

Ganado Unified School District

(Social Studies/1st Grade)

PACING Guide SY 2015-2016

1 st Quarter				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Quarter Harcourt Social Studies Unit 1 Lesson 2 Harcourt Social Studies Unit 2 Lesson 1	Strand 4: Geography Concept 1: The World In Spatial Terms PO 1. Recognize different types of maps (e.g. political, physical) serve various purposes.	What features does a political map have? What features does a physical map have? What do you use a political map for? What do you use a physical map for?	I will identify different types of maps. I will use maps for different information.	Maps Physical Political
1 st Quarter Harcourt Social Studies Unit 2 Lesson 3	Strand 4: Geography Concept 1: The World in Spatial Terms PO 2. Identify characteristics of maps and globes: a. compass rose b. symbols c. key/legend	What is the characteristic of maps? What is the characteristic of globes?	I will identify characteristics of maps. I will identify characteristics of globes.	Compass rose Symbols Key Legend Characteristics Directions Top/bottom
1 st Quarter Harcourt Social Studies	Strand 4: Geography Concept 1: The World in Spatial Terms PO 3. Construct a map of a familiar	Where is our classroom located if you draw a map of our school building?	I will draw a map of your classroom and include a compass rose.	Compass rose Symbols Key Legend

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<p>Unit 1, Lesson 2</p>	<p>place (e.g., classroom, bedroom, playground) that includes a compass rose, symbols, and key/legend.</p>	<p>Where is your room located if you draw a map of your house?</p> <p>Where is the playground located when you draw a map of the south building?</p> <p>Include a compass rose for all.</p>	<p>Draw a map of your house and include a compass rose.</p> <p>Draw a map the playground and include a compass rose.</p>	<p>Characteristics Directions Top/bottom</p>
<p>1st Quarter</p> <p>Harcourt Social Studies Unit 2 Lesson 2</p>	<p>Strand 4: Geography Concept 1: The World in Spatial Terms</p> <p>PO 4. Recognize characteristics of human and physical features:</p> <p>a. Physical (i.e., ocean, continent, river, lake, mountains, islands)</p> <p>b. Human (i.e., equator, North and South Poles)</p>	<p>What are the characteristics of the physical features?</p> <p>What are the physical features of...</p> <p>-the ocean? -the river? -the Lake? - a mountain? - an island?</p> <p>What are the characteristics of the human features?</p>	<p>Identify physical features of...</p> <p>-the ocean? -the river? -the Lake? - a mountain? - an island? -the continent?</p> <p>Identify human features.</p>	<p>Human features Physical features Ocean Continent Lake Islands River Mountains Equator North Pole South Pole</p>

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		<p>What are the characteristics of the...</p> <ul style="list-style-type: none"> -Equator -North Pole -South Pole 	<p>Identify the characteristics of the...</p> <ul style="list-style-type: none"> -Equator -North Pole -South Pole 	
<p>1st Quarter</p> <p>Harcourt Social Studies Unit 1 Lesson 2</p> <p>Harcourt Social Studies Unit 2 Lesson 2</p>	<p>Strand 4: Geography Concept 1: The World in Spatial Terms</p> <p>PO 5. Locate physical and human features using maps, illustrations, images, or globes:</p> <p>a. physical (i.e., continent, ocean, river, lake mountains, islands)</p> <p>b. human (i.e., equator, north and South poles, country)</p>	<p>What are the physical features of:</p> <ul style="list-style-type: none"> -a continent? -the ocean? - the river? - a lake -mountains? -islands? <p>By using a map, picture, drawing, images or a globe?</p> <p>What are the human features of:</p> <ul style="list-style-type: none"> -The Equator? -the North Pole? -the South Pole? -the country? 	<p>Point to the physical features of:</p> <ul style="list-style-type: none"> -a continent? -the ocean? - the river? - a lake -mountains? -islands? <p>By using map, illustrations, images, or globes.</p> <p>Point to Human features of:</p> <ul style="list-style-type: none"> -The Equator? -the North Pole? -the South Pole? -the country? <p>By Using a map, illustration, images or globe?</p>	<p>Physical</p> <p>Human</p> <p>Features</p> <p>Maps</p> <p>Illustrations</p> <p>Images</p> <p>Globe</p> <p>Continent</p> <p>Ocean</p> <p>River</p> <p>Lake</p> <p>Mountains</p> <p>Island</p> <p>Equator</p> <p>Directions</p> <p>North</p> <p>South</p> <p>Poles</p> <p>country</p>

