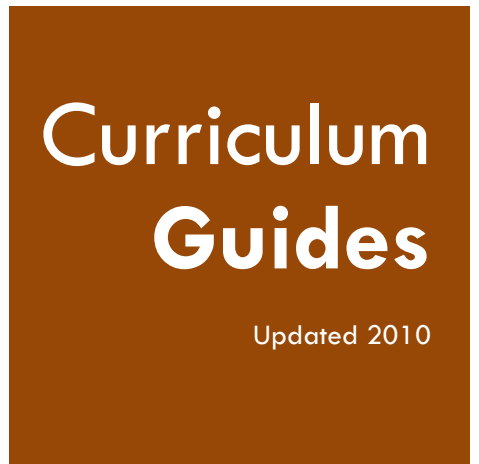
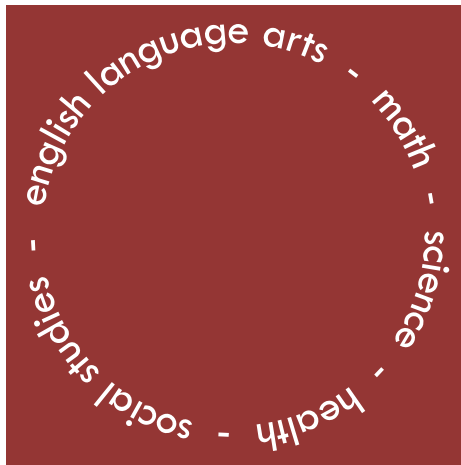
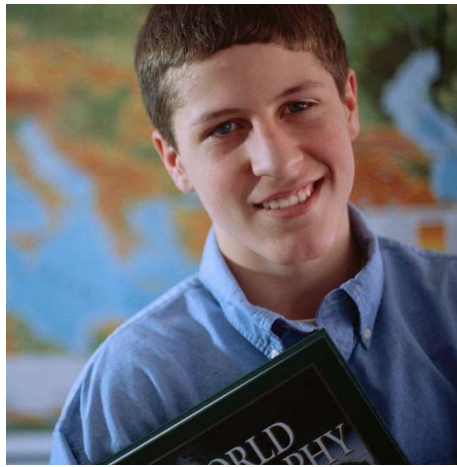


SAU29



First Grade

SAU 29 Curricula

English Language Arts

- Literature
- Informational Text
- Foundations
- Writing
- Speaking/Listening
- Language

Mathematics

- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Measurement & Data
- Geometry

Science

- Earth & Space Science
- Life Science
- Physical Science

Health

- Alcohol
- Family Life
- Injury Prevention
- Mental Health
- Nutrition
- Personal/Consumer Health
- Physical Activity
- Tobacco

Social Studies

- Economics
- Civics/Government
- History
- Geography

First Grade: Literature

Essential Questions

What are the parts of a story?

(Stories are described by characters, setting and events.)
 (Illustrations can give clues for meaning.)

What do I need know to retell a story?

(Characters, setting and sequence of event)

How does comparing and contrasting help me understand literature?

(Comparing/contrasting characters, setting and plot shows different authors' points of view.)

➤ *The bulleted language is to guide instruction*

Grade One	Student Friendly
1. Ask and answer questions about key details in a text. <ul style="list-style-type: none"> ➤ Demonstrate forming sentences using question words ➤ Recognize details in a story ➤ Identify events in a story 	I can ask and answer questions about the story I read.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. <ul style="list-style-type: none"> ➤ Demonstrate how to recognize main characters ➤ Describe character traits ➤ Determine how to establish setting ➤ Model how to sequence events ➤ Discuss and identify the author's lesson 	I can retell a story and pick out the main idea.
3. Describe characters, settings, and major events in a story, using key details. <ul style="list-style-type: none"> ➤ Demonstrate how to recognize main characters ➤ Describe character traits ➤ Determine how to establish setting ➤ Model how to sequence events 	I can describe characters, setting, and main events of a story.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<i>Introduce</i>
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<i>Introduce</i>
6. Identify who is telling the story at various points in a text.	<i>Introduce</i>
7. Use illustrations and details in a story to describe its characters, setting, or events. <ul style="list-style-type: none"> ➤ Model how to examine a picture or illustration for clues that describe key elements of a story 	I can use pictures and clues from the story to describe the characters, events and setting.

Grade One	Student Friendly
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories. <ul style="list-style-type: none"> ➤ Discuss compare and contrast ➤ Discuss and identify similarities and differences in setting, characters, and events between two versions of the same story 	I can tell what is the same and different in two versions of the same story.
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. <ul style="list-style-type: none"> ➤ Model how to decode independently ➤ Recognize and demonstrate fluent reading 	I can read first grade stories fluently and independently by the end of the year.

First Grade: Informational Text

Essential Questions

Why is reading text for information important?

(Informational text contains answers to questions.)

