

# First Grade Pacing Guide

TOPIC: Self Esteem/Respect/Behaviors

SOL:

1.1 The student will experience continuing success and positive feelings about self.

1.2 The student will experience continuing respect from others.

1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.

Performance Objectives:

Materials:

Students will be able to:

Describe experiencing success in school, effectively handling routines, experiencing self-acceptance, and acceptance from others.

Success in school 1.1

Demonstrate respect for differences.

World activity 1.2

Accept feelings and opinions of others.

World activity 1.2

Demonstrate courtesy and good manners.

Good manners 1.3

Explain how behavior affects others positively as well as negatively.

People effect my emotions 1.4

Explain the effects of others' behavior on him or her.

People effect my emotions 1.4

Understand the concept of privacy, especially in the use of bathroom facilities; importance of avoiding gossip about others' personal or family problems is and electronic privacy, such as not sharing your name and address over the internet.

Privacy 1.5

TOPIC: Feelings and Behaviors

SOL:

1.4 The student will express his or her feelings of happiness, sadness, and anger to the teacher.

1.5 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

1.6 The student will experience the logical consequences of his or her behavior.

Performance Objectives:

Materials:

Students will be able to:

Recognize and express their feelings of happiness, sadness, and anger.

Emotions 1.6-8

Demonstrate how to deal appropriately with their feelings.

Emotions 1.6-8

Understand that feelings are different from behavior.

Emotions 1.6-8

Understand that while feelings do influence behavior, each person can control his or her own behavior and the ways feelings are expressed.

Emotions 1.6-8

Understand appropriate strategies for expressing feelings include exercise, games, direct verbalization, art, music, dance, play, storytelling, and creative drama.

Emotions 1.6-8

Understand there are outcomes (both positive and negative) of behavior choices.

Emotions 1.6-8

Understand responsible decision making skills.

Emotions 1.6-8

<p>TOPIC: Family</p> <p>SOL:</p> <p>1.7 The student will develop an understanding of the importance of a family and of different family patterns.</p> <p>1.8 The student will identify family members and their responsibilities in contributing to the successful functioning of the family.</p>	
Performance Objectives:	Materials:
<p>Students will be able to:</p> <p>Understand the need for loving parents, or other responsible adult(s) in the family, regardless of the type of family.</p> <p>Understand the importance of the family and its various forms including: two-parent families; extended families-relatives other than the immediate family living in the home; single-parent families; adoptive families; foster families; families with stepparent; and other blended families.</p> <p>Understand the tasks that must be performed in order for a family to function successfully. Examples of tasks are providing food; providing shelter; providing and caring for clothing; providing money for these and other necessities; providing love and caring, including meeting the needs of elderly or physically and mentally disabled family members; and providing for fun and play.</p>	<p>Discussion lead by teacher</p> <p>How big is your family? 1.9 This is my family 1.10 My family 1.12</p> <p>My favorite thing to do with my family 1.11 This is my family 1.10 My family 1.12</p>

TOPIC: Body Parts	
SOL:	
1.9 The student will use correct terminology when talking about body parts and functions.	
Performance Objectives:	Materials:
Students will be able to:	
Use scientific terms such as urinate, bowel movement, penis, vulva, and breast.	Scientific Terms 1.13 Female and Male Body 1.14-15

TOPIC: Affection and Touch	
SOL:	
1.10 The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.	
1.11 The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.	
Performance Objectives:	Materials:
Students will be able to:	
Understand appropriate expressions of affection are important for individual and family well-being.	Identify good and bad touch 1.16
Understand the differences between appropriate and inappropriate expressions of affection.	Identify good and bad touch 1.16
Describe elements of good (positive, healthy) and bad (negative, unhealthy) touching and methods of avoiding negative encounters.	Rule #4 1.17
Demonstrate appropriate use of communication devices such as the phone and internet.	Appropriate use of technology 1.18
Demonstrate how to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, about such incidents when they occur.	Remember the adults you trust 1.19 If I had a problem 1.20

TOPIC: Reproduction

SOL:

1.12 The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.

Performance Objectives:

Materials:

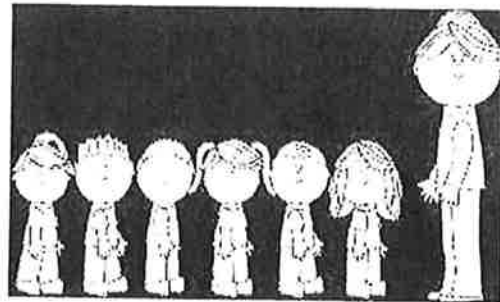
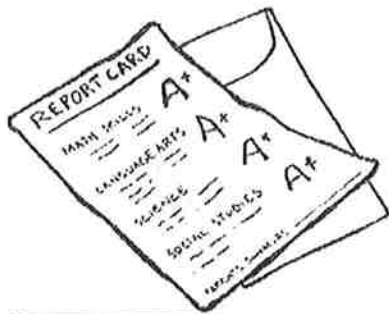
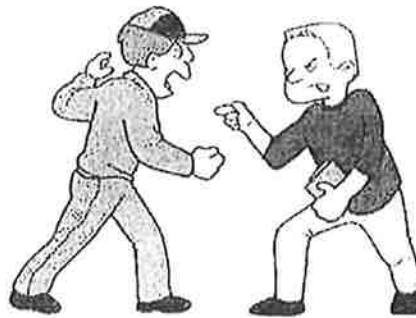
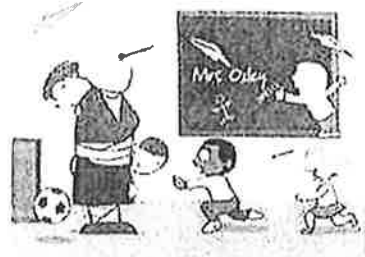
Students will be able to:

Identify in books, magazines, films, videos, and other materials. Pets may be used to demonstrate mammalian behavior.