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		By Using a map, illustration, images or globe?	using map, illustrations, images, or globes.	
1 st Quarter	Strand 4: Geography Concept 1: The World in Spatial Terms PO 6. Locate Arizona on a map of the United States.	Where is Arizona located on the United States map?	Show/point to Arizona on the United States map?	United States States Arizona
1 st Quarter Harcourt Social Studies Unit 1 Lesson 2	Strand 4: Geography Concept 2: Places and Regions PO 1. Discuss human features (e.g. cities, parks, railroad tracks, hospitals, shops, schools) in the world	How would you generalize human features of: -a city? -a park? - a railroad track? -A shop? -A school? in the world.	We will talk about the human features of: -a city? -a park? - a railroad track? -A shop? -A school? in the world.	Human features Cities Parks Railroad tracks Hospitals Shops Schools Towns
1 st Quarter Harcourt Social Studies Unit 2 Lesson 5	Strand 4: Geography Concept 2: Places and Regions PO. 2. Discuss physical features (e.g. mountains, rivers, deserts) in the world.	How would you generalize the physical features of: -a mountain? -a river? -a desert? In the world.	We will talk about the physical features of: -a mountain? -a river? -a desert? In the world.	Physical features Mountains Rivers Deserts Continents

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<p>1st Quarter</p> <p>Harcourt Social Studies Unit 3 Lesson 3</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 1. Identify national symbols and monuments that represent American Democracy and values:</p> <ol style="list-style-type: none"> American Flag Bald Eagle Statue of Liberty White House Washington Monument 	<p>What are the national symbols and monuments?</p> <ul style="list-style-type: none"> - The American Flag? - The Bald Eagle? - The Statue of Liberty? - The White House? - The Washington Monument? <p>What does it represent?</p> <p>What does it mean?</p>	<p>I will identify the national symbols and monuments that represent American Democracy and values:</p> <ul style="list-style-type: none"> - The American Flag. - The Bald Eagle. - The Statue of Liberty - The White House. - The Washington Monument. 	<p>National symbols</p> <p>Monuments</p> <p>American Democracy</p> <p>Values</p> <p>American Flag</p> <p>Bald Eagle</p> <p>The Statue of Liberty</p> <p>The White House</p> <p>The Washington Monument.</p>
<p>1st Quarter</p> <p>Harcourt Social Studies Unit 3 Lesson 2</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 2. Recognize the Pledge of Allegiance and the National Anthem</p>	<p>What is the Pledge of Allegiance?</p> <p>What is the National Anthem?</p>	<p>I will read and say The Pledge of Allegiance.</p> <p>I will read and sing the National Anthem.</p>	<p>Pledge of Allegiance</p> <p>National Anthem</p>
<p>1st Quarter</p> <p>Harcourt Social Studies Unit 3 Lesson 1</p> <p>Harcourt Social Studies</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules).</p>	<p>Who will we vote for, for our school student council:</p> <p>President?</p> <p>Vice President?</p> <p>Secretary?</p> <p>Treasurer?</p>	<p>I will vote for a:</p> <p>President</p> <p>Vice President.</p> <p>Secretary.</p> <p>Treasurer.</p> <p>for our school student council officers</p>	<p>Vote</p> <p>Student council</p> <p>President</p> <p>Vice President</p> <p>Secretary</p> <p>Treasurer</p> <p>classroom rules</p>

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Unit 1 Lesson 3		What are our classroom rules?	I will say and write the classroom rules.	
1 st Quarter Harcourt Social Studies Unit 1 Lesson 1 Harcourt Social Studies Unit 1 Lesson 5	Strand 3: Civics/Government Concept 1: Foundations of Government PO 4. Recognize how students work together to achieve common goals.	What is my role in this classroom? What is my role in this group?	I will talk about who will be the leader, the door person, the messenger, the lunch person, calendar person, etc. I will talk about who will be the spokesperson, the writer, the reader, the mediator.	Achieve Goals Role Leader Messenger Calendar Spokesperson Mediator
1 st Quarter	Strand 3: Civics/Government Concept 2: Structure of Government PO 1. Identify the current President of the United States and Governor of Arizona.	Who is the president of the United States? Who is the Governor of Arizona?	I will identify the President of the United States. I will identify the Governor of Arizona.	Current President United States Governor
1 st Quarter Harcourt Social Studies Unit 1 Lesson 4	Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.	What are examples of responsible citizenship in the school setting and in stories in the past? What are examples of responsible citizenship in the school setting	I will identify examples of responsible citizenship in the school setting and in stories in the past I will identify examples of responsible citizenship in the	Responsible citizenship School setting Stories Past present