➤ *The bulleted language is to guide instruction*

First Grade	Student Friendly
<p>1. Ask and answer questions about key information and events in a text.</p> <ul style="list-style-type: none"> ➤ Model how to find key information in the text ➤ Model to ask questions about information using question words ➤ Model how to answer questions about the text using information from the text 	<p>I can answer questions about what I read.</p>
<p>2. Identify the main topic, main ideas and retell key details of a text.</p> <ul style="list-style-type: none"> ➤ Model how to define topic, ideas, and details as used in writing ➤ Model how to find the main topic of a text ➤ Model how to locate main ideas of a text ➤ Model how to find key details of a text 	<p>I can tell what the text is about and what is important.</p>
<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> ➤ Model how to locate events or ideas in a text ➤ Explain the connection between two events or ideas in a text 	<p>With help, I can tell how two details in a text are connected.</p>
<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <ul style="list-style-type: none"> ➤ Model how to identify unfamiliar words ➤ Model how to use context clues to discover meaning ➤ Model how to use dictionary, glossary to discover meaning 	<p>I can learn my science and social studies vocabulary.</p>
<p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><i>Introduce</i></p>
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <ul style="list-style-type: none"> ➤ Explain how to look at a picture or illustration from a text for information ➤ Demonstrate how to read the text for information ➤ Model how to identify which information came from which source 	<p>I can tell the difference between what I learn from a picture and what I learn from words.</p>

First Grade	Student Friendly
<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <ul style="list-style-type: none"> ➤ Explain how to find key ideas in a text ➤ Model how to look at a picture or illustration for clues that describe key ideas 	<p>I can use pictures and words to tell what is important.</p>
<p>8. Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> ➤ Define cause-and-effect ➤ Find examples of cause-and-effect 	<p>I can explain why something happened in a science and /or social studies book.</p>
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><i>Introduce</i></p>
<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <ul style="list-style-type: none"> ➤ Demonstrate how to decode independently ➤ Recognize and demonstrate fluent reading 	<p>I can read informational text independently and fluently at the first grade level.</p>

First Grade: Foundations

Essential Questions

What do I need to know to decode words?

(Words are made up of syllables containing consonant and vowel sounds.)

How do I become a reader?

(A reader needs to know how to decode words, recognize sight words and combine words to make syllables.)

➤ **The bulleted language is to guide instruction**

First Grade	Student Friendly
<p>1. 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> <ul style="list-style-type: none"> ➤ Review first word, capital letters and ending punctuation 	<p>I can put a capital letter at the beginning of a sentence.</p> <p>I can put punctuation at the end of a sentence.</p>
<p>2. 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> <ul style="list-style-type: none"> ➤ Define phonemes within a syllable. ➤ Blend phonemes to produce words. ➤ Identify long and short vowel sounds. ➤ Identify initial, medial and final sounds in single syllable words. 	<p>I can tell the difference between a sound, a syllable and spoken words.</p> <p>I know the difference between the sound of long and short vowels in single-syllable words.</p> <p>I can tap out the sounds in Grade one level words and blend those sounds together to read a word, including words with, digraphs (wh,th,sh,ch and ck) and words that have blends.</p> <p>I can tell the beginning, middle, and ending sounds in spoken single-syllable words.</p>
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (e.g., <i>-ll,-ck, wr-, sh</i>).</p> <p>b. Decode regularly spelled one-syllable words (e.g., <i>lock, much, see, rain, slide, bake, bring</i>).</p> <p>c. Know final <i>-e</i> (e.g., <i>take, side</i>) and common vowel team conventions (e.g., <i>rain, day, week, seat, road, show</i>) 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>a. I can tap and blend sounds in a new word.</p> <p>b. I can read first grade sight words.</p> <p>c. I can read CVC and VCe words.</p> <p>d. I know that every syllable has a vowel.</p>

First Grade	Student Friendly
<p>3. <i>continued</i></p> <p>e. Decode two-syllable words following basic patterns (e.g., <i>rabbit</i>) by breaking the words into syllables.</p> <p>f. Read words with inflectional endings (e.g., <i>-s, -es, -ed, -ing, -er, -est</i>).</p> <p>g. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>said, were, could, would, their, there, through, none, both</i>).</p> <ul style="list-style-type: none"> ➤ Use sound symbol knowledge to decode new words. ➤ Introduce concept of digraphs. ➤ Identify long vowel CVC words. ➤ Introduce vowel team words (<i>ai, ay, ee, ea, oa</i>) ➤ Recognize that each syllable contains a vowel. ➤ Define concept of root word and suffix. ➤ Review and continue list of grade level appropriate sight words. 	<p>e. I can read two syllable words.</p> <p>f. I can read words with the endings: <i>-s, -es, -ed, -ing, -er, and -est</i>.</p> <p>g. I am learning that some long vowel sounds are made with vowel teams (ie: <i>ay, ai, ee, ea, oa, ow, and oo</i>).</p> <p>I can tell the difference between a root word and a suffix.</p>
<p>4. 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> <ul style="list-style-type: none"> ➤ Decode independently with the help of reading strategies such as; context clues, checking the picture and first letters of the word, rereading for meaning, or finding a part of the word you know. ➤ Recognize and demonstrate fluent reading to support comprehension, no longer using your finger to point to each word. ➤ Model oral reading with expression and accuracy ➤ Demonstrate self-correction and rereading for understanding context 	<p>a. I can read first grade books, smoothly, without pointing to each word, and pass the AR quiz, on that book.</p> <p>b. I can read first grade books out loud, with expression.</p> <p>c. I can use my reading strategies when I get stuck, to help decode a word.</p>

First Grade: Writing

Essential Questions

How can I write sentences that express my thoughts?

(Thoughts are about experiences and knowledge.)

(Sentences use words to tell complete ideas.)

