

Recommended Texts*		Resources *

* List your recommended texts and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectaions, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

First Grade • First Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Grade 1 Social StudiesFirst Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>1 - C1.0.1 <input type="checkbox"/> I CAN tell why school rules are important.</p> <p>1 - C1.0.2 <input type="checkbox"/> I CAN name the leaders in our school and describe how they help our school.</p> <p>1 - C1.0.3 <input type="checkbox"/> I CAN identify bullies.</p> <p><input type="checkbox"/> I CAN identify when someone is not following the rules.</p> <p>1 - C2.0.1 <input type="checkbox"/> I CAN solve conflicts in a fair way.</p> <p><input type="checkbox"/> I CAN give examples of how decisions can be made in a fair way.</p> <p>1 - C2.0.2 <input type="checkbox"/> I CAN identify important symbols in the United States.</p> <p>1 - C5.0.1 <input type="checkbox"/> I CAN list the jobs I have at school.</p> <p><input type="checkbox"/> I CAN list the jobs I have at home.</p> <p>1 - C5.0.2 <input type="checkbox"/> I CAN describe ways students act as good citizens in school.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>1 - P3.1.1 <input type="checkbox"/> I CAN identify school wide issues.</p> <p>1 - P3.1.2 <input type="checkbox"/> I CAN read and understand a graph.</p> <p>1 - P3.1.3 <input type="checkbox"/> I CAN identify solutions to a school problem.</p> <p>1 - P3.3.1 <input type="checkbox"/> I CAN take a position on a school wide issue.</p> <p><input type="checkbox"/> I CAN give reasons for my position.</p> <p>1 - P4.2.1 <input type="checkbox"/> I CAN help solve a school wide issue.</p> <p>1 - P4.2.2 <input type="checkbox"/> I CAN participate in projects that help others.</p>
Vocabulary				
		Authority Citizenship Conflict Decision Leaders Power Respect Responsibility Rules Symbol		Citizenship issues Data Position Public issues Resolution Solution School wide issues

Recommended Texts*	Resources*

* List your recommended texts and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

First Grade • Second Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Grade 1					Social Studies					Second Quarter				
History			Geography			Civics and Government			Economics			Public Discourse, Decision Making and Citizen Involvement		
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>			<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>			<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>			<p>1 - E1.0.1 <input type="checkbox"/> I CAN tell what a producer is.</p> <p><input type="checkbox"/> I CAN tell what a consumer is.</p> <p>1 - E1.0.2 <input type="checkbox"/> I CAN tell how I use goods and services.</p> <p>1 - E1.0.3 <input type="checkbox"/> I CAN understand and tell about the difference between needs and wants.</p> <p><input type="checkbox"/> I CAN understand and tell about what my needs and wants are.</p> <p>1 - E1.0.4 <input type="checkbox"/> I CAN tell why people trade.</p> <p>1 - E1.0.5 <input type="checkbox"/> I CAN list ways people can earn money.</p> <p>1 - E1.0.6 <input type="checkbox"/> I CAN tell about how money is used in trading.</p>			<p>1 - P3.1.1 <input type="checkbox"/> I CAN identify school wide issues.</p> <p>1 - P3.1.2 <input type="checkbox"/> I CAN read and understand a graph.</p> <p>1 - P3.1.3 <input type="checkbox"/> I CAN identify solutions to a school problem.</p> <p>1 - P3.3.1 <input type="checkbox"/> I CAN take a position on an issue.</p> <p><input type="checkbox"/> I CAN give reasons for my position.</p> <p>1 - P4.2.1 <input type="checkbox"/> I CAN help solve a school wide problem.</p> <p>1 - P4.2.2 <input type="checkbox"/> I CAN participate in projects that help others.</p>		
Vocabulary														
									Choice Consumers Goods Producers Scarcity Services Trade			Citizenship issues Data Position Public issues Resolution Solution		

Recommended Texts*		Resources *

* List your recommended texts and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectaions, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