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		and stories in the present?	school setting and stories in the present.	
<p>1st Quarter</p> <p>Harcourt Social Studies Unit 1 Lesson 5</p>	<p>Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship</p> <p>PO 2. Describe the rights and responsibilities of citizenship:</p> <ul style="list-style-type: none"> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. Responsibility of voting (every vote counts). 	<p>What are the rights and responsibilities of citizenship when:</p> <ul style="list-style-type: none"> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated? b. importance of participation and cooperation in a classroom and community? c. why there are rules and the consequences for violating them? 	<p>I will describe the rights and responsibilities of citizenship when:</p> <ul style="list-style-type: none"> a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated. b. importance of participation and cooperation in a classroom and community. c. why there are rules and the consequences for violating them. 	<p>Responsibilities</p> <p>Citizenship</p> <p>Elements</p> <p>Fair play</p> <p>Sportsmanship</p> <p>Respect</p> <p>Importance</p> <p>Participation</p> <p>Cooperation</p> <p>Community</p> <p>Rules</p> <p>Consequences</p> <p>Violating</p> <p>Voting</p> <p>Vote</p> <p>Counts</p>

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		d. Responsibility of voting (every vote counts)?	d. Responsibility of voting (every vote counts).	
1 st Quarter Harcourt Social Studies Unit 1 Lesson 1	Strand 3: Civics/Government Concept 4: Rights, Responsibilities, and Roles of Citizenship PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)	What are the importance of students contributing to a community by: - Helping others? - Working together? - Cleaning up the playground?	I will discuss the importance of students contributing to a community by - Helping others. - Working together. - Cleaning up the playground.	Contributing Community Helping others Working together Cleaning

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2 nd Quarter				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 nd Quarter Harcourt Social Studies Unit 5 Lesson 4 Harcourt Social Studies Unit 3 Lesson 4	Strand 3: Civics/Government Concept 1: Foundations of Government PO 5. Discuss the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King Jr. Day d. Fourth of July e. Constitution Day	What do Holidays represent? 	I will identify what month Holidays occur. I will tell key details about the Holiday.	Holiday Event Month Significance national
2 nd Quarter	Strand 3: Civics/Government Concept 1: Foundations of Government PO 6. Recognize state symbols of Arizona (e.g., bird, flower, tree, flag)	What is the symbols of Arizona?	I will recognize state symbols of Arizona such as bird, flower, tree and flag.	State Symbols Arizona Bird Flower Tree Flag

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<p>2nd Quarter</p>	<p>Strand 3: Civics/Government Concept 1: Foundations of Government</p> <p>PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.</p>	<p>What people in Arizona have varied backgrounds, but may share principles, goals, customs, and traditions?</p> <p>What people in the United States have varied backgrounds, but may share principles, goals, customs, and traditions?</p>	<p>I will recognize that people in the Arizona have varied backgrounds, but may share principles, goals, customs, and traditions.</p> <p>I will recognize that people in the United States have varied backgrounds, but may share principles, goals, customs, and traditions.</p>	<p>People Arizona United States Background Principles Goals Customs traditions</p>
<p>2nd Quarter</p>	<p>Strand 1: American History Concept 1: Research Skills for History</p> <p>PO 1. Place important life events in chronological order on a timeline.</p>	<p>What are the important life events?</p> <p>How can you place important life events in chronological order on a timeline?</p>	<p>I will place important life events in chronological order on a timeline.</p>	<p>Place Important Life events Chronological order Timeline</p>
<p>2nd Quarter</p> <p>Harcourt Social Studies Unit 5 Lesson 3</p>	<p>Strand 1: American History Concept 1: Research Skills for History</p> <p>PO 2. Retell stories to describe past events, people, and places.</p>	<p>What can you tell me about stories to describe past events, people, and places?</p>	<p>I will retell stories to describe past events, people, and places?</p>	<p>Retell Stories Describe Past Events People</p>

