



Gulfport School District
PACING GUIDE
FIRST GRADE
Quarter 1
Social Studies

Quarter	Competency/Objectives
Family/School	
1	1. Develop an understanding of <i>family/school</i> in relationship to the expanding horizon theme. (C, H, G, E)
1	c. Identify student responsibilities at home and school (e.g., completing homework, following procedures, etc.).
1	2. Acquire the characteristics to be a responsible citizen. (C, H, E)
1	b. Explain the purpose/consequence of rules in the school and how and why authority is obtained.
1	c. Explain why certain civic responsibilities (e.g., <i>protocol</i> such as manners, obeying rules, courteous public behavior and studying historical figures, etc.) are important to the child, family, and school.
1	d. Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion)
1	3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)
1	a. Identify time and space relevant to a student's environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).
1	c. Identify and apply <i>cardinal directions</i> to maps.
1	d. Recognize the globe as a representation of Earth.
1	5. Integrate, connect, and apply social studies into other subject areas and everyday life. (On-going)
1	c. Use word recognition skills.
GSD SKILLS	
SS1	Identify figures of authority in his/her school, such as a teacher or principal.
SS2	Recognize the duties of a position of authority.
SS3	Recognize geographical terms dealing with location (references can be in the classroom, school, playgrounds, etc.), {On-going}
SS4	Become familiar with the geography of his/her surroundings.
SS5	Use simple maps and globes.
SS6	Identify and use a map legend.
SS7	Identify Earth's physical features from a picture, map and/or globe (e.g., land, water, mountains, etc.).



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	Family/School	
2	2. Acquire the characteristics to be a responsible citizen. (C, H, E)	
2	a. Demonstrate the voting process (e.g., by a show of hands, secret ballot, etc.).	
2	3. Demonstrate the ability to use social studies tool (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)	
2	a. Identify time and space relevant to a student’s environment (e.g. home/school) by using social studies tools (e.g., maps, timelines, etc.).	
2	5. Integrate, connect, and apply social studies into other subject areas and everyday life (C, H, E)	
2	a. Identify settings of read-aloud stories as geographic locations (e.g., German book of your choice, <u>Pinocchio</u>).	
2	b. Identify children’s literature characters as members of various cultures (e.g., characters from German book).	
2	c. Compare and contrast items from various cultures (e.g., German chocolate vs. American chocolate, clothing currency, etc.)	
2	d. Recognize that various cultures enjoy different styles of dance (e.g., German fold dance, etc.), music, art, dress, and language.	
GSD Skills		
	SS3	Recognize geographical terms in dealing with location. {On-going}
	SS6	Identify and use a map legend.
	SS7	Identify Earth’s physical features from a picture, map and/or globe (e.g., land, water, mountains, etc.).
	SS8	Identify how people are similar and different.



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	Family/School
3	1. Develop an understanding of family/school in relationship to the expanding horizon theme. (C, H, G, E)
3	a. Discover relationships among people, places, and environments (e.g., families in the United States and Germany).
3	b. Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions, etc.).
3	d. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For example: German}, etc.).
3	4. Identify the interdependence of economics (self/family). (C, H, E)
3	e. Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).
	GSD Skills
SS9	Interpret information presented on a bar graph.
SS10	Compare information presented on a bar graph.
SS11	Make inferences from pictures of historical events.
SS12	Identify the state of Mississippi given a map and/or globe of the United States.



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4	3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, pictographs, globes, school maps, etc.). (C, H, G, E)
4	b. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., waste disposal within a family or school environment, etc.).
4	4. Identify the interdependence of economic (self/family). (C, H, E)
4	a. Describe the <i>needs</i> and <i>wants</i> of students/family members as <i>consumers</i> .
4	b. Describe the <i>scarcity</i> of <i>resources</i> within the home/classroom environment (e.g., computers, etc.).
4	c. Describe the <i>opportunity cost</i> of choices made in the home/classroom environment (e.g., spending money for treats and not having money for lunch, etc.).
4	d. Describe the <i>goods and services</i> provided by student, family, and school <i>producers</i> .
4	e. Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).
GSD Skills	
SS13	Simulate the exchange of money for goods or services.
SS14	Understand the concept of exchanging money for goods or services.
SS15	Identify examples of good citizens throughout history.
SS16	Understand how to conserve the Earth's physical resources.
SS17	Understand how weather affects human activities.