➤ *The bulleted language is to guide instruction*

First Grade	Student Friendly
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <ul style="list-style-type: none"> ➤ Define and give examples of opinions about a topic or book. In writing: <ul style="list-style-type: none"> ➤ Model how to state an opinion about a topic or book. ➤ Explain reasons for opinion. ➤ Model how to develop a concluding idea. 	<p>I can write what I feel (opinion) about a topic or book that I read, and tell why.</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><i>Using a graphic organizer:</i></p> <ul style="list-style-type: none"> ➤ Determine a topic for informative or explanatory text. ➤ Model how to list facts or details to support topic. <p><i>In writing:</i></p> <ul style="list-style-type: none"> ➤ Present how to develop a topic sentence. ➤ Model how to create sentences from supporting details. ➤ Discuss how to develop a closing statement. 	<p><i>Introduce</i></p>
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p><i>Using a graphic organizer:</i></p> <ul style="list-style-type: none"> ➤ Explain how to determine a topic for a narrative or story. ➤ Discuss and determine the events in the narrative or story. ➤ Discuss how to sequence the events of the story using time cue words. ➤ Establish which details to include. ➤ Discuss and develop a closing statement. 	<p><i>Introduce</i></p>
<p>4. (Begins in grade 3)</p>	

First Grade	Student Friendly
<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <ul style="list-style-type: none"> ➤ Discuss a piece of writing. ➤ Model how to include additional details to a piece of writing. ➤ Revise the writing. 	<p>With help, I can write details about what happens in my story.</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><i>Introduce</i></p>
<p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <ul style="list-style-type: none"> ➤ Model how to locate information on a topic. ➤ Demonstrate how to discuss ideas and information with peers. ➤ Explain how to organize information with peers. 	<p>I can write information that my group found in books on a topic.</p>
<p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> ➤ Model how to determine specific questions on a topic. ➤ Demonstrate how to read text on a topic and/or investigate the topic. ➤ Model how to identify details from the text and/or explain details from investigation. ➤ Discuss how to select details to answer questions. 	<p>I can use what I know from my life or what I have read in books to answer questions about a topic.</p>
<p>9. (Begins in grade 4)</p>	
<p>10. (Begins in grade 3)</p>	

First Grade: Speaking and Listening

Essential Questions

Why is it important to be a good listener?

(By listening carefully we can find out what we do know and what we need to ask questions about.)

How can I take part in class discussions?

(Be respectful and responsible when others are speaking.)

(Asking questions when I need to helps me to better understand the discussion.)

(Speak truthfully and adding details when sharing a story with others.)

➤ *The bulleted language is to guide instruction*

First Grade	Student Friendly
<p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <ul style="list-style-type: none"> ➤ As a class determine rules for discussions ➤ Demonstrate how to respond to comments of others ➤ Check for understanding or confusion about a topic 	<p>I can be respectful and responsible when others are speaking.</p> <p>I can be part of a class discussion and ask questions when I need to.</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> ➤ Model how to ask and answer questions about key details 	<p>I can pick out the main ideas from a lesson.</p>
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> ➤ Model how to ask questions to gather additional information or clarify something that is not understood. 	<p>I can ask questions when I don't understand.</p>
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> ➤ Model how to describe people, places and events with detail ➤ Model how to express ideas and feelings clearly 	<p>I can tell stories with some details about my ideas and feelings.</p>

First Grade	Student Friendly
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> ➤ Model how to draw pictures to show ideas, thoughts and feelings. 	<p>I can draw pictures to show my ideas.</p>
<p>6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations).</p> <ul style="list-style-type: none"> ➤ Discuss proper sentence structure rules Model how to use a book as a reference ➤ Define and explain verb tenses ➤ Explain past, present, and future 	<p>I can speak using correct words in my sentences.</p>

First Grade: Language

Essential Questions

How do I determine word meanings?

- (Words can have more than one meaning)
- (Affixes can change the meaning of a word)
- (Context clues help to define unknown words.)

What do I need to know to write and speak in correct sentences?

- (Sentences have a subject and a verb.)
- (Verbs convey a sense of past, present and future)
- (There are different types of sentences: declarative, interrogative, imperative, and exclamatory.)
- (Every sentence needs beginning capitalization and ending punctuation.)

➤ *The bulleted language is to guide instruction*

First Grade	Student Friendly
<p>1. Observe conventions of grammar and usage.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use singular and plural nouns with matching verbs in simple sentences (e.g., <i>He hops; We hop</i>). c. Use subject, object, and possessive pronouns in speaking and writing (e.g., <i>I, me, my; they, them, their</i>). d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). e. Understand and use frequently occurring prepositions in English (e.g., <i>during, beyond, toward</i>). f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts. g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject. <ul style="list-style-type: none"> ➤ Review correct upper and lower case letter formation ➤ Explain the meaning of past, present, and future tenses of verbs ➤ Explain how pronouns take the place of nouns, ie: the girls/ they, John and I/ we ➤ Define how we use prepositions, and be able to find simple examples of them ie: to, in, on, over, under etc. ➤ Explain what a subject and predicate are, and practice using them in simple sentences ➤ Demonstrate the meaning of different types of sentences, including: declarative, interrogative, imperative, and exclamatory 	<ul style="list-style-type: none"> a. I can print all upper and lower case letters. b and c. I can write and speak using correct words. d. I can use verbs to show when something happened. e. I can use words correctly. f. I can write complete sentences with describing words. g. I understand that all sentences have a subject and predicate.