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				Places
2 nd Quarter Harcourt Social Studies Unit 5 Lesson 3	Strand 1: American History Concept 1: Research Skills for History PO 3. Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	What photos, artifacts, and maps can you use to study people from the past? What photos, artifacts, and maps can you use to study events from the past?	I will use photos, artifacts, maps to study people from the past. I will use photos, artifacts, maps to study events from the past.	Primary Source Materials Photos Artifacts Maps Study People Events Past
2 nd Quarter	Strand 1: American History Concept 2: Early Civilizations PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan) Connect with Strand 2 Concept 2.	What is the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations?	I will recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations.	Development Farming Groups people Settle Place Develop Cultures Civilizations
2 nd Quarter	Strand 1: American History Concept 2: Early Civilizations PO 2. Recognize that settlement led to developments in farming	What is the settlement led to development of farming irrigation?	I will recognize the settlement development of farming irrigation in North America.	Settlement Development Farming Techniques Irrigation

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	<p>techniques (e.g., irrigation), government, art, architecture, and communication in North America.</p>	<p>What is the settlement led to development of Government?</p> <p>What is the settlement led to development of art?</p> <p>What is the settlement led to development of architecture?</p> <p>What is the settlement led to development of communication in North America?</p>	<p>I will recognize the settlement development of Government in North America.</p> <p>I will recognize the settlement development of art in North America.</p> <p>I will recognize the settlement development of architecture in North America.</p> <p>I will recognize the settlement development of communication in North America?</p>	<p>Government</p> <p>Art</p> <p>Architecture</p> <p>Communication</p> <p>North America</p>
2 nd Quarter	<p>Strand 1: American History Concept 3: Exploration and Colonization</p> <p>PO 1. Describe the interaction of Native Americans with the Spanish (e.g., arrival of Columbus, settlement of St. Augustine, exploration of the Southwest, exchange of ideas, culture and goods).</p>	<p>What is the interaction of Native Americans with the Spanish?</p>	<p>I will describe the interaction of Native American with the Spanish.</p>	<p>Interaction</p> <p>Native Americans</p> <p>Spanish</p> <p>Arrival</p> <p>Columbus</p> <p>Settlement</p> <p>Exploration</p> <p>Southwest</p> <p>Exchange</p>

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				Ideas Culture Goods
2 nd Quarter	Strand 2: World History Concept 5: Encounters and Exchange PO 1. Recognize why England and Spain wanted to rule other areas of the world. Connect with Strand 1 Concept 3	Why England and Spain wanted to rule other areas of the world?	I will recognize why England and Spain wanted to rule other areas of the world.	England Spain Rule Areas World
2 nd Quarter Harcourt Social Studies Unit 3 Lesson 1 Harcourt Social Studies Unit 5 Lesson 1	Strand 1: American History Concept 3: Exploration and Colonization PO 2. Describe the interaction of Native Americans with the Pilgrims (e.g., arrival of the Mayflower, Squanto, the Wampanoag and the First Thanksgiving).	What is the interaction of Native Americans with the Pilgrims?	I will state the interaction of Native Americans with the Pilgrims.	Interaction Native Americans Pilgrims Mayflower Squanto Wampanoag First Thanksgiving
2 nd Quarter Harcourt Social Studies Unit 5 Lesson 1	Strand 1: American History Concept 3: Exploration and Colonization PO 3. Describe the exchange of ideas, culture and goods between the Native Americans and the Pilgrims.	What are the exchange of ideas between the Native Americans and the Pilgrims? What are the exchange of culture between the Native Americans and the Pilgrims?	I will describe the exchange of ideas between the Native Americans and the Pilgrims. I will describe the exchange of culture between the Native Americans and the Pilgrims.	Exchange Ideas Culture Goods Native Americans Pilgrims

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		What are the exchange of goods between the Native Americans and the Pilgrims?	I will describe the exchange of goods between the Native Americans and the Pilgrims.	
2 nd Quarter Harcourt Social Studies Unit 3 Lesson 1	Strand 1: American History Concept 3: Exploration and Colonization PO 4. Recognize that the United States began as the Thirteen Colonies ruled by England.	What is the Thirteen Colonies of United States that is ruled by England?	I will recognize that the United States began as the Thirteen Colonies ruled by England.	United States Began Thirteen Colonies Ruled England
2 nd Quarter Harcourt Social Studies Unit 3 Lesson 1	Strand 1: American History Concept 3: Exploration and Colonization PO 5. Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).	How would you compare the way people lived in Colonial times with how people live today?	I will compare the way people lived in Colonial times with how people live today?	People Colonial Housing Food Transportation School