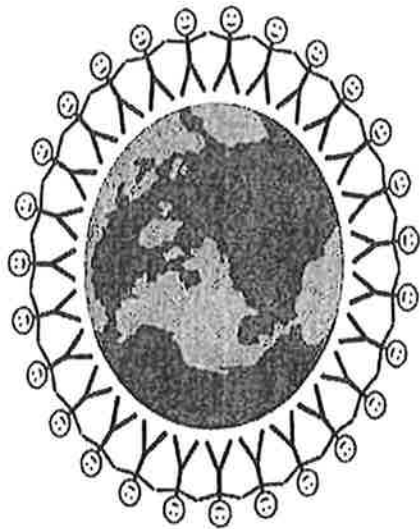
Mammals 1.21-1.23

# Success in School

## Circle the Successes



World without differences



World without differences

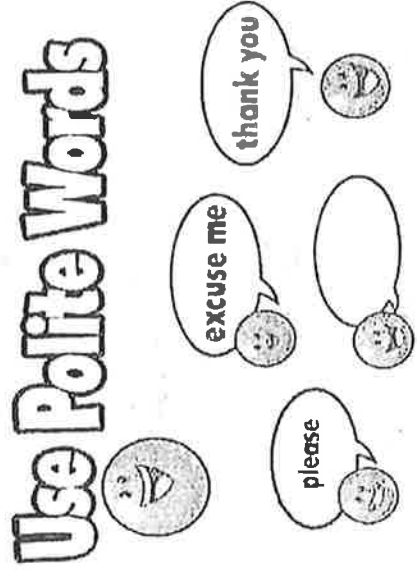
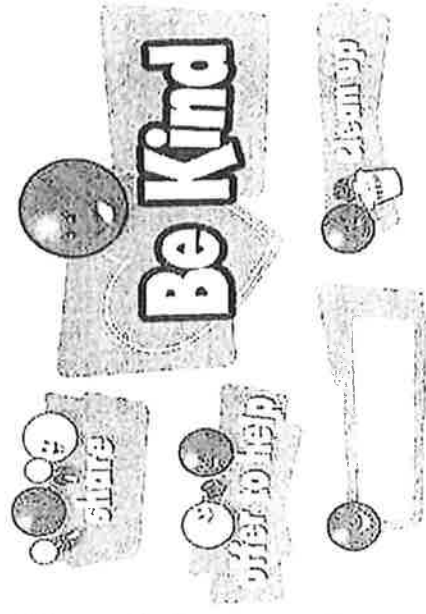


Why is it better to live in a world with differences?

How are your friends different from you?

What would the world be like if everyone was the same?

**Do you know your manners?**  
Create Answers for the blanks.





People effect my emotions in good ways and bad.

I feel....

Good when people \_\_\_\_\_

Happy when people \_\_\_\_\_

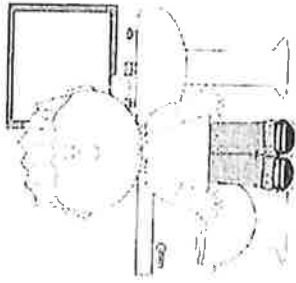
Sad when people \_\_\_\_\_

Mad when people \_\_\_\_\_

Scared when people \_\_\_\_\_

Bad when people \_\_\_\_\_

## Privacy



## Bathroom

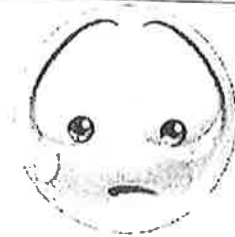
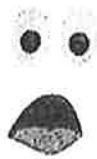
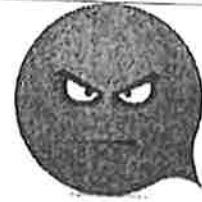


## Personal/Family Problems

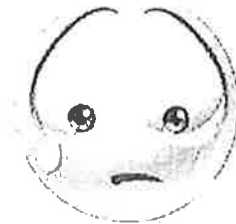
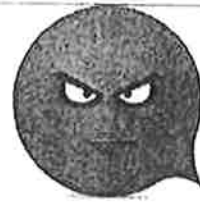


## Electronic Dangers

How do you let people know you are...



What should you do when you are feeling...



Circle the best behaviors choices....