First Grade	Student Friendly
<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ol style="list-style-type: none"> Capitalize names, places, and dates. Use end punctuation for sentences, including periods, question marks, and exclamation points. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for common irregular words. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions. Form new words through addition, deletion, and substitution of sound and letters (e.g., <i>an, man, mat, mast, must, rust, crust</i>). <ul style="list-style-type: none"> ➤ Demonstrate the correct use of capitalization and punctuation at a first grade level. ➤ Demonstrate correct spelling of word family words with common spelling patterns. ➤ Demonstrate correct spelling of irregular words from the first grade Dolch Word List, i.e.: said, was, where, there etc. ➤ Review how to use phonetic spelling for complex words, based on phonemic awareness skills and spelling patterns. ➤ Explain how to make new words by substituting new sounds for initial, medial, and final letters in a word. 	<ol style="list-style-type: none"> I know that names, places, and dates need to be capitalized. I know that sentences need a period, question mark or exclamation point. Introduce I can spell first grade words. I can tap out the sounds I hear and write the letters that match those sounds. I can make new words by changing one letter in a word.
<p>3. Begins in Grade 3</p>	
<p>4. Determine word meanings (<i>based on grade 1 reading</i>).</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Use sentence-level context as a clue to the meaning of an unknown word. Use common affixes in English as a clue to the meaning of an unknown word. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Demonstrate understanding of the concept of multiple-meaning words (e.g., <i>match, kind, play</i>) by identifying meanings of some grade-appropriate examples of such words. <ul style="list-style-type: none"> ➤ Define what a root word is ➤ Demonstrate the meaning of new words through: sorting words by categories, using the context to predict the meaning, and understanding how prefixes and suffixes, added to a root word, can change the meaning of a word (i.e.: happy, unhappy) ➤ Introduce the concept of multiple meanings for a first grade level word such as: duck, walk, park etc 	<ol style="list-style-type: none"> and d. I can sort words into categories. I can use clues to understand the meaning of words. I can use prefixes and suffixes to understand words. I understand that some words have more than one meaning.

First Grade	Student Friendly
<p>5. Understand word relationships.</p> <p>a. Build real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p>b. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining, choosing, or acting out the meanings.</p> <ul style="list-style-type: none"> ➤ Demonstrate the meaning of first grade vocabulary by using real-life connections for new words ie: a <i>cozy</i> home ➤ Explore words that are similar in meaning but different in intensity such as: hop, skip, jump or big, large, gigantic 	<p><i>Introduced</i></p>
<p>6. Use newly learned words acquired through conversations, reading, and responding to texts.</p> <ul style="list-style-type: none"> ➤ Demonstrate ability to use new vocabulary in conversations, responses to questions and when reading. 	<p>I can learn and use new words.</p>

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Addition/Subtraction		Pacing:
ESSENTIAL QUESTIONS:			
Can students add and subtract within 20?			
NATIONAL STANDARDS: Operations and Algebraic Thinking (1.OA)			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
Add and subtract within 20.	Relate counting to addition and subtraction. Demonstrate fluency for addition and subtraction facts to 10. Develop addition and subtraction facts to 20. Demonstrate the ability to add multiple 1-digit whole numbers Introduce adding and subtracting with regrouping using manipulatives.	N&O 1-6 N&O 1-3 N&O 1-3	count on count back making ten equivalent same as fact families counting forward counting backward horizontal vertical forward add subtract multiply
Work with addition and subtraction equations.	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Determine the unknown whole number in an addition or a subtraction equation relating three whole numbers.	N&O 1-3,1-7,1-8 F&A 1-4	equal sign (=) addition subtraction equations unknown whole number

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Addition/Subtraction		Pacing:
ESSENTIAL QUESTIONS:			
Can students represent and solve word problems involving addition and subtraction with 20?			
NATIONAL STANDARDS: Operations and Algebraic Thinking (1.OA)			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
Represent and solve problems involving addition and subtraction.	<p>Use addition and subtraction within 20 to solve word problems involving situations of adding to and taking from with unknowns in all positions.</p> <p>Use addition and subtraction within 20 to solve word problems involving situations of putting together, taking apart, and comparing with unknowns in all positions.</p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</p>	N&O 1-3	<p>word problem</p> <p>equation</p> <p>add</p> <p>whole number</p> <p>less than</p> <p>equal to</p> <p>sum</p> <p>how many altogether</p> <p>how many in all</p> <p>subtract</p> <p>difference</p> <p>how many left</p> <p>remaining</p> <p>operation</p> <p>addend</p> <p>compare</p> <p>symbols (+,-,=)</p> <p>unknown</p> <p>plus (+)</p> <p>minus (-)</p> <p>equals (=)</p> <p>unknown</p> <p>digit</p> <p>numberline</p> <p>vertical</p> <p>horizontal</p> <p>number sentence</p>

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Addition/Subtraction	Pacing:
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ESSENTIAL QUESTIONS:
 Can students work with addition and subtraction equations?
 Can students and apply properties of operations and the relationship between addition and subtraction?

