

Wayne County Public Schools

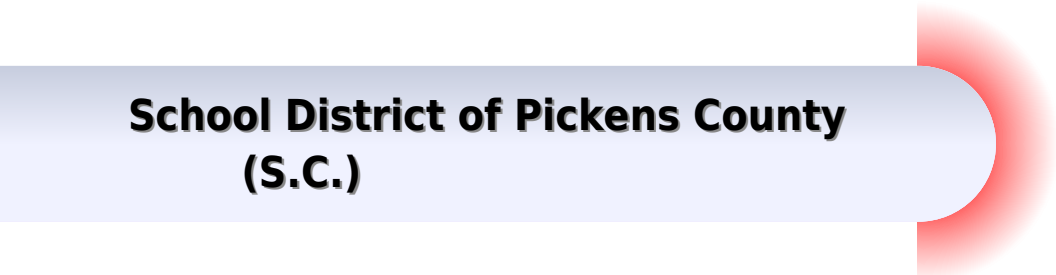
NC Essential Standards for Social Studies- 2010

First Grade – Social Studies Pacing Guide

1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Civics & Government Unit 1: Citizenship 1C&G.1: Understand the importance of rules. 1C&G.1.1 Explain why rules are needed in the home, school and community. 1C&G.1.2 Classify the roles of authority figures in the home, school and community (teacher, principal, parents, mayor, park rangers, game wardens, etc). 1C&G.1.3 Summarize various ways in which conflicts could be resolved in home, schools, classrooms and communities. Culture Unit 2: Culture 1C.1: Understand the diversity of people in the local community. 1C.1.1 – Compare the languages, traditions, and holidays of various cultures. 1C.1.2 – Use literature to help people understand diverse cultures. Unit 1: Civics & Government Textbook Unit 2: Good Citizenship Textbook Unit 1: Lessons 1 & 2, <i>Rules in a Family; Groups</i> Unit 2: Culture Textbook Unit 1: Lessons 3 & 4, <i>Meeting People</i>	History Unit 3: Past and Present 1H.1: Understand that history tells a story of how people and events changed society over time. 1H.1.1 Explain how and why neighborhoods and communities change over time. 1H.1.2 Explain the importance of folklore and celebrations and their impact on local communities. 1H.1.3 Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc). Unit 3: History Textbook Unit 3: Changing People & Places Textbook Unit 4: Special Days Textbook Unit 7: Technology We Use Today's Change over time	Geography Unit 4: Geography 1G.1: Use geographic representations, terms and technologies to process information from a spatial perspective. 1G.1.1 Use geographic tools to identify characteristics of various landforms and bodies of water. 1G.1.2 Give examples showing locations of places (home, classroom, school and community). 1G.1.3 Understand the basic elements of geographic representations using maps (cardinal directions and map symbols). Environmental Literacy Unit 5: Where People Live 1G.2: Understand how humans and the environment interact within the local community. 1G.2.3 Explain how the environment impacts where people live (urban, rural, weather, transportation, etc). Unit 4: Geography Textbook Unit 5: Lessons 1, 2, 3, <i>Where People Live</i> Textbook Unit 7: Technology We Use Today Unit 5: Environmental Literacy: Where People Live Textbook Unit 5: Lesson 4, <i>People & Places</i>	Consent...Environmental Literacy... Unit 5: Changing the Environment & Using Natural Resources 1G.2: Understand how humans and the environment interact within the local community. 1G.2.1 Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc). 1G.2.2 Explain how people use natural resources in the community. Economics & Financial Literacy Unit 6: Economics & Financial Literacy 1E.1: Understand basic economic concepts. 1E.1.1 Summarize the various ways in which people earn and use money for goods and services. 1E.1.2 Identify examples of goods and services in the home, school and community. 1E.1.3 Explain how supply and demand affects the choices families and communities make. Unit 5: Consent...Environmental Literacy; Changing the Environment & Using Natural Resources Textbook Unit 5: Lesson 5, <i>People Use Resources</i> Unit 6: Economics & Financial Literacy Textbook Unit 6: <i>The Market Place</i>

Wake County Schools Social Studies Pacing Guide

**School District of Pickens County
(S.C.)**



Wake County Schools Social Studies Pacing Guide:

Resources in Education ,1995 *Current Catalog* National Library of Medicine (U.S.),1980 Includes subject section name section and 1968 1970 technical reports **Ladies' Home Journal** ,1926 Resources in Education ,1995 **Quill & Quire** ,1998 Forthcoming Books Rose Army,1984 **Books in Print Supplement** ,1982 **A Correlation of Scott Foresman Social Studies to the Omaha Public Schools Social Studies Pacing Guide, Grades K-6** Scott, Foresman and Company,Pearson Education, Inc,2003 *Rowan County Pacing Guide* ,2007 *Social Studies Curriculum Guide for Grades K-8* Savannah-Chatham County Public Schools,1981 *Social Studies Skills Sequence* Massachusetts. Brookline Public Schools,1980 *Social Studies Curriculum Guide* School District of Pickens County (S.C.),1995 *Teacher Perception of Pacing Guide Use in the Secondary Classroom* Donna Michele Smith Turner,2015 Historically teachers have exercised considerable autonomy in the day to day learning that occurs in their classrooms Now it is growing increasingly rare for a teacher to experience this type of professional freedom In response to high stakes testing national and state academic content standards and most recently the common core standards pacing guides are one of the more recent devices schools are using to implement and monitor curriculum The purpose of this research project is to investigate teacher opinion toward these pacing guides An online survey called the Pacing Guide Survey was delivered to secondary regular and special education teachers in core subject areas of mathematics science social studies and language arts The teachers were asked about whether or not they use pacing guides their attitude and comfort level in using pacing guides as well as Information concerning the population of their high school such as demographics enrollment and single or multiple high schools Building level factors such as professional development initiatives methods of curriculum monitoring and pacing guide development and revisions processes teacher factors such as years teaching years using pacing guides confidence in content area and educational background Administrators were also interviewed to form a complete picture of pacing guide development and implementation in the secondary education environment Quantitative data were analyzed using bivariate Spearman s rank order correlation and qualitative data were analyzed using a combination of thematic data analysis and quasi statistical methods Recommendations based on the data collected are Teachers should be provided with the flexibility to address student needs in the classroom Teacher input into pacing guide development implementation and revision process is necessary to ensure that student needs are addressed Team autonomy is key and teacher teams need to be provided with the necessary support structure to provide meaningful learning experiences for their students **Writing & Research in the Social Studies** Fairfax County Public Schools,1980 **Social Studies Guide** Hamilton County Public Schools,1976 *Social Studies Curriculum Guide* Sioux City Community Schools,1977 **Instructional Texts Pre-Algebra Read It** Lincoln Learning Solutions,2016-06-01 **NC Social Studies 5 - Parent and Teacher Guide 2526** Lincoln Learning Solutions,2025-03-20

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