First Grade • Third Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Grade 1 Social Studies Third Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p>1 - H2.0.1</p> <p><input type="checkbox"/> I CAN put events in order.</p> <p><input type="checkbox"/> I CAN identify past, present, and future.</p> <p>1 - H2.0.2</p> <p><input type="checkbox"/> I CAN use a calendar to count days, weeks and months.</p> <p>1 - H2.0.3</p> <p><input type="checkbox"/> I CAN understand family members and how they are connected.</p> <p><input type="checkbox"/> I CAN read and retell a story about a family.</p> <p>1 - H2.0.4</p> <p><input type="checkbox"/> I CAN retell in sequence, stories about families and schools.</p> <p>1 - H2.0.5</p> <p><input type="checkbox"/> I CAN look at items from the past.</p> <p><input type="checkbox"/> I CAN explain why families are the way they are.</p> <p>1 - H2.0.6</p> <p><input type="checkbox"/> I CAN compare my life to life in the past.</p> <p>1 - H2.0.7</p> <p><input type="checkbox"/> I CAN describe holidays and how they are celebrated.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>1 - P3.1.1</p> <p><input type="checkbox"/> I CAN identify school wide issues.</p> <p>1 - P3.1.2</p> <p><input type="checkbox"/> I CAN read and understand a graph.</p> <p>1 - P3.1.3</p> <p><input type="checkbox"/> I CAN identify solutions to a school problem.</p> <p>1 - P3.3.1</p> <p><input type="checkbox"/> I CAN take a position on an issue.</p> <p><input type="checkbox"/> I CAN give reasons for my position.</p> <p>1 - P4.2.1</p> <p><input type="checkbox"/> I CAN help solve a school wide problem.</p> <p>1 - P4.2.2</p> <p><input type="checkbox"/> I CAN participate in projects that help others.</p>
Vocabulary				
Artifact Celebration Future Generation Holidays Past Present				Citizenship issues Data Position Public issues Resolution Solution

Recommended Texts*	Resources*

* List your recommended texts and resources - we will be collecting them at the end of the year.



Yvonne Caamal Canul
Superintendent

Mark Coscarella, Ed.D.
Deputy Superintendent

Mara Lud
Executive Director for Student Learning

Delsa Chapman
Director of Magnet Programs & High Schools

Many thanks to...
the teachers and administrators who helped develop and revise the pacing guides.

The Social Studies Pacing Guide is based on the Michigan Grade Level Content Expectations, and the I CAN statements are tailored to the needs of the students in the Lansing School District. You will find the GLCE/HSCE on the LSD homepage.



DRAFT

First Grade • Fourth Quarter
Pacing Guide



Social Studies

Introduction to Your Social Studies Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment. They establish paced, student learning expectations and provide a starting point for the implementation of the Grade Level Content Expectations. *The following tips may be helpful as you begin using the Pacing Guide:*

- Introduce 9-week content skills according to the Pacing Guide.
- These expectations will be threaded throughout Social Studies units.
- Once a skill is mastered, continue to practice it.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Skills can be introduced earlier than listed, but no later, and can be assessed at any point after introduction.
- Compare your current pace to the Pacing Guide and adjust as needed.
- Become familiar with sequencing at previous and subsequent grade levels.
- An electronic version of the Pacing Guides can be found on the Lansing School District homepage www.lansingschools.net under Links.

Grade 1 Social Studies Fourth Quarter				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making and Citizen Involvement
<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>1 - G1.0.1 <input type="checkbox"/> I CAN draw a map of the classroom.</p> <p>1 - G1.0.2 <input type="checkbox"/> I CAN identify a location.</p> <p>1 - G1.0.3 <input type="checkbox"/> I CAN give directions to help someone find a place in school.</p> <p>1 - G1.0.4 <input type="checkbox"/> I CAN tell the difference between land and water on a map or globe.</p> <p>1 - G2.0.1 <input type="checkbox"/> I CAN determine if something is natural or manmade.</p> <p>1 - G2.0.2 <input type="checkbox"/> I CAN tell how areas are divided and/or connected within a defined space.</p> <p>1 - G4.0.1 <input type="checkbox"/> I CAN explain how families are different depending on their culture.</p> <p>1 - G5.0.1 <input type="checkbox"/> I CAN tell how people change their environment to help them live.</p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p><i>This is not a focus area during this quarter.</i></p> <p><i>Continue to reinforce skills and concepts previously introduced, as necessary.</i></p>	<p>1 - P3.1.1 <input type="checkbox"/> I CAN identify school wide issues.</p> <p>1 - P3.1.2 <input type="checkbox"/> I CAN read and understand a graph.</p> <p>1 - P3.1.3 <input type="checkbox"/> I CAN identify solutions to a school problem.</p> <p>1 - P3.3.1 <input type="checkbox"/> I CAN take a position on an issue.</p> <p><input type="checkbox"/> I CAN give reasons for my position.</p> <p>1 - P4.2.1 <input type="checkbox"/> I CAN help solve a school wide problem.</p> <p>1 - P4.2.2 <input type="checkbox"/> I CAN participate in projects that help others.</p>
Vocabulary				
	<p>Absolute location Boundaries Globe Human characteristics Land Map Physical characteristics Water Environment</p>			<p>Citizenship issues Data Position Public issues Resolution Solution</p>