

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: First

Subject: Social Studies

Adoption Date: September 1, 2014

Revision Date: November 7, 2018

	MP1	MP2	MP3	MP4
Scope and Sequence	<p><b>Why are families important?</b> (5 weeks)</p> <p><b>Why do people have jobs?</b> (6 weeks)</p>	<p><b>How did America become America?</b> (7 Weeks)</p>	<p><b>Why do we have a government?</b> (10 weeks)</p>	<p><b>Where do we live?</b> (8 weeks)</p>
Instructional Materials	<p>Manual – My World, Adventures in Time McGraw Hill, 1992 Vocabulary cards Scholastic News Magazines Smart Board Brain Pop Jr.</p>	<p>Manual – My World, Adventures in Time. McGraw Hill, 1992 Wall map of the world Wall map of the USA Desk Map Atlas Outline maps Globe Vocabulary Cards Smart Board Brain Pop Jr.</p>	<p>Manual – My World, Adventures In Time. McGraw Hill, 1992 Vocabulary Cards Voting Ballot Globe Smart Board Brain Pop Jr. Video Streaming <u>We the Kids</u>, by David Catrow <u>A Picture Book of Thomas Jefferson</u>, by David A. Adler</p>	<p>Manual – My World Adventures In Time. McGraw Hill, 1992 Vocabulary Cards Travel Brochures Globe Desk Map Atlas Map of the World Map of the USA Outline maps Smart Board Brain Pop Jr.</p>
Activities	<p><b>One:</b> Family Book <b>Two:</b> Make a model of a shelter <b>Three:</b> Needs &amp; Wants Poster</p>	<p><b>One:</b> Make a hogan or longhouse with writing assignment. <b>Two:</b> Timeline <b>Three:</b> Country Poster</p>	<p><b>One:</b> Mock Election Day <b>Two:</b> Branches of Government <b>Three:</b> Thomas Jefferson Book</p>	<p><b>One:</b> Chromebooks - Google Earth (landforms) <b>Two:</b> Community Workers <b>Three:</b> Travel Brochure</p>

Standards	<p><b>Activity One:</b> 6.1.P.D.1 6.1.P.D.2</p> <p><b>Activity Two:</b> 6.1.P.D.3</p> <p><b>Activity Three:</b> 6.1.4.C.2</p>	<p><b>Activity One:</b> 6.1.4.D.1 6.1.4.D.2</p> <p><b>Activity Two:</b> 6.1.4.D.3 6.1.4.A.13</p> <p><b>Activity Three:</b> 6.1.4.D.4 6.1.4.A.14</p>	<p><b>Activity One:</b> 6.1.4.A.7</p> <p><b>Activity Two:</b> 6.1.4.A.1 6.1.4.A.5</p> <p><b>Activity Three:</b> 6.1.4.A.4 6.1.4.D.6</p>	<p><b>Activity One:</b> 6.1.4.B.4</p> <p><b>Activity Two:</b> 6.1.P.B.2</p> <p><b>Activity Three:</b> 6.1.P.B.1</p>
Accommodations and Modifications	<p><b>English language learners:</b> -Use of translation dictionaries to locate words in native language(activity one) -Assign a buddy, same language or English speaking (activity two)</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to teach other students(activity three) -Provide independent learning opportunities</p> <p><b>Students with 504 plans:</b> -Students seated in close proximity to the teacher. -Students with hearing, visual</p>	<p><b>English language learners:</b> -Use of translation dictionaries to locate words in native language(activity two) -Reduce amount of work required</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity three) -Adjust number of items student is expected to complete</p> <p><b>Gifted and Talented Students:</b> -Allow students to present understanding in different and creative ways (activity one) -Give students opportunities to mentor other students</p>	<p><b>English language learners:</b> -Use images ,diagrams and other visual aids wherever possible (activity two) -Reduce amount of work required</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity three) -Break assignments into a series of smaller assignments</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to mentor other students (activity one) -Provide opportunities for open ended, self directed activities</p>	<p><b>English language learners:</b> -Provide hands-on activities and explanations (activity one) -Assign a buddy, same language or English speaking</p> <p><b>At Risk of School Failure:</b> -Use behavioral management techniques consistently within a classroom and across classes -Adjust time for completion (activity three)</p> <p><b>Gifted and Talented Students:</b> -Give students opportunities to teach other students (activity two)</p> <p><b>Students with 504 plans:</b> Students seated in close proximity to the teacher. -Students with hearing, visual or cognitive impairment may have extra time.</p>

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Interdisciplinary Connections	Students will make a model of a shelter (house) using various materials. <b>(Math)</b>	Students will make a hogan or longhouse and write facts about it. <b>(Art Connection)</b>	Students will listen to a story about Thomas Jefferson and create their own book. <b>(Literature)</b>	Students will use their chromebooks (Google Earth) to locate various landforms in our country. <b>(Technology)</b>
Assessments	<b>Formative assessments</b> Teacher Observation Class Participation  <b>Summative assessments</b> Unit Test	<b>Formative assessments</b> Teacher Observation Class Participation  <b>Summative assessments</b> Unit Test	<b>Formative assessments</b> Teacher Observation Class Participation  <b>Summative assessments</b> Unit Test	<b>Formative assessments</b> Teacher Observation Class Participation  <b>Summative assessments</b> Unit Test
21st Century Themes and Skills	<a href="#"><u>CRP1.</u></a> <a href="#"><u>CRP3.</u></a>	<a href="#"><u>CRP1.</u></a> <a href="#"><u>CRP4.</u></a>	<a href="#"><u>CRP1.</u></a> <a href="#"><u>CRP6.</u></a>	<a href="#"><u>CRP1.</u></a> <a href="#"><u>CRP11.</u></a>