

**Carroll County School District
Curriculum Weekly Pacing Guide
MS Social Studies Framework 2007-2008**

First Nine Weeks

Grade Level: 1st	Subject: Social Studies Term: August 6, 2007 – Oct. 12, 2007
8/13 – 8/24	<p>*Discover relationships among people, places, and environments (e.g., families in the United States and Germany).</p> <p>*Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions, etc.).</p>
8/27 – 9/7	<p>*Identify student responsibilities at home and school (e.g., completing homework, following procedures, etc.).</p> <p>*Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Germany}, etc.).</p>
9/10 – 9/21	<p>*Demonstrate the voting process (e.g., by a show of hands, secret ballot, etc.).</p> <p>* Explain the purpose/consequences of rules in the school and how and why authority is obtained.</p>
9/24 – 10/5	<p>*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.</p> <p>* Recognize responsibilities of the individual (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).</p>
10/8 – 10/12	Nine Weeks Test
Second Nine Weeks: Oct. 8 – Dec. 21, 2007	
10/16 – 11/02	<p>*Identify time and space relevant to a student’s environment (e.g., home/school) by using social studies tools (e.g., maps, timelines, etc.).</p> <p>*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.).</p>
12/10 – 12/14	*Describe the <i>needs</i> and <i>wants</i> of students/family members as <i>consumers</i>

	<p>*Describe the <i>scarcity of resources</i> within the home/classroom environment (e.g., computers, etc.).</p>
12/17 – 12/21	Nine Weeks Test
	Third Nine Weeks: Jan. 8 – March 14, 2008
1/8 – 1/18	<p>*Describe the <i>opportunity cost</i> of choices made in the home/classroom environment</p> <p>(e.g., spending money for treats and not having money for lunch, etc.).</p> <p>*Describe the <i>goods and services</i> provided by student, family, and school <i>producers</i>.</p> <p>*Describe the <i>division of labor</i> within the home/classroom environment (e.g., family helps make a holiday meal, etc.).</p>
1/28 – 2/8	<p>*Identify settings of read-aloud stories as geographic locations (e.g., German book of your choice, <u>Pinocchio</u>).</p> <p>*Identify children’s literature characters as members of various cultures (e.g., characters from German book).</p>
2/11 – 2/22	*Compare and contrast items from various cultures (e.g., German chocolate vs. American chocolate, clothing, currency, etc.).
2/25 – 3/07	*Recognize that various cultures enjoy different styles of dance (e.g., German folk dance, etc.), music, art, dress, and language.
3/10 – 3/14	Nine Weeks Test
	Fourth Nine Week: March 25 – May 23, 2008
3/25 – 4/04	*Explain the different ways that families express and transmit their values or beliefs (e.g., picture albums, videos, family stories, holiday traditions, etc.).
4/7 – 4/18	*Identify settings of read-aloud stories as geographic locations (e.g., German book of your choice, <u>Pinocchio</u>).
4/21 – 5/2	*Compare and contrast items from various cultures (e.g., German chocolate vs. American chocolate, clothing, currency, etc.).

5/5 – 5/9	Review Nine Weeks Objectives
5/12 – 5/16	Nine Weeks test