**FIRST GRADE SCOPE AND SEQUENCE SY 2019-2020**

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|  | **READING** | **WRITING** | **MATH** | **SOCIAL STUDIES** | **SCIENCE** |
| **SEPTEMBER**  **(17 days of instruction)** | **Readers Build Good Habits** :  How can I be the kind of reader who reads and rereads for the  whole time during reading, getting ready to talk to my partner? | **Writers Build Good Habits:**  How do the routines and structures of the writing workshop help us become independent writers? | **Critical Area 1:**  **Operations**  **and Algebraic Thinking 55 days**  How can you model adding within 10? (Chapter 1)  How do you solve addition problems? (Chapter 3)  How can you subtract numbers from 10 or less? (Chapter 2)  How do you solve subtraction problems? (Chapter 4)  How can relating addition and subtraction help you to learn and understand facts within 20? (Chapter 5) | **Families and Communities are Important**  Why are families important and how do they influence who we are? | **Animal Diversity:**  How are animals alive and different? |
| **10/01-**  **11/14**  **(25 days)** | **Unit 1-Connecting to Our World (25 days)**  **(MODULE A)**  What makes a good retelling?  **(MODULE B)**  How do text features in an informational text help readers understand the main topic and key details?  **(MODULE P)**  **How do readers use describing words and key details to understand text?**  **Unit 2-Becoming a Classroom Citizen**  **(25 days)**  **(MODULE A)**  How does a reader retell text to understand the central message?  **(MODULE B)**  How do readers use illustrations and details in informational text  **(MODULE P)**  **How do features in informational texts help the reader understand the main topic?** | **Small Moments: Writing with Focus, Details and Dialogue (21 days)**  How can I write a whole folder worth of stories so that by the end of the unit lots of my stories tell what happened, in order and with details? |
| **11/15-**  **12/23**  **(24 days)** | **Non Fiction Chapter Books (27 days)**  How can I learn to write non-fiction chapter books and improve my skills for teaching and writing information as well? | **Families, Now and Long Ago**  How do families grow and change over time? |
| **Unit 4- Planting for the future**  **(31 days)**  **Module A**  How do readers identify who is telling a story?  **Module B**  How do readers make connections between ideas and information?  **Module P**  How do readers make connections between ideas and information? |
| **01/02-**  **02/17**  **(31 days)** | **How-To Books**  How can I write lots of books that teach people how to do something? | **Critical Area 2: Number and Operations in Base Ten 30 days**  How do you use place value to model, read, and write numbers to 120?  (Chapter 6)  How do you use place value to compare numbers? (Chapter 7)  How can you add and subtract two-digit numbers? (Chapter 8) | **The Community**  What is a community? | **Properties of Matter:**  How do we describe the properties of matter? |
| **Unit 3-Making Choices (33days)**  **(MODULE A)**  How can we learn lessons from fictional stories?  **(MODULE B)**  How can we use the details in a text to  identify the reasons an author gives to support his or her points?  **(MODULE P)**  **How do readers retell text to demonstrate an understanding of the central message?** |
| **From Scene to Series: Writing Fiction**  How can I learn to develop characters, create tension, elaborate with realistic details and dialogue, and study mentor texts to write realistic fiction scenes then series, modeled after the books I love to read? |
| **Critical Area 3: Measurement and Data 20 days**  How can you measure length and tell time? (Chapter 9)  How can graphs and charts help you organize, represent, and interpret data?  (Chapter 10) |
| **02/24-**  **04/08**  **(33 days)** |
| **04/20-**  **05/22 (25 Days)** | **Unit 6-Welcoming diversity-**  **(25 days)**  **(MODULE A)**  How can readers learn life lessons from literary texts?  **(MODULE B)**  How do readers use illustrations and key details to understand main ideas in informational?  **(MODULE P)**  How do readers retell key details using text and illustration? | **Writing Like Scientists**  How can I write as a scientist dong to record observations, to write about things, and to teach readers?  **Writing Reviews/Opinion (24 days)**  How can I write lots of reviews that tell my opinion and convince others of it? | **Community Economics**  How do jobs and money  affect communities*?* | **Weather and Seasons**  How does seasonal change affect temperature and weather conditions over a period of time? |