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3 rd Quarter				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 rd Quarter	Strand 4: Geography Concept 2: Places and Regions PO 3. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.	COMMUNICATION	CAREER	
3 rd Quarter	Strand 4: Geography Concept 2: Places and Regions PO 4. Discuss the ways places change over time.	SELF & SOCIAL AWARENESS		
3 rd Quarter	Strand 4: Geography Concept 6: Geographic Applications PO 1. Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets bike paths, traffic patterns) in the local environment.			
3 rd Quarter	Strand 4: Geography Concept 6: Geographic Applications			Earth World Weather

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	PO 2. Discuss geographic concepts related to current events.			Sun News Events
3rd Quarter	Strand 4: Geography Concept 4: Human Systems PO 1. Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt). Connect with Reading Strand 2 Concept 2			
3rd Quarter	Strand 4: Geography Concept 4: Human Systems PO 2. Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.			
3rd Quarter	Strand 4: Geography Concept 4: Human Systems PO 3. Describe how people earn a living in the community and the places they work.			
3rd Quarter	Strand 4: Geography Concept 5: Environment and Society PO 1. Identify ways (e.g., clothing, housing, crops) human adapt to their environment			

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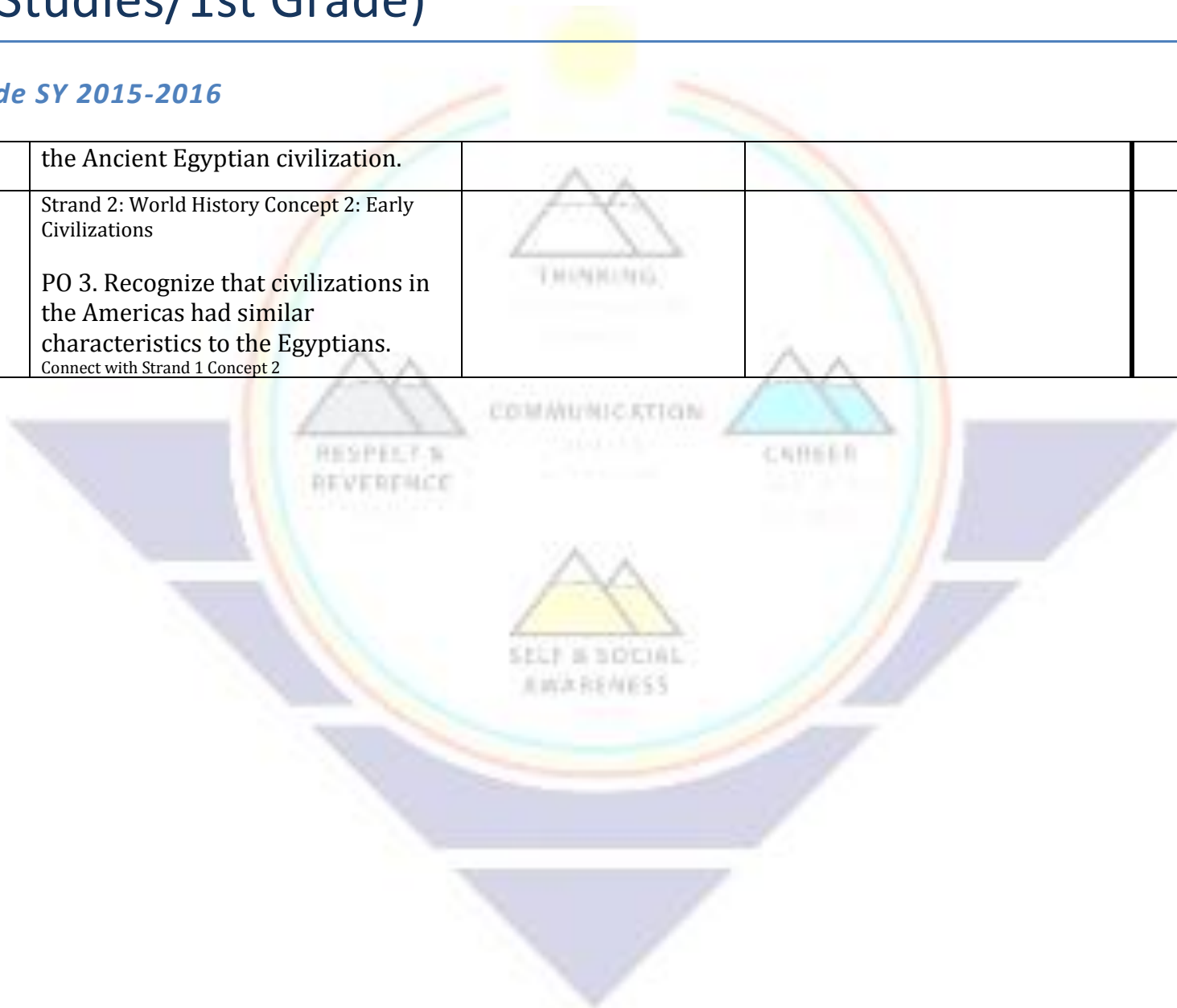
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3rd Quarter	<p>Strand 4: Geography Concept 5: Environment and Society</p> <p>PO 2. Identify resources that are renewable, recyclable, and non-renewable.</p>			
<p>3rd Quarter</p> <p>Harcourt Social Studies Unit 1 Lesson 5</p>	<p>Strand 1: American History Concept 9: Postwar United States</p> <p>PO 1. Recognize that Rosa Parks, Martin Luther King, Jr., and Cesar Chavez worked for and supported the rights and freedoms of others.</p>			
<p>3rd Quarter</p> <p>Harcourt Social Studies Unit 2 Lesson 5</p>	<p>Strand 2: World History Concept 2: Early Civilizations</p> <p>PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into civilizations (e.g., Egypt)</p>			
<p>3rd Quarter</p> <p>Harcourt Social Studies Unit 2 Lesson 5</p>	<p>Strand 2: World History Concept 2: Early Civilizations</p> <p>PO 2. Recognize that settlement led to the development of farming techniques (e.g., Nile River flooding), government (e.g., pharaohs), art / architecture (e.g., pyramids), and writing (e.g., hieroglyphics) which contributed to the advancement of</p>			