NATIONAL STANDARDS: Operations and Algebraic Thinking (1.OA)

CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
Understand and apply properties of operations and the relationship between addition and subtraction.	Apply properties of operations as strategies to add and subtract. Understand subtraction as an unknown-addend problem.	N&O 1-8 F&A 1-4	property operation commutative property associative property identity property addend inverse operation unknown addend

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Measurement		Pacing:
<p>ESSENTIAL QUESTIONS: How do we measure and compare lengths? What "units" do we use to describe length? How do we figure out the (comparable) height or weight of something (using standard and non-standard units)? How do we read and record temperature?</p> <p>NATIONAL STANDARDS: Measurement and Data (1.MD)</p>			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
<p>Measure lengths indirectly and by iterating length units.</p> <p>Measure weight and volume.</p> <p>Introduce temperature.</p>	<p>1a. Students will order 3 objects by length.</p> <p>1b. Students will compare the lengths of two objects indirectly by using a third object.</p> <p>2. Students will explain the length of an object as a whole number of length units. Students will do this by laying multiple copies of a shorter object (ie: paper clips) end to end. Students will make sure the measurement is end to end with no gaps.</p> <p>Students will be able to weigh and compare objects using standard and nonstandard units.</p> <p>Students will develop an understanding of uniform unit of measure.</p> <p>Students will determine temperature to the nearest degree</p> <p>Students will compare temperatures (warmer, cooler)</p>	<p>M(G&M)-1-6</p> <p>M(G&M)-1-7</p> <p>M(G&M)-1-7</p> <p>M(G&M) 1-7</p>	<p>units, shorter, longer</p> <p>inches, foot, yard, centimeters, meters</p> <p>heavier, lighter, grams, kilograms, ounces, cup</p> <p>pint, gallon, 1/2 gallon, liter</p> <p>degrees, Farenheit, Celcius,warmer, cooler</p> <p>balance, biggest, competency, compare, heavy, heavier, heaviest, high, length, light, lighter, lightest, long, longer, longest, mass, measurement, narrow, order, short, shorter, shortest, small, smaller, smallest, weight, wide, predict</p>

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Time/Fractions of Time		Pacing:
ESSENTIAL QUESTIONS: How do we tell what time it is by looking at a clock? How do we use a calendar to measure time?			
NATIONAL STANDARDS: Measurement and Data (1.MD)			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
<p>Tell and write time.</p> <p>Determine elapsed and accrued time.</p>	<p>Students will be able to tell time to the hour and half-hours by using both analog and digital clocks.</p> <p>Students will be able to sequence the events in a day.</p> <p>Students will write time using words or numbers.</p> <p>Students will be able to determine patterns using days of the week and months of the year.</p> <p>Students will be able to reason and answer word problems pertaining to time.</p>	<p>M(G&M)-1-8</p>	<p>minutes, seconds, hour, half hour, half past, o'clock</p> <p>days of week months of the year yesterday, today, tomorrow</p>

UNIT/ORGANIZING PRINCIPLE:	Grade 1: Money	Pacing:
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ESSENTIAL QUESTIONS:
 What are the different types of coins and bills worth?

NATIONAL STANDARDS: Measurement and Data (1.MD)

CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
Develop an understanding of monetary value	Name the coins and their associated values Add coins together to a value no greater than one dollar, representing the number in dollar notation. Introduce how to make change (from one dollar or less). Recognize equivalent representations of the same value up to one dollar. Demonstrate the ability to use money in real world situations.	N&O 1-5	penny, nickel, dime, quarter dollar equivalent/equal equivalent value dollar sign cent sign coin bills decimal point

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First Grade: Earth & Space Science

	Essential Questions	Objectives
ESS-1	<ul style="list-style-type: none"> • What is the weather for today? • What are different ways to record temperature? • What do the clouds look like? 	<ol style="list-style-type: none"> 1. Observe and record weather from day to day and over the seasons. 2. Observe and record temperature and precipitation over a period of time and organize information on a chart or graph. 3. Observe and describe differences in types of clouds. 4. Observe weather by using the senses.
ESS-2	<ul style="list-style-type: none"> • How does the position of the sun create shadows? 	<ol style="list-style-type: none"> 1. Recognize that as the position of the sun changes in relation to Earth, it creates shadows of varying length and direction.
ESS-3	<i>None at this level</i>	<i>None at this level</i>
ESS-4	<ul style="list-style-type: none"> • What tools do we use to record weather? • Why do we need the sun? • Why should you wear sunglasses? 	<ol style="list-style-type: none"> 1. Recognize simple instruments are used to record and predict weather. 2. Recognize that the light and heat the sun provides to the Earth is necessary for life. 3. Explain that people should not look directly at the sun, because it is dangerous and may cause injury to the eyes.

Resources/Activities	Vocabulary
<ul style="list-style-type: none"> • <i>STC</i> Weather Kit • Contact a local weather meteorologist (WKNE, WMUR) • Cloud Dance – Thomas Locker • Read Cloudy with a Chance of Meatballs, by Judy Barrett. Then, have children write their own weather story using new weather vocabulary. 	<p><i>atmosphere</i> – the air that surrounds Earth and planets</p> <p><i>Celsius</i> – a scale for measuring temperature, 0° = freezing; 100° = boiling</p> <p><i>cloud</i> – condensed water vapor that rises from bodies of water on Earth</p> <p><i>Fahrenheit</i> – a scale for measuring temperature. 32° = freezing; 212° boiling</p> <p><i>foggy</i> – a cloud of tiny drops of water that float in the air above the Earth’s surface</p> <p><i>forecast</i> – to tell what will or may happen</p> <p><i>hail</i> - small, roundish pieces of ice that fall in a shower like rain</p> <p><i>meteorologist</i> – a person who studies weather</p> <p><i>precipitation</i> – rain, snow, sleet, hail that falls on the Earth</p> <p><i>rain</i> – drops of water that falls from clouds</p> <p><i>rain gauge</i> – weather instrument that measures rainfall</p> <p><i>rainbow</i> – an arc of colors that appears in the sky, usually when the sun shines after a rain shower. Includes the colors red, orange, yellow, green, blue, indigo, violet</p> <p><i>smog</i> – pollution caused by gases in the air</p> <p><i>snow</i> – soft, white crystals or flakes of ice formed by water vapor and freezes in the air</p> <p><i>weather</i> – the changing conditions of temperature, rainfall, pressure, humidity, wind, and clouds in one area at one time</p>

A detailed list of the standards (ESS-1 through ESS-4) can be found at the front of this curriculum guide.

