

# First Grade Curriculum Document

## English Language Arts

LTTG: Students will be able to independently use strategies and draw meaning from various sources to acquire knowledge and communicate it effectively in real-world situations. (Ex. Discuss, debate, compose, produce, support with credible evidence, interview, critique, paraphrase, and summarize.)

Big Idea	Learning to Read
Enduring Understandings	<p>The student will understand:</p> <p>Applying phonics skills will help them be a better reader.</p> <p>Letters and sounds go together to make words.</p> <p>Phonemic awareness is necessary for reading. (Rhyming words, sight words, sound substitutions, word parts, syllabication, and print awareness.)</p>
Essential Questions	<p>Why is reading important? What role does reading play in our lives?</p> <p>How does recalling sight words help us be better readers?</p> <p>How do I connect phonics spelling rules to construct new words?</p> <p>How do phonics skills help me decode words quickly and accurately?</p> <p>How can applying phonics skills make us better readers?</p>
Power Standards	<p><b><u>ELACC1RF1</u></b>: Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p><b><u>ELACC1RF2</u></b>: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b><u>ELACC1RF3</u></b>: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondence for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>

<b>Big Idea</b>	Reading for Understanding
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>Good readers use strategies to help them understand what they read.</p> <p>We get information from the pictures and words in a story.</p>
<b>Essential Questions</b>	<p>How can we find the meaning of unknown words?</p> <p>How can comparing fiction and nonfiction help me understand what I read?</p> <p>How can being a fluent reader help me understand what I am reading?</p> <p>Why is it important to learn new vocabulary words?</p> <p>What clues can I look for in a sentences to help me understand what I read?</p> <p>How can adding a prefix or suffix affect the meaning of a word?</p> <p>The different elements that stories contain and their impact on the importance to a story.</p> <p>How can comparing the characters and elements of a story to those in a story I have read before help me better understand my new story?</p>
<b>Power Standards</b>	<p><b><u>ELACC1RL1</u></b>: Ask and answer questions about key details in a text.</p> <p><b><u>ELACC1RL3</u></b>: Describe characters, settings, and major events in a story, using key details.</p> <p><b><u>ELACC1RL4</u></b>: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b><u>ELACC1RL5</u></b>: Explain major differences between books that tell stories and books that give information, drawing on a wide a range of text types.</p> <p><b><u>ELACC1RL6</u></b>: Identify who is telling the story at various points in a text.</p> <p><b><u>ELACC1RL7</u></b>: Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b><u>ELACC1RL9</u></b>: Compare and contrast the adventures and experiences of characters in stories.</p> <p><b><u>ELACC1RL and I 10</u></b>: With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><b><u>ELACC1RI1</u></b>: Ask and answer questions about key details in a text.</p> <p><b><u>ELACC1RI3</u></b>: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b><u>ELACC1RI7</u></b>: Use illustrations and details in a text to describe its key ideas.</p> <p><b><u>ELACC1RF4</u></b>: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b><u>ELACC1L4</u></b>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>

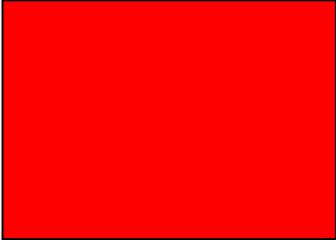
<b>Big Idea</b>	Learning to Write
<b>Enduring Understandings</b>	The student will understand: Conventions are important when writing. (end punctuation, capitalization, capital I, complete sentences, correct spacing, correct spelling for previously taught phonics rules.)
<b>Essential Questions</b>	What are the skills you need to create a sentence? How can revising sentences help me understand the writing process? What are conventions we use when we are writing? How does a verb work with a noun to make a sentence? What does it mean when it is said that nouns and verbs have to be in agreement? How do adjectives help a reader visualize? What strategies can I use to help me understand what I read?
<b>Power Standards</b>	<b><u>ELACC1L1</u></b> Demonstrate command of the conventions of standard English Grammar and usage when writing or speaking. a. Print all upper and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences. d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. j. Produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. k. Prints with appropriate spacing between words and sentences. <b><u>ELACC1L2</u></b> : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<b>Big Idea</b>	Effective writing is a process.
<b>Enduring Understandings</b>	The student will understand: Writing is a way for people to share their ideas, thoughts, and feelings.
<b>Essential Questions</b>	How does using a topic sentence, supporting details, and a conclusion sentence help me become a better writer? How does creating a graphic organizer help me connect my thoughts to my writing? How does communicating with peers make me a better writer?