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	the Ancient Egyptian civilization.		
3rd Quarter	<p>Strand 2: World History Concept 2: Early Civilizations</p> <p>PO 3. Recognize that civilizations in the Americas had similar characteristics to the Egyptians. Connect with Strand 1 Concept 2</p>		



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4 th Quarter				
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4 th Quarter Harcourt Social Studies: Unit 6	Strand 5: Economics Concept 1: Foundations of Economics PO 1. Discuss the difference between basic needs and wants.	What is a need to survive? What are the wants? What is the difference between basic needs and wants?	I will discuss the needs, i.e., food, clothing, shelter to survive. I will discuss the wants, i.e., games, jewelry, T.V, etc. I will discuss the difference between needs and wants.	Needs Wants difference
4 th Quarter Harcourt Social Studies: Unit 6	Strand 5: Economics Concept 1: Foundations of Economics PO 2. Recognize that people need to make choices because of limited resources.	How will I know how to make choices to of limited resources?	I will recognize that people need to make choices due to resources.	People Choices Limited Resources
4 th Quarter Harcourt Social Studies: Unit 6	Strand 5: Economics Concept 1: Foundations of Economics PO 3. Recognize that some goods are made locally and some are made elsewhere.			
4 th Quarter	Strand 5: Economics Concept 1: Foundations of Economics			

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Harcourt Social Studies: Unit 6	PO 4. Recognize that people are buyers and sellers of goods and services.			
4th Quarter Harcourt Social Studies: Unit 6	Strand 5: Economics Concept 1: Foundations of Economics PO 5. Recognize various forms of U.S. currency. Connect with Math Strand 1 Concept 1			
4th Quarter Harcourt Social Studies: Unit 6 Harcourt Social Studies Unit 2 Lesson 4	Strand 5: Economics Concept 1: Foundations of Economics PO 6. Recognize that people save money for future goods and services.			
4th Quarter Harcourt Social Studies: Unit 6	Strand 5: Economics Concept 5: Personal Finance PO 1. Discuss reasons for personal savings.			
4th Quarter	Strand 1: American History Concept 10: Contemporary United States PO 1. Use information from written documents, oral presentations, and the media to discuss current local			

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	and state events.		
4th Quarter	<p>Strand 2: World History Concept 9: Contemporary World</p> <p>PO 1. Use information from written documents, oral presentations, and the media to discuss current events.</p>	 <p>THINKING</p>	