First Grade: Life Science

	Essential Questions	Objectives
LS-1	<ul style="list-style-type: none"> How are living and non-living things alike? Where do animals live? What do all animals need to live? 	<ol style="list-style-type: none"> Differentiate between living and nonliving things, and categorize objects in each group using the significant observable characteristics they share, such as color, shape and size. Recognize animals as living things and describe how they are alike and different. Investigate habitats and describe the animals generally found in each habitat. Identify the various needs of living things (food, air, water, shelter) Identify real or representations (pictures, drawings) of animals found near their home or school and ask questions concerning their attributes and needs for survival. Identify body structures of animals and their function.
LS-2	<ul style="list-style-type: none"> Why does a particular animal need to live in a certain area? What is a food web? 	<ol style="list-style-type: none"> Investigate different habitats to identify some of the ways in which plants and animals, which live there, depend on food and shelter. Discuss simple food webs.
LS-3	<ul style="list-style-type: none"> How do the seasons affect animals? How does the animal depend on its environment for survival? Do you know of animals that lived long ago that are now extinct? 	<ol style="list-style-type: none"> Recognize an animal whose appearance changes in different seasons and describe the differences. Classify animals into groups using one or more attributes or characteristics (size, type of fur, habitat, food preference). Identify features that help animals to survive in different environments. Recognize that some living things, which lived on Earth long ago, are now extinct (dinosaurs, mammoths). Recognize that some animals alive today are similar to living things that have become extinct (mammoth, elephant). Recognize that animals have life cycles.
LS-4	<ul style="list-style-type: none"> How do tasting, smelling, touching, hearing, and seeing help an animal? 	<ol style="list-style-type: none"> Recognize that animals interact with their senses, and that different senses provide different kinds of information. Compare pictures of animals to identify similarities and differences.
LS-5	<i>None at this level</i>	<i>None at this level</i>

Organisms & Animals

Resources/Activities	Vocabulary
<ul style="list-style-type: none">• STC Organism Kit (Keene)• Materials may be collected at a local water source or pet shop• One Small Square Non-fiction reading series with software available• Stonewall Farm in Keene, NH (Suggested Programs: Wetland Wonder, Maple Madness)• Friendly Farm, Dublin NH• East Hill Farm, Troy, NH	<p><i>food chain</i> – a group of living things in a community in which each member feeds on a member below it in a chain</p> <p><i>food web</i> – all the food chains in a community</p> <p><i>freshwater</i> – living in fresh water</p> <p><i>habitat</i> – the place in nature where a plant or animal usually lives</p> <p><i>moss</i> – a large group of non-flowering plants which grow on moist soil or rocks, a plant that does not have true roots</p> <p><i>non-living</i> – not having life, dead (versus <i>living</i> = alive)</p> <p><i>organisms</i> – any living thing</p> <p><i>seedling</i> – young plant grows from a seed</p>

A detailed list of the strands (LS-1 through LS-5) can be found at the front of this curriculum guide.

First Grade: Physical Science

	Essential Questions	Objectives
PS-1	<ul style="list-style-type: none"> How do materials change when different things happen to them? 	<ol style="list-style-type: none"> Describe how the properties of certain materials can change when specific actions are applied to them, such as freezing, mixing, heating, cutting, dissolving, and bending.
PS-2	<p>Light</p> <ul style="list-style-type: none"> How can you make a shadow? What colors are in the rainbow? What happens when you point a light at a mirror? <p>Sound</p> <ul style="list-style-type: none"> What objects make sound? What senses do you use to experience sound? <p>Heat</p> <ul style="list-style-type: none"> How does the sun help us? How are heat and light alike? 	<p>Light</p> <ol style="list-style-type: none"> Explore the relationship between shadow, size, and shape to the position of a light source. Investigate light as it comes from a source, travels through the air, and bounces off objects. Create and describe the spectrum produced by light passing through a prism. <p>Sound</p> <ol style="list-style-type: none"> Investigate sound as it comes from a source, travels through air, and bounces off objects. Observe that sound is created by parts that vibrate. <p>Heat</p> <ol style="list-style-type: none"> Observe how the sun warms the land, air, water, and other objects. Observe the conduction of heat through different materials. Observe that most things that produce light also produce heat.
PS-3	<i>None at this level</i>	<i>None at this level</i>
PS-4	<ul style="list-style-type: none"> What objects give off heat? 	<ol style="list-style-type: none"> Identify natural and manufactured objects that produce heat.

