

# 1st Grade 25-26 Social Studies Pacing Guide

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Quarter	Standards	LI/SC	Resources	Teacher Notes / Vocab
<b>1</b>	1.C.CV.2 1.H.CO.1 1.C.RR.1 1.E.MA.1 1.C.CV.1 1.H.KH.2	<p><u>Learning Intention:</u> We are learning about our community.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Describe participating in activities that help my community.</li> <li>2. Identify Rights and responsibilities of citizens.</li> <li>3. Describe Building blocks of our government.</li> <li>4. Describe How people work together and solve problems in their communities/state.</li> <li>5. Describe Different jobs that help people in our community.</li> <li>6. Identify Kentucky symbols, songs, and traditions.</li> </ol>	<p><a href="#">1.C.PR.1 Lesson</a></p> <p><a href="#">Resources</a></p>	<p><b>Teacher Notes:</b></p> <p>1. This includes taking turns, being kind, voting.            Vocab: Community, society            "Civic Virtues"</p> <p>2. Discussions of the rights and responsibilities of classroom/school rules.            As a citizen, I have rights (education, voting, free speech) and responsibilities (pay taxes, jury)</p> <p>3. Vocab: democracy, democratic            All people are equal, freedom of religion, free speech, you are innocent until proven guilty.</p> <p>4. community members, families, and friends, Kentuckians            Vocab: interactions</p> <p>5. (such as firefighters, teacher, police officer, store clerk, or mechanic.)</p> <p>6. (state flag, state bird, state song, and the Kentucky Derby)            Vocab: Symbol, tradition</p>
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2	1.C.PR.1 1.C.KGO.1 1.C.CP.1       1.G.HI.1 1.G.HE.1 1.G.GR.1 1.G.KGE.1	<p><u>Learning Intention:</u> We are learning about Kentucky's Government.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Describe the purpose of Kentucky government.</li> <li>2. Identify Kentucky leaders.</li> <li>3. Explain roles and responsibilities of Kentucky leaders.</li> <li>4. Investigate rules and laws in Kentucky to understand their purpose.</li> </ol> <p><u>Cross Curricular Culminating Informational Writing:</u>  <b>Why do we have laws? School rules?</b> (Resource: David Shannon's <i>David</i> books) (1.C.PR.1, 1.C.CP.1)</p> <p><u>Learning Intention:</u> We are learning about Kentucky's Geography.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Compare physical and human characteristics of different communities in Kentucky.</li> <li>2. Describe ways people change (modify) their environment.</li> <li>3. Describe how groups of people influence their community and state.</li> <li>4. Create models to identify the location of familiar places.</li> <li>5. Organize information regarding familiar places at different scales.</li> </ol>	<p><u>Resources</u></p>	<p><b>Teacher Notes (government):</b></p> <ol style="list-style-type: none"> <li>1. To keep people safe, approves budgets, approves amenities and services: parks, roads, libraries, schools, courts, public safety</li> <li>2. May include but not limited to: Governor, Lieutenant Governor, Senators, Representatives, Judge</li> <li>3. Making and upholding laws, and listening to citizens needs</li> <li>4. Establish order, benefit citizens, and keep people safe. Ex: obeying traffic signs and attending school</li> </ol> <p>*Purpose is to maintain safety and provide educational opportunities.</p> <p><b>Teacher Notes (geography):</b></p> <ol style="list-style-type: none"> <li>1. Physical- land and water forms, natural vegetation and climate</li> <li>Human- housing, transportation, types of clothing, foods, language, and religion</li> </ol> <p>*Comparing communities to other communities.</p> <ol style="list-style-type: none"> <li>2. planting trees, building structures, expanding cities, farming, diverting waterways</li> </ol> <p>Vocab: Modify</p> <p>Introduce culture: traditions (passed down), religions, morals, language, technologies, farming, craft, industry, ect</p> <ol style="list-style-type: none"> <li>3. Introduce culture: traditions (passed down), religions, morals, language, technologies, farming, craft, industry, ect</li> <li>4. Geographic representation (maps, globes, graphs, diagrams, GPS)</li> <li>5, *Title, legend, cardinal directions, scale, symbols, grid, equator</li> </ol> <p>**At different scales (classroom, town, or state)</p>