	<p>How does a topic sentence help the reader?</p> <p>Why is it important to include a concluding sentence in your writing?</p> <p>Why do I need supporting details?</p>
<b>Power Standards</b>	<p><b><u>ELACCIW2</u></b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b><u>ELACCIW5</u></b> With guidance and support from adults, focus on a topic, respond to questions and answers from peers and add details to strengthen writing as needed</p> <p>a. May include oral or written prewriting. (Graphic organizers)</p> <p><b><u>ELACCIW8</u></b> With guidance and support from peers, recall information from experiences or gather information from provided sources to answer a question.</p>

<b>Big Idea</b>	<b>Learning to Communicate</b>
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>Speaking and listening are essential in good communication.</p> <p>How to participate in a collaborate conversation.</p>
<b>Essential Questions</b>	<p>How can the knowledge of language help us to communicate and understand?</p> <p>How does thinking about what you want to say help you be a better communicator?</p> <p>How does observing your surroundings develop your conversations?</p> <p>How can we elaborate our conversations?</p>
<b>Power Standards</b>	<p><b><u>ELACCIW4</u></b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b><u>ELACCIW6</u></b> Produce complete sentences when appropriate to task and situation.</p>

<b>Big Idea</b>	<b>Communication requires collaboration and discussion.</b>
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>Asking and answering questions are essential for communication.</p> <p>How to participate in a collaborative conversation.</p>
<b>Essential Questions</b>	<p>How does interrupting affect our communication?</p> <p>What does a productive conversation look like?</p> <p>How does being a good listener help me be a better communicator?</p> <p>What are the rules for productive conversations?</p> <p>How can my drawings help me explain what I am thinking or feeling?</p>
<b>Power Standards</b>	<p><b><u>ELACCIW1</u></b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others' talk in conversations by responding to comments of others through multiple exchanges.</p>



**ELACC1SL2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**ELACC1SL3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**ELACC1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

# Math

LTTG: Independently apply a deep understanding of number sense and mathematical concepts and skills to solve varied real-life problems. Demonstrate perseverance to find and justify reasonable solutions.

<b>Big Idea</b>	Representing in Base Ten
<b>Enduring Understandings</b>	The student will understand: Quantities can be counted and represented in various ways. A digit's place in a number affects its value.
<b>Essential Questions</b>	Why can a number be represented in various ways? How can using my resources (pennies and dimes) help me understand tens and ones? How can understanding base ten help me compare numbers? How can using base ten blocks help make 2-digit addition easier? How do coins relate to base ten counting? How does a digit's place in a number affect its value? How can you prove your answer? What is mental math? What are some mental math strategies I can use to solve problem? How can I use my understanding of place value to compare 2-digit numbers?
<b>Power Standards</b>	<b><u>CCGPS.1.NBT.1</u></b> Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. Count sets of pennies, nickels and dimes up to \$0.99. <b><u>CCGPS.1.NBT.4</u></b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <b><u>CCGPS.1.NBT.2</u></b> Understand that the two digits of a two-digit number represent amounts of tens and ones. a. 10 can be thought of as a bundle of ten ones – called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). <b><u>CCGPS.1.NBT.3</u></b> Compare two two-digit numbers based on meanings of the tens and ones digits, using the symbols $>$ , $=$ , and $<$ . <b><u>CCGPS.1.NBT.4</u></b> Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