Smile

or

Jump up and down in my  
classroom



Punch the wall

or

Go for a walk



Ask questions

or

Throw your work on the  
ground



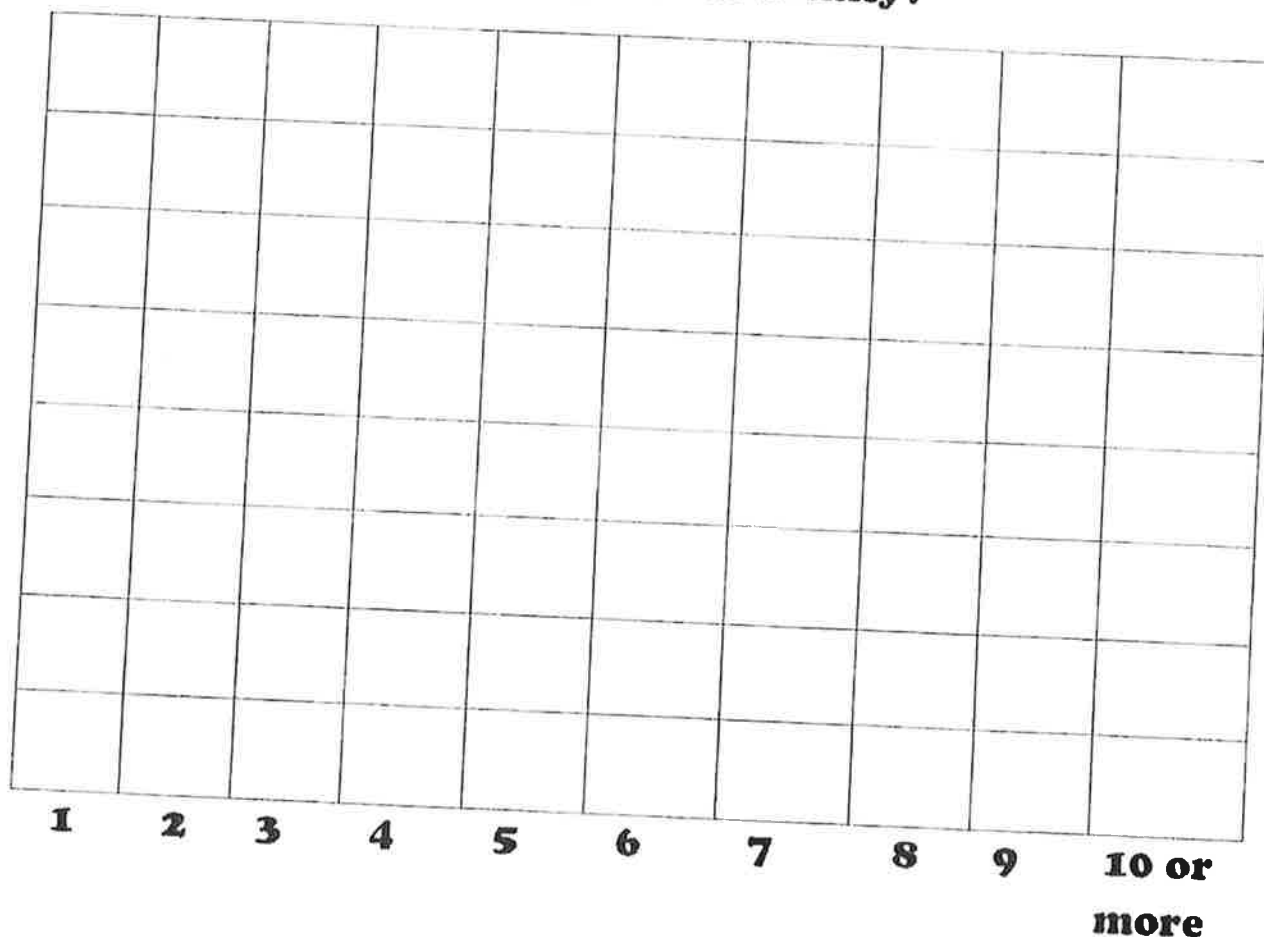
Talk to someone you trust

or

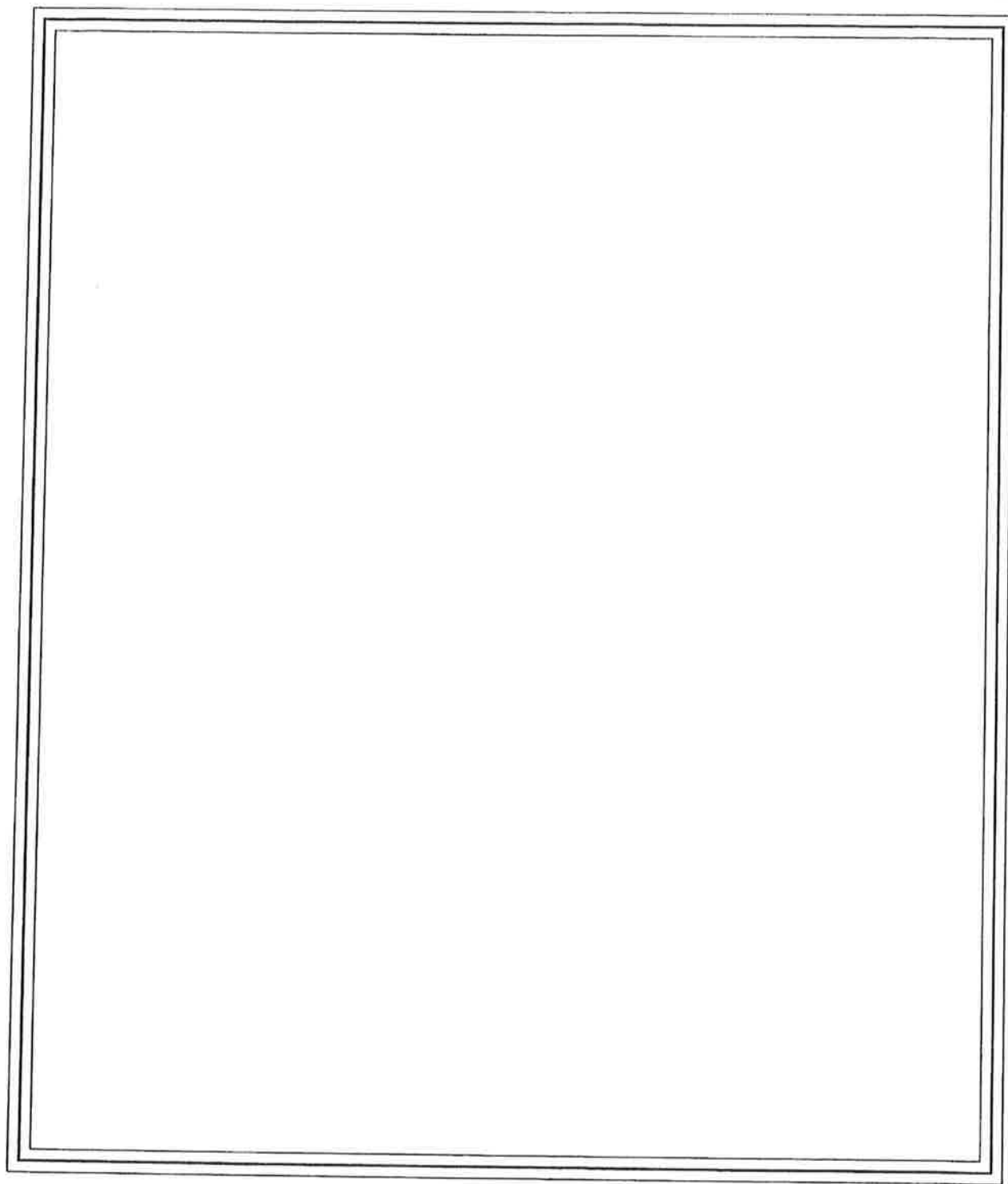
Fall on the ground and cry

Name \_\_\_\_\_

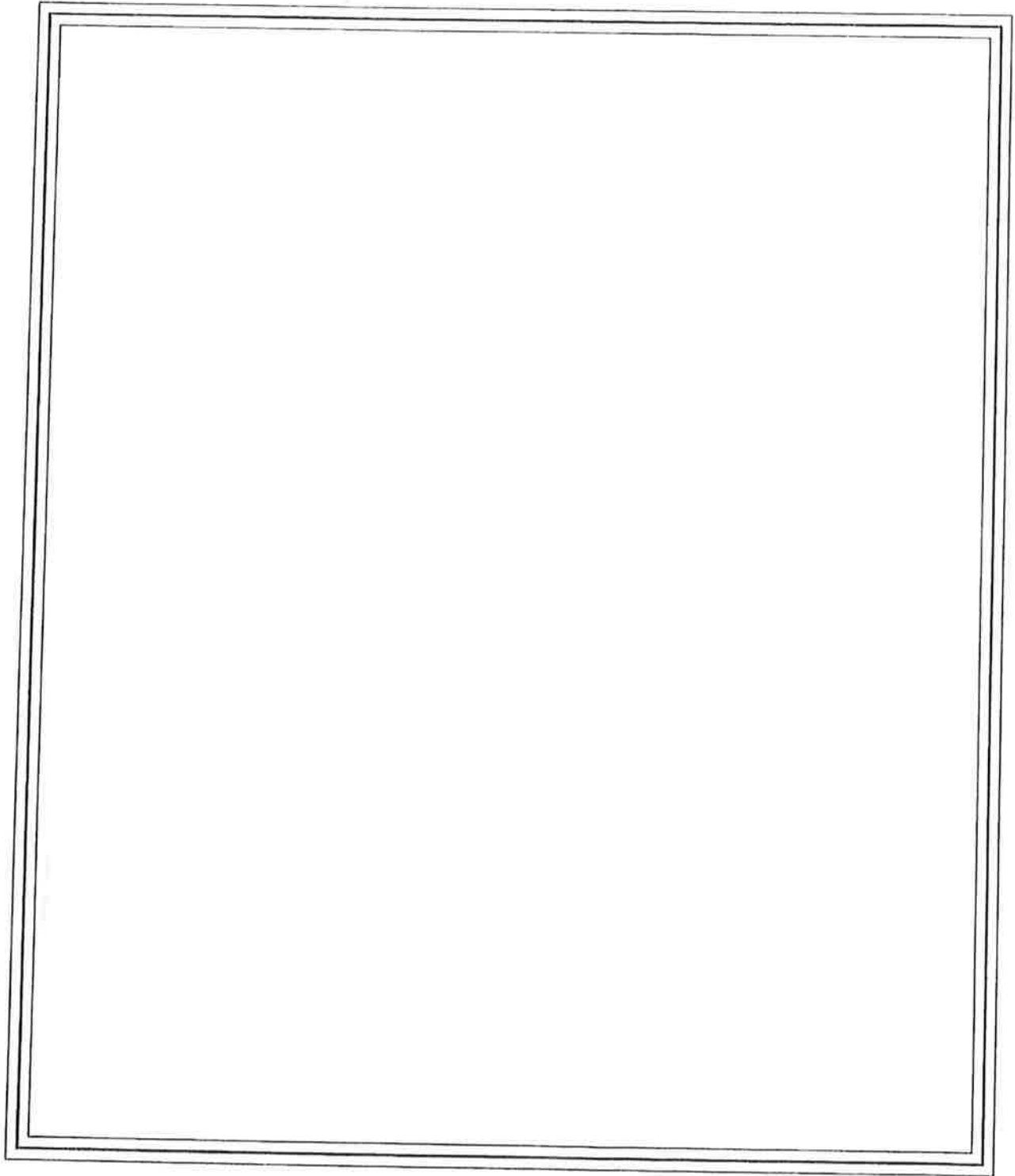
### How big is your family?



1. What number of family members was the most popular?  
\_\_\_\_\_
2. How many people are in the biggest family? \_\_\_\_\_
3. How many people are in the smallest family? \_\_\_\_\_
