maps from the past and from the present to show how maps have changed over time.● Compare John Smith’s map of Virginia to a map from the present.● Make connections between transportation methods used in early Virginia and those used in the present.



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STANDARD 1.1h ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
 h) using a decision-making model to make informed decisions;

Essential Understandings	Experiences may include but are not limited to the following:						
<p>Choices involve getting more of one thing by giving up something else.</p> <p>All decisions involve costs and benefits.</p> <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies a want.</p> <p>Students make better choices when they consider the costs and benefits of their decisions.</p>	<p>Use a decision-making model to discuss the costs and benefits of the following:</p> <ul style="list-style-type: none"> • After reading a story from children’s literature, talk about the benefits and costs of a decision made by characters in the story. • After reading a story about moving to colonial Jamestown, make a list of items the class would decide to take to a new settlement. • After discussing the traits of a good citizen, decide the costs and benefits of choosing to volunteer at school or in the community. <p>Sample Decision-Making Model</p> <table border="1" data-bbox="600 992 1776 1247"> <thead> <tr> <th colspan="2" data-bbox="600 992 1776 1040">Decision to be made:</th> </tr> <tr> <th data-bbox="600 1044 1150 1076">Benefits</th> <th data-bbox="1155 1044 1776 1076">Costs</th> </tr> </thead> <tbody> <tr> <td data-bbox="600 1079 1150 1247"></td> <td data-bbox="1155 1079 1776 1247"></td> </tr> </tbody> </table>	Decision to be made:		Benefits	Costs		
Decision to be made:							
Benefits	Costs						



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STANDARD 1.1i ([Back to CPR](#))

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

i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Good citizens</p> <ul style="list-style-type: none"> ● collaborate to achieve shared goals ● compromise to reach an agreement ● participate in classroom activities to demonstrate respect for rules. <p>People throughout Virginia’s history have collaborated and compromised to achieve common goals and to be successful as good citizens.</p>	<ul style="list-style-type: none"> ● Create a classroom chart of good citizenship rules to follow during classroom activities. ● Participate in a classroom vote to determine a reasonable consequence for breaking a classroom rule. ● Complete a simulation in which students exchange goods and services, with some students acting as producers and others as consumers. ● Identify the importance of classroom chores and determine a fair way to distribute responsibilities. ● Work in groups to choose among several fruits for a snack, demonstrating how people must choose something and give up something else when they cannot have everything they want.



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STANDARD 1.1j ([Back to CPR](#))

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.

Essential Understandings	Experiences may include but are not limited to the following:
Developing fluency in social studies vocabulary improves comprehension of oral, written, and visual sources of information about Virginia history. Comprehending content vocabulary involves using and interacting with a variety of sources.	<ul style="list-style-type: none">● 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.● Discuss the meaning of the Pledge of Allegiance. Create a short video of classmates or others reciting the Pledge to demonstrate respect for the American flag and the United States.● Read a variety of fiction and nonfiction picture books about American holidays.● Describe what or who is honored and remembered on each American holiday.● Place pictures of the influential Virginians studied on a map at the locations where they lived.



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STANDARD 1.2a, b, c ([Back to CPR](#))

The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including

- a) the settlement of Virginia at Jamestown;
- b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and
- c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.

Essential Understandings	Essential Knowledge
<p>Many people and events contributed to Virginia history.</p> <p>Virginia’s diverse environment has affected the way people interact with their surroundings.</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>People to know</p> <ul style="list-style-type: none"> ● 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. ● Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He was a leader who helped develop a new country. <p>The 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"> ● foods they eat ● clothing they wear ● types of houses they build.



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	<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>
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Course Title/ Course #: Grade 1: Introduction to History and Social Science Focus on Commonwealth of Virginia

STANDARD 1.3a, b, c, d, e ([Back to CPR](#))

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;
- d) Maggie L. Walker; and
- e) Arthur R. Ashe, Jr.

Essential Understandings	Essential Knowledge
Influential people in Virginia history made important contributions.	<p>Term to know</p> <ul style="list-style-type: none"> ● contribution: The act of giving or doing something <p>People to know</p> <ul style="list-style-type: none"> ● Powhatan: He was an American Indian leader when the settlers came to Jamestown. He ruled over many tribes. ● 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 settlers receive food from the American Indians. ● Christopher Newport: He was an English explorer who brought additional people and supplies to the Jamestown settlement. ● Maggie L. Walker: She was the first African American woman in the United States to establish a bank and become a bank president. ● 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.



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STANDARD 1.4a, b, c ([Back to CPR](#))

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

- a) **George Washington Day (Presidents’ Day);**
- b) **Independence Day (Fourth of July); and**
- c) **Martin Luther King, Jr., Day.**

Essential Understandings	Essential Knowledge
<p>Major holidays are celebrated to remember important leaders and events of the past.</p> <p>Citizens have worked to defend American principles.</p>	<p>Term to know</p> <ul style="list-style-type: none"> ● holiday: A day on which something or someone is honored or remembered <p>Holidays to know</p> <ul style="list-style-type: none"> ● George Washington Day (Presidents’ Day): This is a day to remember all United States presidents, especially George Washington. It is observed in February. ● Independence Day (Fourth of July): This is a day to remember when America became a new country. It is sometimes called America’s birthday. It is observed in July. ● Martin Luther King, Jr., Day: This is a day to remember an African American leader who worked so that all people would be treated fairly. It is observed in January.