	<b>CCGPS.1.NBT.5</b> Given a two-digit number, find 10 more or 10 less than the number, without having to count; explain the reasoning used. (May use a hundreds chart.)
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<b>Big Idea</b>	Concrete or real world situations can be represented by numbers, models, and equations and solved using operations.
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>There are different strategies we can use to solve a problem.</p> <p>The importance of knowing basic facts from memory.</p> <p>Questions can be answered by collecting data and representing it in different ways.</p> <p>Properties and models help us understand the relationship between numbers.</p>
<b>Essential Questions</b>	<p>Why is it important to have different strategies to solve problems?</p> <p>How can strategies and models be used to solve real-world problems?</p> <p>Why do we need to collect data?</p> <p>Can you explain your data representation?</p> <p>How can creating graphs help us understand information?</p> <p>How are addition and subtraction related?</p> <p>How can I use my understanding of addition and subtraction to identify unknown addends, subtrahends, or parts of a whole?</p>
<b>Power Standards</b>	<p><b>CCGPS.1.OA.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p><b>CCGPS.1.OA.3</b> Apply properties of operations as strategies to add and subtract. Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</p> <p><b>CCGPS.1.OA.4</b> Understand subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8. Add and subtract within 20.</p> <p><b>CCGPS.1.OA.5</b> Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</p> <p><b>CCGPS.1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>CCGPS.1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example,</p>

	<p>which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</p> <p><b>CCGPS.1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><b>CCGPS.1.MD.4</b> Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>
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<b>Big Idea</b>	Measurement
<b>Enduring Understandings</b>	The student will understand: Number patterns can be used to count sets, count coins, tell time, and measure.
<b>Essential Questions</b>	How would you explain what you notice about patterns? How would you determine which unit of measure to use? How does telling time affect to your life?
<b>Power Standards</b>	<p><b>CCGPS.1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>CCGPS.1.MD.2</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p><b>CCGPS.1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p>

# Science

LTTG: Students will be able to independently observe and question their surroundings as well as creatively and effectively solve problems by being persistent, communicating, and evaluating their results as well as those of other scientists.

<b>Big Idea</b>	<b>Changes in Our World</b>
<b>Enduring Understandings</b>	The student will understand: Weather patterns change in predictable patterns.
<b>Essential Questions</b>	How can weather be described? How do weather instruments help us compare, predict, and interpret the weather? How does analyzing the weather help us determine our daily activities? What causes the weather to change? How do meteorologists investigate and predict the weather? How does the weather change as the seasons change?
<b>Power Standards</b>	<b><u>GSE S1E1</u></b> Obtain, evaluate, and communicate weather data to identify patterns in weather and climate. a. Represent data in tables/graphs to identify and describe different types of weather and the characteristics of each type. b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments, and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal on a calendar seasonally, or graphically. d. Analyze data to identify seasonal patterns of change.

<b>Big Idea</b>	<b>Adaptation</b>
<b>Enduring Understandings</b>	The student will understand: Animals have different characteristics that help them survive in various places and habitats. Animals have basic needs such as air, water, food, and shelter. Animals depend on their habitats to meet their basic needs. Animals can be described and compared by their appearance, how they grow, how they move, and their needs.
<b>Essential Questions</b>	How can comparing animals help us understand their basic needs? How can observing animals help us draw conclusions about them? How do living things interact with each other? With their environment? How is an animal affected by its environment? How does the characteristics of an animal help it adapt to and survive in its environment?
<b>Power Standards</b>	<b><u>GSE S1L1</u></b> . Obtain, evaluate, and communicate information about the characteristics and basic needs of animals. b. Ask questions to compare and contrast the basic needs of animals. 1. Air

	<p>2. Water</p> <p>3. Food</p> <p>4. Shelter</p> <p>c. Design a solution to ensure that an animal has all of its needs met.</p>
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<b>Big Idea</b>	Earth Forces
<b>Enduring Understandings</b>	The student will understand: Magnets are a source of energy and force.
<b>Essential Questions</b>	How can conducting an experiment with magnets help me understand how they work? Why do people use magnets? What do magnets attract? Repel?
<b>Power Standards</b>	<b><u>GSE S1P2</u></b> . Obtain, evaluate, and communicate information to demonstrate effects of magnets on other magnets and other objects? a. Construct an explanation of how magnets are used in everyday life. b. Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effects of magnets on other objects.