4. If we add the biggest family and the smallest family,  
there are \_\_\_\_\_ family members total.  
  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
5. How many people are in your family? \_\_\_\_\_



This is my family.

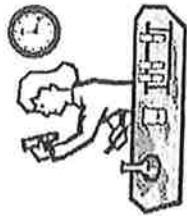


My favorite thing to do with  
my family is \_\_\_\_\_.



# My Family

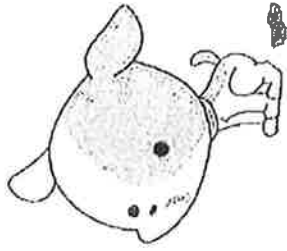
Family Member	Job in the Family	How do they show love?



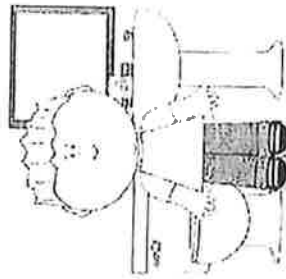
## Scientific Terms



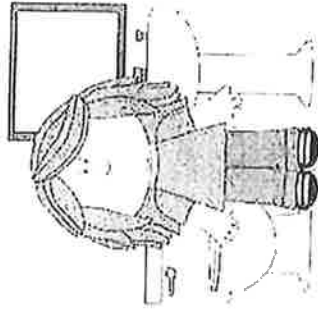
Urinate:



Bowel movement:



Penis:

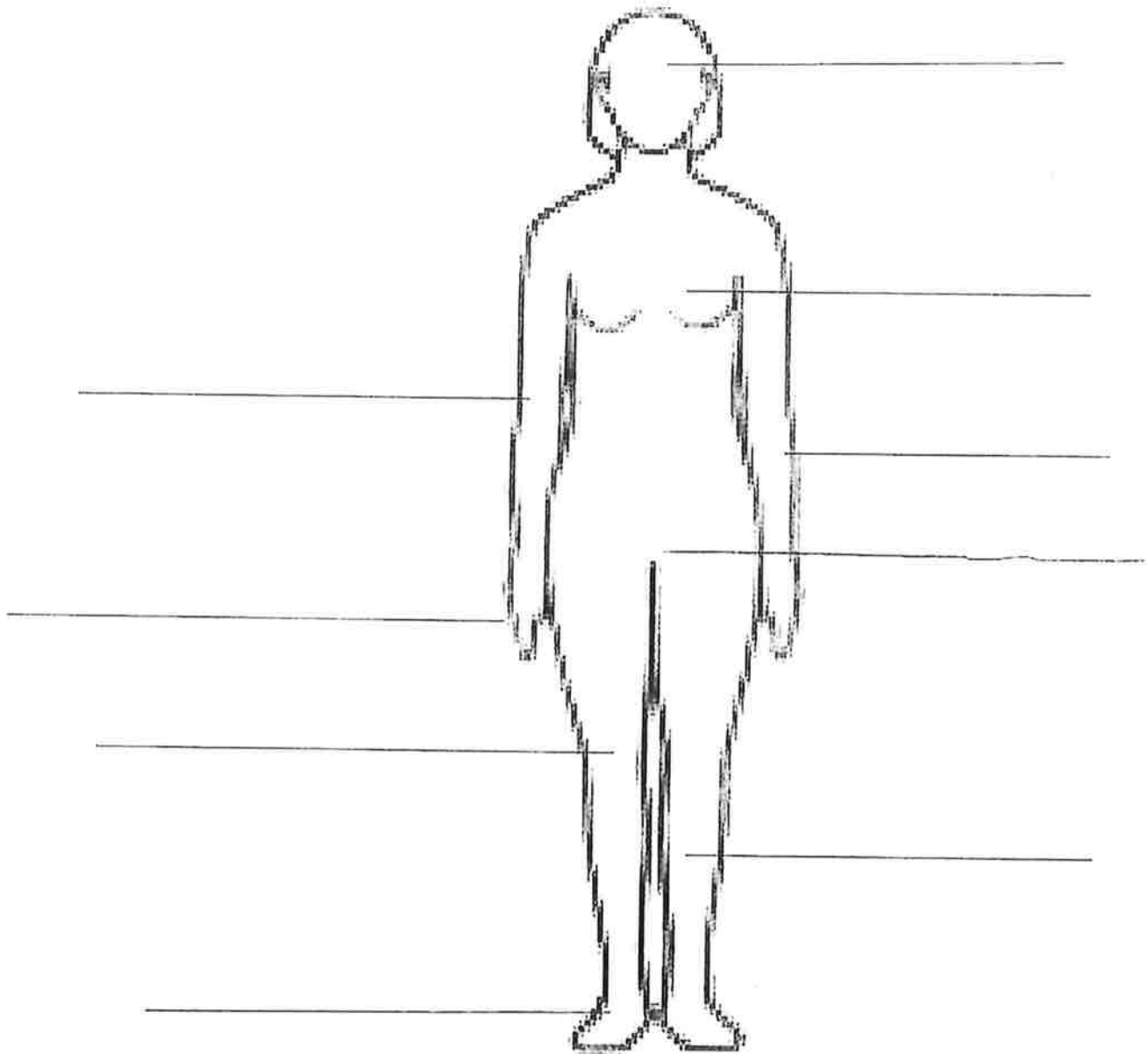


Vagina:

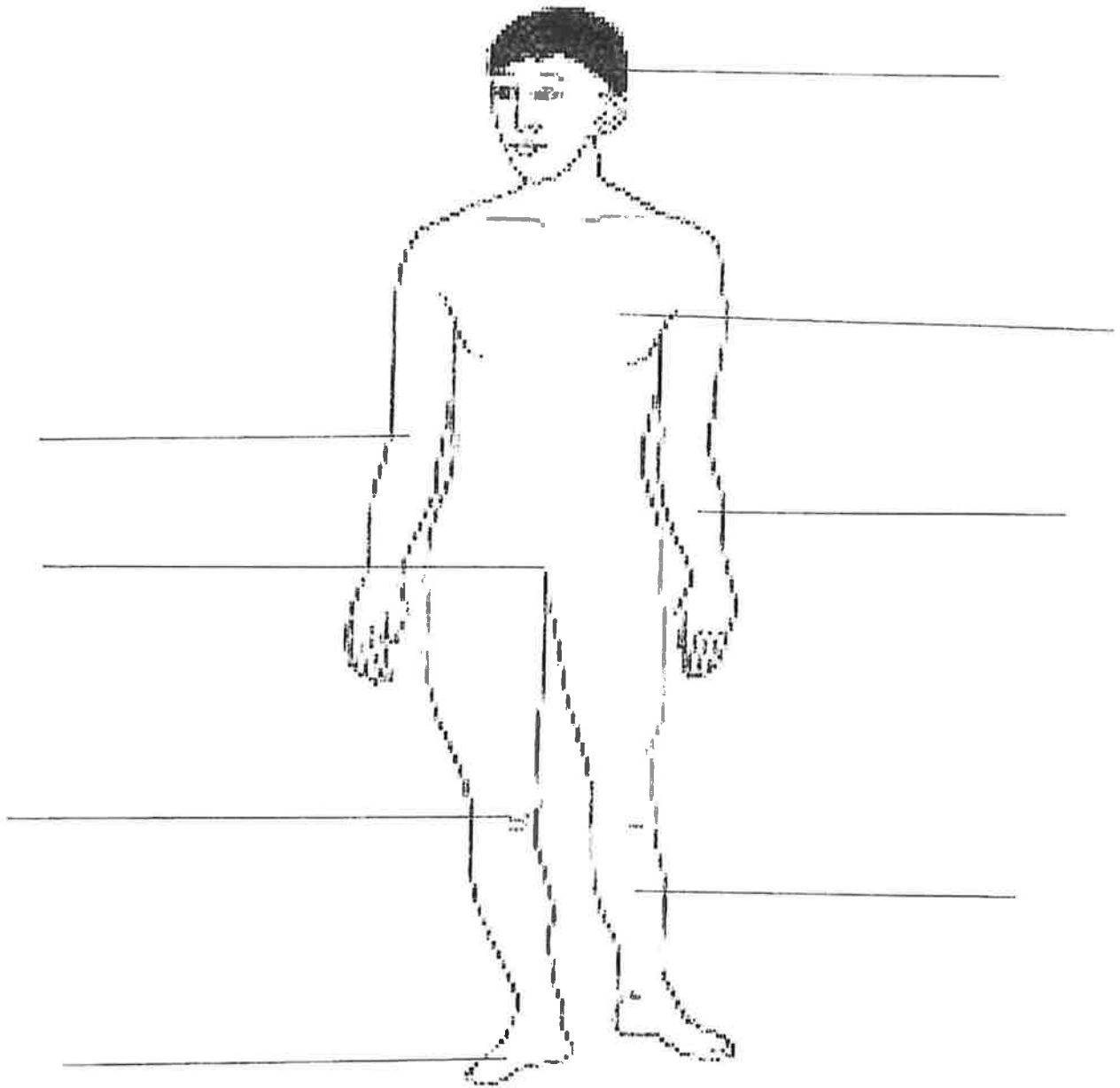


Breasts:

# Female Body

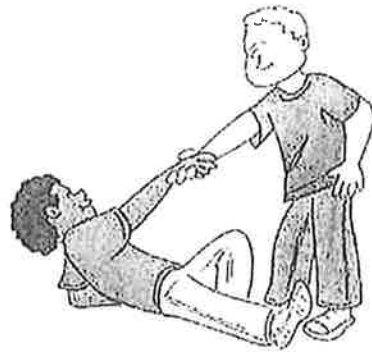
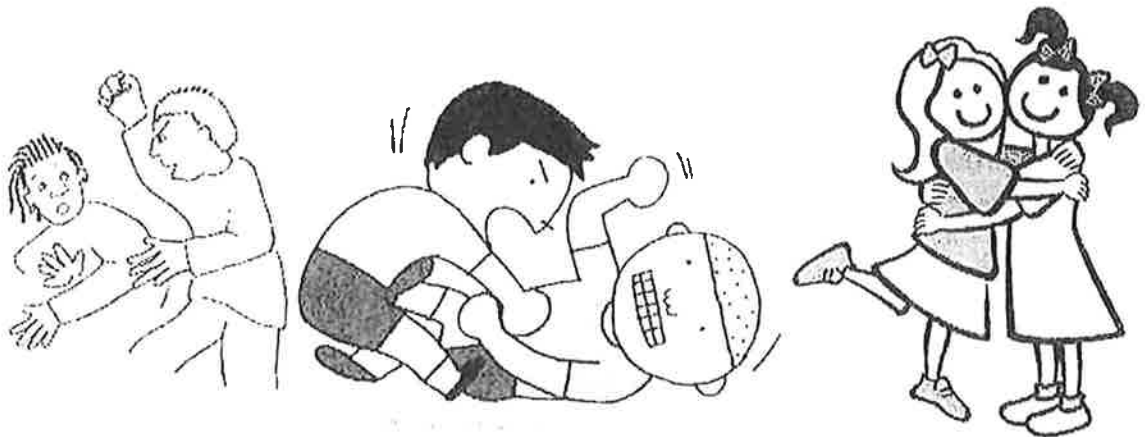


# Male Body



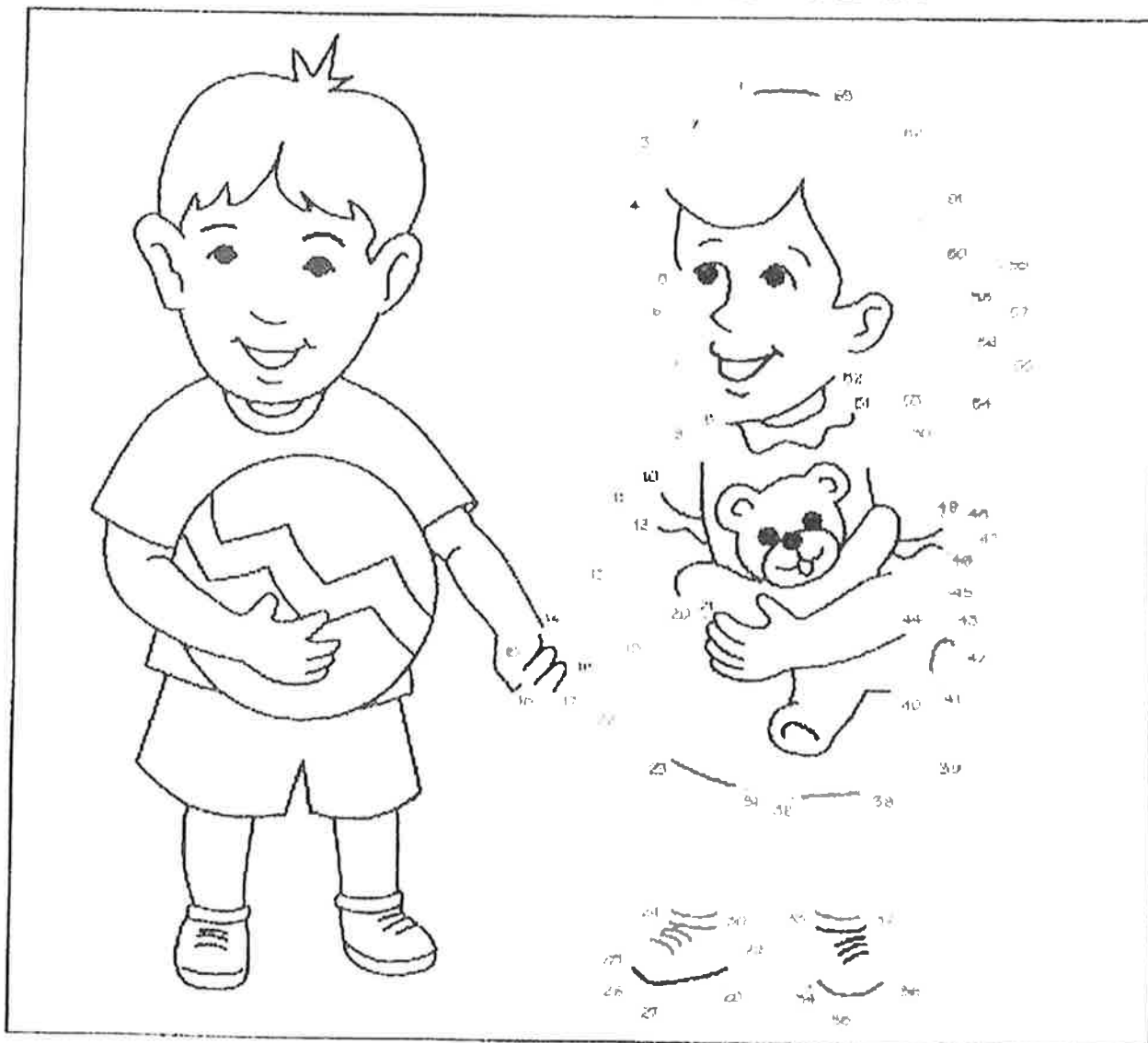
Male Human Body (Diagram in Latin)