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STANDARD 1.5a, b, c, d, e ([Back to CPR](#))

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.

Essential Understandings	Essential Knowledge
<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>Terms to know</p> <ul style="list-style-type: none"> ● map: A drawing that shows what places look like from above and where they are located ● globe: A round model of Earth ● symbol: A picture or thing that stands for something else ● cardinal directions: The directions of north, east, south, and west ● title: The name of a map or what kind it is ● map legend: A list of shapes and symbols used on a map and an explanation of what each one stands for ● compass rose: A symbol that shows direction (north, east, south, and west) on a map <p>Symbols to identify on a map</p> <ul style="list-style-type: none"> ● Land ● Water ● Cities ● Roads <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>



Richmond Public Schools
Department of Curriculum and Instruction
Curriculum Pacing and Resource Guide (CPR)

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	<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 identified by using symbols on a United States map.</p>
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Course Title/ Course #: Grade 1: Introduction to History and Social Science Focus on Commonwealth of Virginia

STANDARD 1.6a, b ([Back to CPR](#))

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.

Essential Understandings	Essential Knowledge
<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>Terms to know</p> <ul style="list-style-type: none">● climate: The kinds of weather an area has over a long period of time● physical surroundings: Land and bodies of water present in a given location● season: Any one of the four phases of the year (spring, summer, fall, or winter)● location: The place where a particular point or object exists on the surface of Earth● Land form: A shape or feature of Earth’s surface <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 wants.</p>



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STANDARD 1.7 ([Back to CPR](#))

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
<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>Terms to know</p> <ul style="list-style-type: none">● goods: Things people make or use to satisfy wants● services: Activities that satisfy people’s wants● consumer: A person who uses or buys goods and services● producer: A person who makes goods or provides services



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STANDARD 1.8 ([Back to CPR](#))

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

Essential Understandings	Essential Knowledge						
<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"> • cost: What you give up when you decide to do something • benefit: What satisfies a want <p>People cannot have all the goods and services they want.</p> <p>People 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="604 1065 1776 1312"> <thead> <tr> <th colspan="2" data-bbox="604 1065 1776 1101">Decision to be made:</th> </tr> <tr> <th data-bbox="604 1104 1150 1140">Benefits</th> <th data-bbox="1155 1104 1776 1140">Costs</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 1143 1150 1312"></td> <td data-bbox="1155 1143 1776 1312"></td> </tr> </tbody> </table>	Decision to be made:		Benefits	Costs		
Decision to be made:							
Benefits	Costs						



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STANDARD 1.9 ([Back to CPR](#))

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

Essential Understandings	Essential Knowledge
<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>Terms to know</p> <ul style="list-style-type: none">● money: Paper bills and coins used to pay for goods and services● savings: Money not spent now so it can be spent in the future <p>People save to buy something later when they have enough money.</p>



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STANDARD 1.10a, b, c, d, e, f ([Back to CPR](#))

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.

Essential Understandings	Essential Knowledge
<p>Good citizens show a variety of positive traits.</p> <p>Good citizens show respect to others 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>Students can demonstrate good citizenship by</p> <ul style="list-style-type: none"> ● playing fairly ● exhibiting good sportsmanship ● helping others ● treating others with respect ● recognizing the purpose of rules ● practicing self-control ● working hard in school ● taking responsibility for their own actions ● valuing honesty and truthfulness in themselves and others ● participating in classroom decision making. <p>Reasons for rules</p> <ul style="list-style-type: none"> ● To protect the rights of people ● To provide suggestions for good behavior ● To keep people safe



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	<p>Reasons for voting</p> <ul style="list-style-type: none">● To voice your opinion● To take part in the process
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STANDARD 1.11 ([Back to CPR](#))

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
<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.</p>	<p>Terms to know</p> <ul style="list-style-type: none">● American flag: A patriotic symbol of the United States● Pledge of Allegiance: A patriotic tradition that honors the people and the history of the United States <p>Citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States.</p>



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STANDARD 1.12a, b (Back to CPR)

The student will recognize the symbols and traditional practices 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.

Essential Understandings	Essential Knowledge
Patriotic symbols and traditions honor the people and the history of Virginia.	<p>Terms to know</p> <ul style="list-style-type: none"> ● symbol: A picture or thing that stands for something else ● tradition: A custom or belief that is practiced or observed over a long period of time ● patriotic: Showing respect for and love of country and state <p>Patriotic symbols of the Commonwealth of Virginia</p> <ul style="list-style-type: none"> ● Virginia flag ● State capitol building located in Richmond ● Cardinal (the state bird) ● Dogwood (the state flower) <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>



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STANDARD 1.13a, b, c ([Back to CPR](#))

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 and are united as Americans by common principles.**

Essential Understandings	Essential Knowledge
<p>Communities in Virginia have state and local government officials who are elected by voters.</p> <p>The people of Virginia contribute to their communities 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 communities by practicing the responsibilities of good citizenship and volunteering to make communities better.</p> <p>Many Virginians make valuable contributions to their communities.</p> <p>Communities in Virginia include people of many ethnic origins who come from different places around the world.</p> <p>People celebrate American holidays and traditions in addition to their own cultural holidays and traditions.</p> <p>People in Virginia’s communities are united as Americans by common principles and traditions, such as</p> <ul style="list-style-type: none"> ● celebrating Independence Day (Fourth of July) ● pledging allegiance to the flag.