<b>Big Idea</b>	Science and Engineering Practices
<b>Enduring Understandings</b>	The student will understand: Scientists use their senses to investigate and to solve problems. There are rules to follow when conducting experiments to keep the scientist safe. Scientists use tools to solve problems.
<b>Essential Questions</b>	How do I obtain, evaluate and communicate information? How can I ask and define problems? How can I be a safe scientist? How can I use science to solve problems?
<b>Power Standards</b>	<b><u>*SE1</u></b> Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. <b><u>*SE2</u></b> Students will be familiar with the character of scientific knowledge and how it is achieved. <b><u>*SE3</u></b> . Students will understand important features of the process of scientific inquiry.

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# Social Studies

LTTG: Students will be able to independently use their learning to: analyze historical events to identify how they impact present and future events; participate effectively in a democratic society; develop an appreciation and understanding of cultural differences, including global awareness, identify their place in this world; and read and evaluate text in which they can apply knowledge to communicate a meaningful message.

<b>Big Idea</b>	<b>Conflict and Change</b>
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>There are many important Americans who have helped change our country and make it better.</p> <p>Historical figures were influenced by their environments.</p> <p>Studying history helps us compare the past and the present.</p> <p>Life in the past was similar to and different from our life today.</p> <p>Things that happened in the past still influence us today.</p> <p>Some things change over time, and some things are constant.</p>
<b>Essential Questions</b>	<p>How were historical figures influenced by their environment?</p> <p>Who was Benjamin Franklin? Why was he important to our country?</p> <p>What is the Declaration of Independence?</p> <p>Who was Thomas Jefferson? How did he affect the freedom and growth of the United States?</p> <p>What can we learn by studying the past?</p>
<b>Power Standards</b>	<p><b><u>GSE SS1H1</u></b> Read about and describe the life of historical figures in American history.</p> <p>a. Identify contributions made by these figures: Benjamin Franklin (inventor, author, statesman), Thomas Jefferson (Declaration of Independence), and Ruby Bridges (civil rights).</p> <p><b><u>GSE SS1G1</u></b> Describe how each historic figure above was influenced by his or her environment.</p> <p>a. American colonies (Franklin and Jefferson)</p> <p>d. Southern U.S. (Bridges)</p>

<b>Big Idea</b>	<b>Earth Features</b>
<b>Enduring Understandings</b>	<p>The student will understand:</p> <p>The earth is made of many different types of land and bodies of water.</p> <p>The Earth's surface is affected by people and the weather.</p>
<b>Essential Questions</b>	<p>What causes changes to the Earth's land and water features?</p> <p>What are the physical characteristics of the Earth's surface?</p>
<b>Power Standards</b>	<p><b><u>GSE SS1G3</u></b> Locate major topographical features of the earth's surface.</p> <p>a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.</p> <p>b. Locate the major oceans: Arctic, Atlantic, Pacific and Indian Ocean</p> <p>c. Identify and describe landforms (mountains, deserts, valleys, coasts).</p>

<b>Big Idea</b>	Patriotism
<b>Enduring Understandings</b>	The student will understand: Americans recognize various patriotic symbols and songs as representations of freedom and democracy.
<b>Essential Questions</b>	Why are the words in patriotic songs meaningful? Explain what the song “America the Beautiful” means? Explain what the song “My Country ‘Tis of Thee” means?
<b>Power Standards</b>	<u><b>SS1CG2</b></u> The student will explain the meaning of the patriotic words to America (My Country ‘Tis of Thee) and America the Beautiful.

<b>Big Idea</b>	Economics
<b>Enduring Understandings</b>	The student will understand: Goods are things people make and services are things provide for each other. People are both producers and consumers.
<b>Essential Questions</b>	Describe goods and services that people provide for each other. Describe how people are both producers and consumers.
<b>Power Standards</b>	<u><b>SS1E1</b></u> Identify goods that people make and services that people provide for each other. <u><b>SS1E3</b></u> Describe how people are both producers and consumers.

Revised MAY 2018

April Teal