# Identify Good Touch and Bad Touch



Rule #4:

## IT'S SAFER WITH TWO... YOUR BUDDY AND YOU!



When you're not with a trusted adult, always travel with a "buddy." A buddy is someone you can be safer with in case you meet a stranger or if you are lost. Connect the dots above to give the child a buddy.

# Appropriate Use of Technology

## Cell Phone



I can use a cell phone to:

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## Computer/Internet



I can use a computer and the internet to:

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Rule #2:

**REMEMBER THE ADULTS YOU TRUST...  
CHECK WITH THEM FIRST YOU MUST!**



A "trusted adult" is a grownup who you may ask for help if you are lost. You may always ask your parents, family members, teachers or officers for help. Use the space above to draw some of your own "trusted adults" for me.

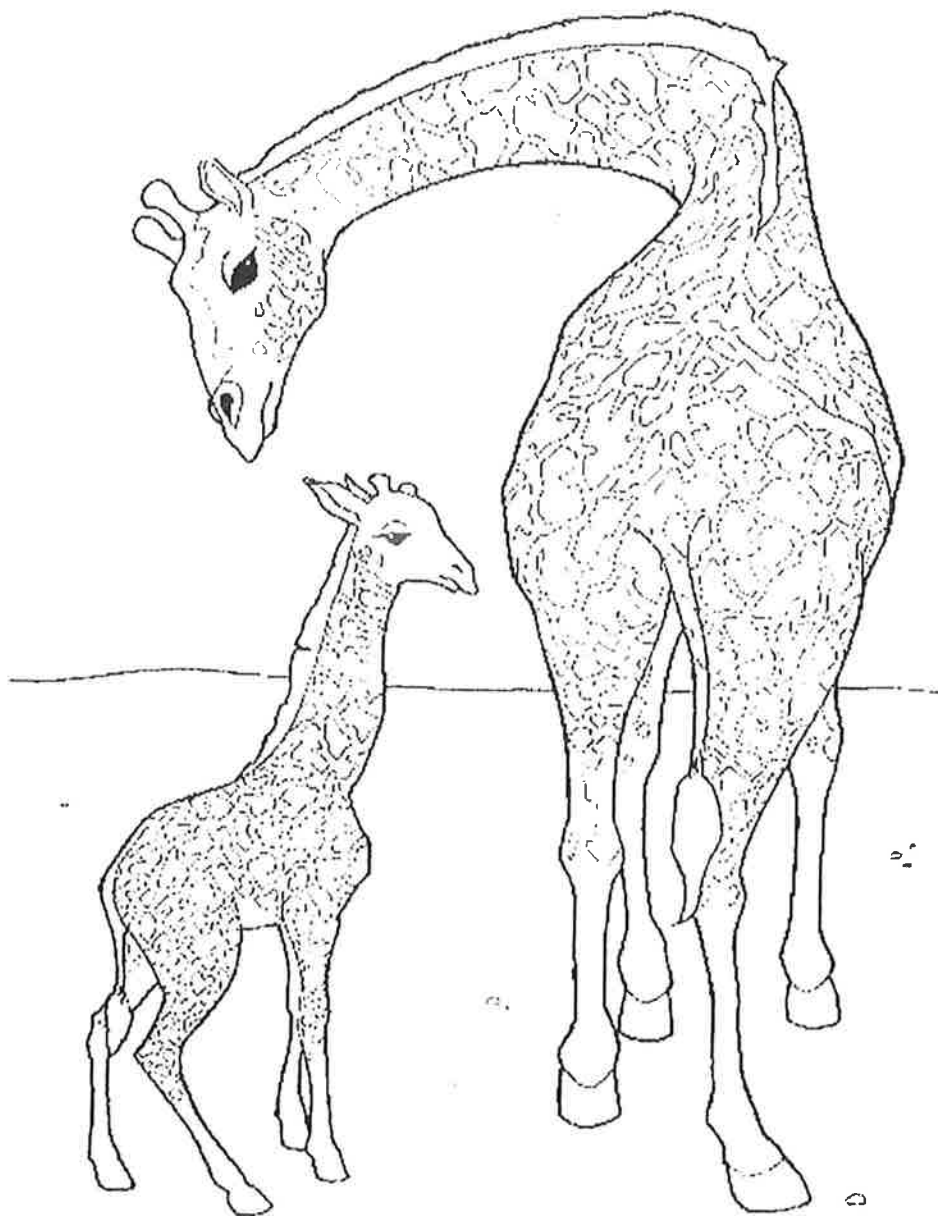


**Name** \_\_\_\_\_

**If I had a problem, I could talk to:**

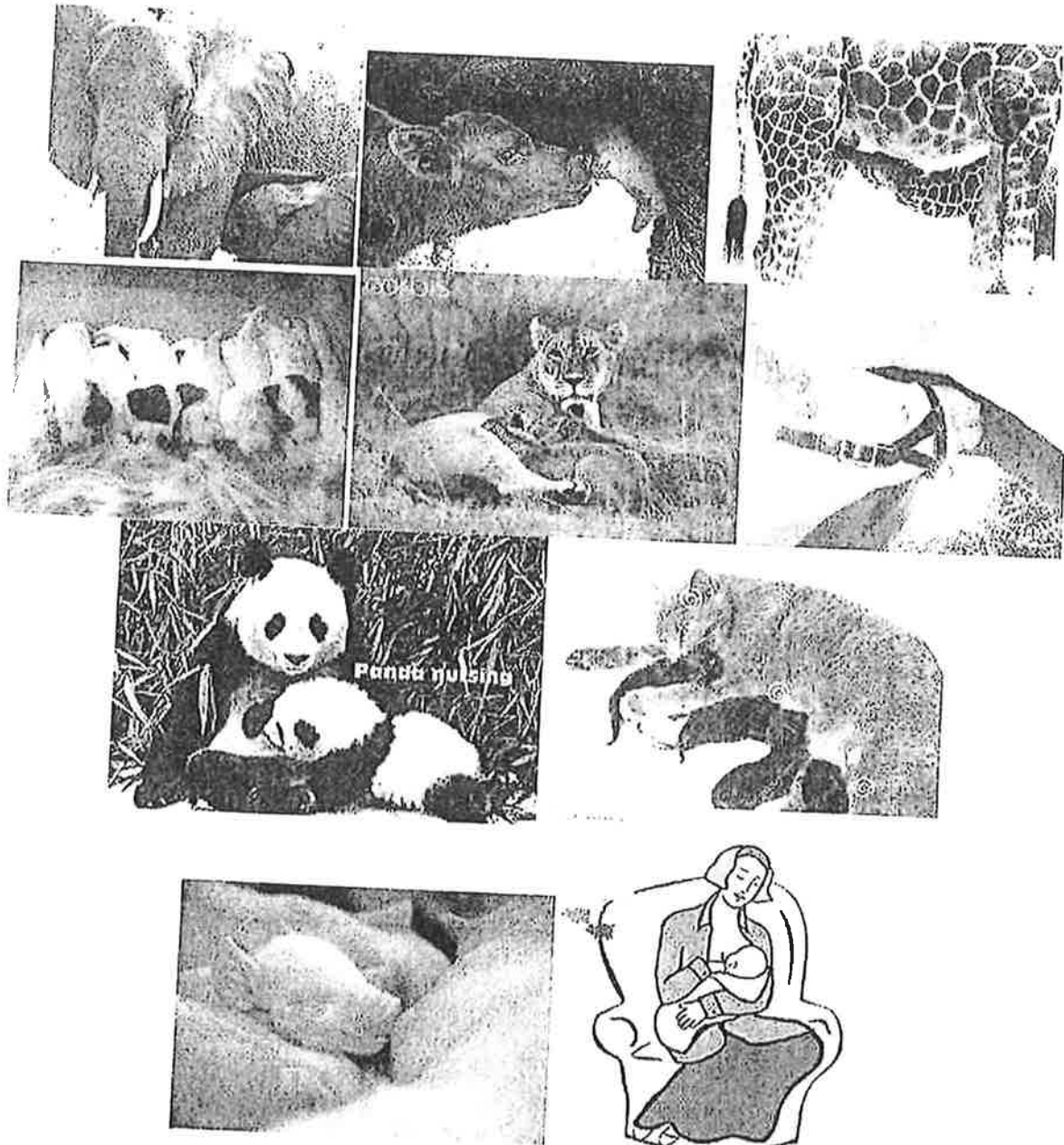