Energy

Resources/Activities	Vocabulary
<ul style="list-style-type: none">• Energy Kit –Teacher made (Keene)• SEE Science Center, Manchester NH• Make a Jell-O Rainbow (GOOGLE “Jell-O Rainbow” for directions)	<p><i>conduction</i> – movement of heat between objects that touch each other</p> <p><i>heat</i> – a form of energy that comes from the sun, electricity, fire, and other chemical reactions</p> <p><i>light</i> – form of energy that travels in waves and can move through empty space where there is no air</p> <p><i>prism</i> – a solid object that is transparent and separates light into the colors of the rainbow</p> <p><i>rainbow</i> – arc of colors; red, orange, yellow, green, blue, indigo, violet</p> <p><i>reflection</i> – bouncing back of light rays from a surface</p> <p><i>shadow</i> – the dark image or shade cast by an object where it blocks the light</p> <p><i>sound</i> – form of energy produced by vibrating objects</p> <p><i>spectrum</i> – band of colors into which white light is separated by using a prism as light passes through</p> <p><i>vibrate</i> – rapid back and forth motion of an object</p>

A detailed list of the strands (PS-1 through PS-4) can be found at the front of this curriculum guide.

New Hampshire Science Framework

Standards

Earth and Space Science

- ESS1– The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.**
- ESS2– The Earth is part of a solar system, made up of distinct parts, which have temporal and spatial interrelationships.**
- ESS3– The origin and evolution of galaxies and the universe demonstrate fundamental principles of physical science across vast distances and time.**
- ESS4– The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.**

Life Science

- LS1– All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).**
- LS2– Energy flows and matter recycles through an ecosystem.**
- LS3– Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).**
- LS4– Humans are similar to other species in many ways, and yet are unique among Earth’s life forms.**
- LS5– The growth of scientific knowledge in Life Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.**

Physical Science

- PS1– All living and nonliving things are composed of matter having characteristic properties that distinguish one substance from another (independent of size/amount of substance).**
- PS2– Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.**
- PS3– The motion of an object is affected by force.**
- PS4– The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.**

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Health

	Essential Questions	Objectives <i>Students need to know:</i>
Alcohol	<p>What are the rules about medicine? What is medicine? What is a drug?</p>	<p>1.4 School rules for medicine. (Review: Only take medications given by a trusted adult in the school office.) 1.2,1.3 Correct and incorrect use of medicine.</p>
Comm/Enviro Health	<p>Who are our community helpers?</p>	<p>1.2 School and community health providers. Integrate into Injury Prevention and Personal and Consumer Health Lessons</p>
Family Life & Sexuality	<p>How are we different? How are we the same?</p>	<p>1.3 Ways to demonstrate respect for self and others. Integrate into Mental Health Lessons</p>
Injury Prevention	<p>How do I keep myself safe in my environment?</p>	<p>1.1 Ways to prevent fires. 1.2 Home & school evacuation plans. 1.3 How to get help. 1.4 Safety around electricity and firearms. 1.5 How and when to stop/drop/roll. 3.5 How to prevent choking.</p>
Mental Health	<p>What makes me unique and special?</p>	<p>1.1 Personal strengths. 1.3 Actions that show a sense of belonging 1.4 How to develop a positive attitude toward self as a unique and worthy person (empowerment) Everyone has rights and responsibilities.</p>

Skills linked to assessment	Resources	
Accessing information (Alcohol)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Alcohol
Accessing information (Community/Enviro)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Comm/Enviro Health
Analyzing influences (Family Life/Sexuality)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Family Life & Sexuality
Self Management (Injury Prevention)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Injury Prevention
Analyzing Influences (Mental Health)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Mental Health

Health

	Essential Questions	Objectives <i>Students need to know:</i>
Nutrition	What is the food pyramid guide?	2.2 Features of the food guide pyramid (food groups) 2.3 Dietary Guidelines (eat food from every food group each day)
Pers/Consumer Health	How does my doctor/dentist keep me healthy?	1.6, 3.1 Importance of regular dental/medical check-ups. 1.5 Proper techniques of brushing and flossing teeth?
Physical Activity	What is healthful physical activity?	1.1 Benefits of physical activity (Covered in Physical Education Class)
Tobacco	How does tobacco harm your body?	1.2 & 1.3 Tobacco makes you sick and hurts your lungs and mouth.

Skills linked to assessment	Resources	
Accessing Information (Nutrition)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org http://www.mypyramid.gov http://www.newenglanddairyCouncil.org	Nutrition
Accessing Information Self Management (Peer/Consumer)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org	Pers/Consumer Health
Self Management (Physical Activity)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org Physical Education Class	Physical Activity
Self Management (Tobacco)	http://www.kidshealth.org/classroom http://www.kidshealth.org http://www.nhealthyschools.org Cheshire Coalition for a Tobacco Free Community	Tobacco

SAU29 SOCIAL STUDIES CURRICULUM

Grade: 1

Domain: Economics

Theme: My Family and Me: Needs and Wants

Essential Questions:

- What are my needs and wants?
- Who helps me to meet my needs and wants, and how do they help me?
- How are my needs and wants similar and different from other people (town, state, country, world)?
- How does money help me get what I need/want?

Content Understandings: Students will ...

- Understand the differences between needs (i.e. food, clothing, and shelter) and wants, and know that all people have needs and wants.
- Discuss similarities and differences in cultural and physical landscapes (i.e. food, clothing, shelter, transportation and natural resources).
- Examine how people make economic decisions based upon their needs and wants.

Objectives: Students will be able to...

- Draw and explain (verbally and in writing) pictures showing different needs and wants.
- Create a Venn diagram or double bubble map comparing and contrasting their needs and wants with other people (town, state, country, world).
- Describe (verbally, in writing, or visually) one person in their life who helps them to meet their needs and wants, and how that individual helps that student to meet their needs and wants.
- Draw and explain how and why they spend a sum of money on either a need or a want when posed with a specific scenario.