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3	1.H.CO.1 1.H.CH.1 1.H.KH.2 1.H.KH.1 1.H.CE.1 1.C.KGO.2	<p><u>Learning Intention:</u> We are learning about Kentucky's History.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Describe how people work together and solve problems in their communities/state</li> <li>2. Describe how people, events and changes in the past affect our present</li> <li>3. Identify Kentucky symbols, songs, and traditions</li> <li>4. Compare how life in Kentucky has changed over time</li> <li>5. Predict the causes and effects of events in Kentucky.</li> <li>6. Investigate how people are shaped by symbolic figures, places, and events</li> </ol> <p><u>Cross Curricular Culminating Narrative Writing:</u>  <b>Write about a tradition in your own home. (1.H.CH.1, 1.H.CO.1)</b></p>	<a href="#">1.H.KH.1 Lesson, Webinar, Slides</a>  <a href="#">1.H.CH.1 Lesson, Webinar, Slides</a>  <a href="#">Resources</a>	<p><b>Teacher Notes:</b></p> <p><b>1. Vocab:</b> community, conflict, cooperate, interactions</p> <p><b>2. Vocab:</b> Affect: make a difference to</p> <p><b>2.</b> How can events affect individuals, communities, states.</p> <p><b>3. Vocab:</b> symbols, traditions  Teacher note: state bird, song, flag. Kentucky Derby, coal</p> <p><b>4. Vocab:</b> Roles in society, customs</p> <p><b>5.</b> Kentucky is known for horses; our state has the Kentucky Derby. Many people come to our state for this event.</p> <p><b>6.</b> In our community, Mammoth Cave, Appalachian Mountains, Abraham Lincoln</p>
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4	1.E.KE.1 1.E.ST.1 1.E.MI.1 1.E.ST.2 1.G.MM.1   1.E.MI.2 1.E.IC.2 1.E.IC.1	<p><u>Learning Intention:</u> We are learning about goods and services.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Identify goods and services throughout Kentucky.</li> <li>2. Describe goods and services throughout Kentucky.</li> <li>3. Differentiate between buyers and sellers.</li> <li>4. Explain why and how people and goods move.</li> <li>5. Explain why communities trade.</li> <li>6. Investigate how people can help themselves and others by learning special skills.</li> </ol> <p><u>Learning Intention:</u> We are learning about economic choices.</p> <p><u>Success Criteria:</u> I am successful when I can ...</p> <ol style="list-style-type: none"> <li>1. Give an example of a cost or benefit of an event.</li> <li>2. Explain how choices are made when there is not enough of something.</li> <li>3. Predict how a person might change in response to incentives and opportunity costs.</li> </ol> <p><u>Cross Curricular Culminating Opinion Writing:</u>  <b>Would you rather provide a good or service? Describe your good or service. (1.E.KE.1, 1.E.ST.2)</b></p>	<a href="#">Resources</a>	<p><u><b>Goods and Services</b></u></p> <p><b>Teacher Notes:</b></p> <p><b>1-2. Vocab:</b> Goods = produced  Services = provided</p> <p><b>3. Vocab:</b> Buyers = consumers  Sellers = producers</p> <p><b>4. Vocab:</b>  Resources = things you use/need</p> <p><b>5. Vocab:</b> Trade = exchange</p> <p><b>6. Vocab:</b>  Skills can lead to the creation of products (goods) or delivery of services.</p> <p><u><b>Economic Choices</b></u></p> <p><b>Teacher Notes:</b></p> <p><b>1. Vocab:</b> Cost = the amount you give up  Benefit = what you receive</p> <p><b>2. Vocab:</b> Scarcity = not enough</p> <p><b>3. Vocab:</b> Incentives = encourages you to do something  Opportunity cost = what you give up to have or do something else</p>