

Prince George County Public Schools

Grade One History & Social Science Pacing Guide

2015 Standards

1st Nine Weeks	2nd Nine Weeks
<p>1.11 The students 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>1.5 The student will develop map skills by</p> <ul style="list-style-type: none"> a) recognizing basic map symbols, including references to land, water, cities, and roads; b) using cardinal directions on maps; c) identifying the physical shape of the United States and Virginia on maps and globes; d) locating Washington DC, the Capital of the United States, and Richmond, the Capital of Virginia, on a United States map; and e) Constructing simple maps, using a title, map legend, and compass rose. <p>1.6 The student will develop a geographic understanding that</p> <ul style="list-style-type: none"> a) the location of Virginia determines its climate and results in four distinct seasons b) The landforms of Virginia affect the places people live. <p>1.10 The student will apply the traits of a good citizen by</p> <ul style="list-style-type: none"> 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; f) Participating in classroom decision making through voting. 	<p>1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth with emphasis on.</p> <ul style="list-style-type: none"> a) Powhatan b) Pocahontas c) Christopher Newport <p>1.4 The student will describe the lives of people associated with major holidays</p> <ul style="list-style-type: none"> c) Martin Luther King, Jr., Day <p>1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth</p> <ul style="list-style-type: none"> a) the settlement of Virginia at Jamestown c) life in Virginia today, including food, clothing, shelter, transportation, and recreation <p>1.13 The student will understand that the people of Virginia</p> <ul style="list-style-type: none"> a) have state and local government officials who are elected by voters b) make contributions to their communities c) include people who have diverse ethnic origins, customs, and traditions who are united as Americans by common principles
3rd Nine Weeks	4th Nine Weeks
<p>1.2 The student will demonstrate knowledge of Virginia history by describing important events in the history of the Commonwealth</p> <ul style="list-style-type: none"> b) Famous Virginians such as George Washington and Thomas Jefferson who helped form a new nations. <p>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.8 The student will explain that people make choices because they cannot have everything they want.</p> <p>1.9 The student will recognize that people save money for the future to purchase goods and services.</p> <p>1.4 The student will describe the lives of people associated with major holidays including</p> <ul style="list-style-type: none"> a) George Washington's Birthday (Presidents Day) <p>1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth with emphasis on</p> <ul style="list-style-type: none"> d) Maggie L. Walker e) Arthur R. Ashe Jr. 	<p>1.4 The student will describe the lives of people associated with major holidays</p> <ul style="list-style-type: none"> b) Independence Day (Fourth of July) <p>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia</p> <ul style="list-style-type: none"> a) identifying the Virginia flag, state Capitol building, state bird, and state flower b) Describing why people have symbols and traditions.

***1.1 standard** is a set of skills that should be taught **throughout the school year**. 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*.

- 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
- a) using artifacts and primary and secondary sources to develop an understanding of Virginia history;
 - b) using basic map skills to support an understanding of Virginia history;
 - c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of Virginia history;
 - d) asking appropriate questions to solve a problem;
 - e) comparing and contrasting people, places, or events in Virginia history;
 - f) recognizing direct cause-and-effect relationships;
 - g) making connections between past and present;
 - h) using a decision-making model to make informed decisions;
 - i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
 - j) developing fluency in content vocabulary and comprehension of oral, written, and visual sources.