Key Concepts/Essential Terms:

need/s want/s choice/s money
goods services saving resources
limited resources

Essential People/Groups:**State Standards addressed:**

SS:EC:2:2.1, SS:EC:2:5.1, SS:GE:2:4.2, SS:GE:2:5.1, SS:GE:2:5.2

Activities/Projects:**Resources and Materials:****Assessments:**

SAU29 SOCIAL STUDIES CURRICULUM

Grade: 1 **Domain: Civics and Government**
Theme: My Family and Me: Being a Good Citizen

Essential Questions:

- How can I be a good citizen?
- What are my rights and responsibilities as a citizen?
- How can I make a difference in my world?
- How can I solve problems?

Content Understandings: Students will ...

- Understand that citizenship includes a pledge of allegiance to the United States of America.
- Understand the basic principles of voting.
- Understand why there are rules/laws, and that rules/laws vary from setting to setting (home, school, town, state, country).
- Understand that as a citizen, they have certain rights (e.g. to be safe, to be respected, to learn) and responsibilities (e.g. to make positive choices) that will change over time.
- Understand ways in which they can contribute toward their community (school, local, global)
- Understand ways in which working together can benefit and strengthen their community (school, local, global).
- Understand the meaning/importance of various symbols of our nation.
- Understand the meaning/importance of various national holidays.

Objectives: Students will be able to...

- Verbally explain why the pledge of allegiance is a part of citizenship.
- Participate in the creation of classroom rules and be able to verbally explain the purpose of each rule, including safety.
- Vote on class outcomes (e.g. class pet's name, free choice selection, mock election).
- Verbally explain what action a good citizen would take and why, given a scenario.
- Discuss the development of minority rights over time via national holidays.
- Explain (verbally or visually) what symbols of our nation stand for and why each is important.
- Explain (verbally or visually) what holidays our nation recognizes and why each is important, focusing on famous historical figures.

Key Concepts/Essential Terms:

citizen citizenship fairness rules laws consequences
rights & responsibilities respect tolerance voting election
community pledge president National Holiday historical figures
veteran labor symbols address

Essential People/Groups:**State Standards addressed:**

SS:CV:2:1.1, SS:CV:2:1.2, SS:CV:2:1.3, SS:CV:2:1.4, SS:CV:2:2.1, SS:CV:2:4.1, SS:CV:2:4.2,
SS:HI:2:1.1, SS:HI:2:3.1, SS:HI:2:5.1, SS:HI:2:5.2,

Activities/Projects:**Resources and Materials:****Assessments:**

SAU29 SOCIAL STUDIES CURRICULUM

Grade: 1

Domain: History

Theme: My Family and Me, My Place

Essential Questions:

- What makes a family?
- What is my place in a family?
- How does my family celebrate and remember certain events?
- What is my place in the school community?

Content Understandings: Students will ...

- Understand the similarities and differences between their families and other families.
- Explore how their family has changed over time.
- Examine the different beliefs, traditions, and customs that families have (including seasonal/cultural holidays), and how those began.
- Examine what makes a classroom family and how it fits into the greater school community.
- Understand that over time many groups of people have influenced and enhanced art, music and literature.

Objectives: Students will be able to...

- Create a visual comparing and contrasting their family to another family, illustrating two similarities and two differences (e.g. number of siblings or pets, family traditions).
- Complete a timeline showing three events that have occurred in their family life.
- Illustrate a picture of a family tradition with an accompanying verbal and written explanation.
- Create a class book which represents the members of their classroom family to include details of age, gender, ethnicity, and language.

Key Concepts/Essential Terms:

self family celebration tradition beliefs customs
event timeline fact opinion diversity

Essential People/Groups:

State Standards addressed:

SS:HI:2:3.2, SS:HI:2:3.3, SS:HI:2:5.2, SS:WH:2:1.1, SS:WH:2:5.1

Activities/Projects:

Resources and Materials:

Assessments:

SAU29 SOCIAL STUDIES CURRICULUM

Grade: 1

Domain: Geography

Theme: My Family and Me: Exploring My World

Essential Questions:

- How do maps and globes help me to understand my world?
- What kinds of homes (people and animals) are shown on a map?

Content Understandings: Students will ...

- Understand that maps and globes are representations of real places, and are tools that can be used to describe location.
- Understand that maps and globes have certain features (e.g. color, map keys, compass rose, symbols, relief) that help the user to understand the presented information.
- Understand directional terms.
- Discuss the seven continents and four major oceans.

Objectives: Students will be able to...

- Follow directions in order to position themselves within a given space (e.g. left of the table, behind the desk, etc.).
- Students will create maps of their bedroom, classroom and playground, and verbally explain the maps, given a map key.
- Locate own town, New Hampshire, the United States and North America on both a world map and a globe.
- Label New Hampshire and the United States on a blank map of North America.
- Use photos to identify natural, rural, suburban and urban habitats and will use examples such as population, economics, forms of shelter, and modes of transportation to classify these habitats.

Key Concepts/Essential Terms:

geography	globes	maps	map key	town
city	state	country	continent	land
water	ocean	rural	urban	suburban
compass rose	direction (NSEW)	bird's eye view	place	location
world	population	shelter	transportation	habitats
economics	natural resources			

Essential People/Groups:**State Standards addressed:**

SS:GE:2:1.1, SS:GE:2:1.2, SS:GE:2:1.3, SS:GE:2:2.1, SS:GE:2:2.3, SS:GE:2:4.1, SS:EC:2:2.1

Activities/Projects:**Resources and Materials:****Assessments:**