1. \_\_\_\_\_

2. \_\_\_\_\_



## Mammals

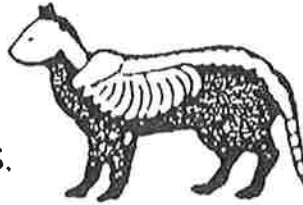
Mammals are warm blooded animals. They have hair or fur. The mothers breast-feed their baby. Humans are mammals too.



Mammals are animals that have fur or hair.



Mammals have backbones.

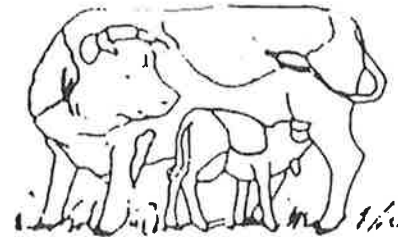


They are warm-blooded. This means their normal body temperature stays about the same all year.

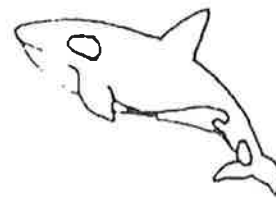


All mammals breathe air.

They make milk to feed their babies.



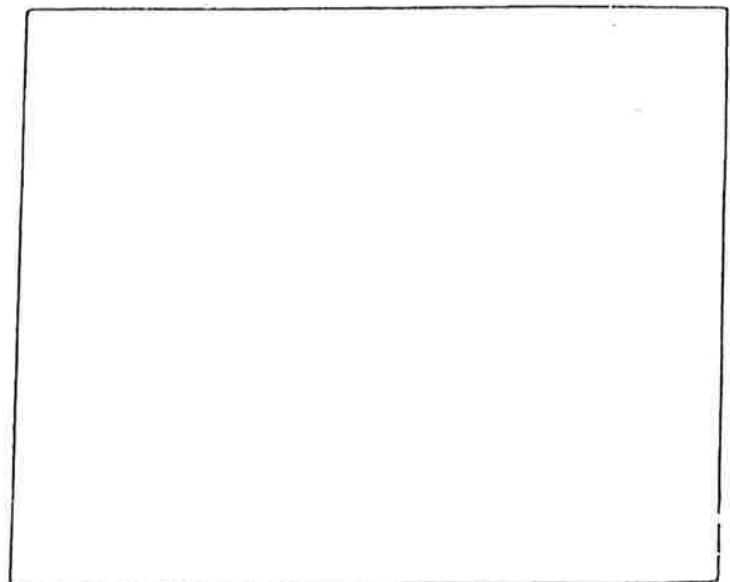
People, bears, and even whales are mammals.



Can you name 5 other mammals?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
- \_\_\_\_\_

Draw and color a picture of one mammal from your list.



All mammals grow and change. Many babies look like  
their parents.

Cut out the puzzle pieces. Match each adult to its baby and glue  
them onto another paper.