| **Critical Area 4: Geometry 19 days**  How do you identify and describe three-dimensional shapes? (Chapter 11)  How do you sort and describe two-dimensional shapes? (Chapter 12) |
| **05/26-**  **06/26**  **(22 Days)** | **Unit 5- Observing the messages of the natural world**  **(22 days)**  **Module A**  **Module B**  **Module P**  How do readers use illustrations and key details to understand text? | **Poetry and Songs**  How can I write poems and songs about things that I care about? |  |

**READING CURRICULUM MAP**

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| **Unit Theme** | **Readers Build Good Habits** | **Connecting to Our World**  **Unit 1** | | **Becoming a Classroom Citizen**  **Unit 2** | | **Making Choices**  **Unit 3** | |
| **Big Idea** | Developing Habits of **Good Readers**  **(Sept. 14 days)** | Connections and Relationships  **Oct- Nov 30 days** | | Experiences Citizenship **Nov-Dec 30 days** | | Choices Decisions **Jan -27 days** | |
| **Enduring Understanding** | Practicing the habits of good readers will lead to volume, stamina and fluency in reading. | **MODULE A:**  Readers understand that they improve their comprehension by identifying and understanding the story elements of a text. | **MODULE B: Module P:**  Readers understand informational text is written differently than literary text and makes different demands on the reader. RL.1.5 | **MODULE A: Module P:**  Readers understand that details in the text help them identify central message in the text. | **MODULE B:**  Readers understand that illustrations and details in the text help identify main ideas | **MODULE A: Module P:**  Readers understand we can learn lessons through characters  in stories. | **MODULE B:**  Readers understand that the details in the text support the  author’s main points |
| **Essential Question** | How can I be the kind of reader who reads and rereads for the  whole time during reading, getting ready to talk to my partner? | What makes a good retelling? RL.1.2 | How do text features in an informational  text help readers understand the main topic and  key details? | How does a reader retell text to understand the central message? | How do readers use illustrations and details in informational texts? | How can we learn lessons from fictional  stories? | How can we use the details in a text to  identify the reasons an author gives to support his or her points? |
| **Global Connection** | We read for learning and enjoyment | Explore the importance of building strong relationships and friendships | Understand that living things have certain behaviors that shape them and allow them to survive | Understand that citizenship begins with becoming a contributing member of the classroom community | Understand that as global citizens, we are connected to people beyond our own communities, and we have a shared responsibility to protect and respect our world. | Explore content to identify how characters make  choices about how to spend money | Explore content to understand that people make  decisions by considering choices |
| **Standards** | RL 1.2, RL 1.7, RF 1.4c, SL 1.1a, SL 1.1b | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7,  RL.1.9, RL.1.10 | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.9, RI.1.10 | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7,  RL.1.9, RL.1.10  RF.1.1.a, RF.1.4, RF.1.4.b | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7,  RI.1.8, RI.1.9, RI.1.10  RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7,  RL.1.9, RL.1.10  RF.1.1.a, RF.1.4, RF.1.4.b, RF.1.4.c | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7,  RI.1.9, RI.1.10  RF.1.1.a, RF.1.4., RF.1.4.b |
| **Assessments**  **(Formative and Summative)** | One on one conferences, table conferences, informal running records, spelling inventory, HFW, Letter id, letter name | PBA: Task: Life Lessons  Children will think about the lessons of friendship the characters learned in Stellaluna. They will then illustrate and  write a short narrative about how the characters showed their  friendship when they first met and then later in the story. | PBA: Task: Animal Q & A Children will write a question-and-answer piece of writing, with guidance and support, about an animal and its environment. Children will use facts from either Elephants and Their Calves or What Do You Do with a Tail Like This? The writing will state two questions and answers to those questions.  **Module P:** Children think about story characters and how they explored nature. They will include details that tell about where the characters went and what they found. | PBA: Task  Children discuss how Katie Sue in The Recess Queen and  Tillie in A Fine, Fine School acted as responsible students at  their schools. Children will then write their opinion about what  it means to be a responsible classroom citizen and supply a  reason for the opinion.  **Module P:**  Children will use facts from *La comunidad de mi escuela* to write questions and answers about what makes a good classroom citizen. | PBA: Task:  Children will choose one student from It’s  Back to School We Go! or Going to School. Children will  compare and contrast their own school experiences with this  student’s school experiences. Their report will explain how  children all around the world are connected to one another  through their school experiences. | PBA: Task: A Story of Choices  Children will write narratives about a time in  their life when they had to make a choice, just as Saruni did in  My Rows and Piles of Coins.  **Module P:**  Children will think about La jaula dorada and how the main character considered his own choices as well as his grandmother’s feelings to choose a gift. Children will write their opinion about why it is important to consider others’ feeling when making a choice that involves them. | PBA: Task:  As a class, children  will compose a list of goods (i.e., paper products) and services  (i.e., butcher, baker) they find at their local grocery store. Then  each child will choose a good or service from the list and write  an opinion piece to tell about a good or service that they feel  is important to their family. They will support their opinion with  a reason. |
| **Vocabulary**  ***Content Vocabulary***  ***Anchor Text Vocabulary***  ***Supporting Text Vocabulary***  ***HIGHLIGHT COGNATES, TIERED WORDS, WORD ANALOGIES, ETC.*** | Stamina, fluency, volume, reading log, book baggie, book bins, buddy reading, | escaped ,trembling  embarrassing  clumsy, limb, land  perched, rescue  clutched, grasped  daybreak, nighttime  obey, rules, behaved, safe, mused, mystery  wingspan, tropical | calves, plants, mammals, herds, pesky, warn, scoop, swallow  **Module P-Unit 1:** | Proud, strolled, worried, enormous, snarled, dares, stared, disaster  **Module P- Unit 2:** | World, chores, parka, applauded, languages, primary, attend, elders, alarm, | Pedals, market, determined, grateful, harvest, attempted, reward, choices, decisions, cost, paid, sold, entertainment, spent, fewer, | Goods, services, wants, needs, producer, farmer, consumer, earn, choices  **Module P- Unit 3:** |
| **Content and Skills** | Reading for enjoyment  Stamina in reading  Fluent reading | Students will be able to retell storybooks  Identify central message or lesson in stories  Recognize important relationships between characters  Identify story elements  Use pictures and words to learn more about characters  Identify problem and solution  Pay attention to details to learn more about characters  Draw conclusions  Main idea and supporting details  Comparing pictures to texts | Identify text features in an informational text  Determine the main idea  Ask and answer questions  Recognize and identify difference between fiction and nonfiction text  Recall facts from text  Identify main ideas  Ideas are connected  Text features help you locate information  Reasons support opinions  Illustrations help understand text | **Unit 2A:**  Main topic  Illustrations and details  Comparing texts  Explanatory | **Unit 2B** Readers will use key details and illustrations in texts to demonstrate knowledge of main ideas and central messages | **Unit 3 A:**  Readers will retell stories and demonstrate understanding of the central message | **Unite 3B: Module P:**  Readers will state and explain reasons an author gives to support points in a text  Express opinions |
| **Service-Learning Goals** | Students will write letters to their fellow first graders at PS469 and fill their buckets. | | | Students will implement strategies to reduce waste by sorting garbage to recycle. | | Students will prepare for the Penny Harvest campaign by brainstorming a list of organizations to donate our school wide collection to. | |
| **Technology** | Smart Board, Elmo, listening center, computers, tablets, | | | | | | |
| **Materials and Resources** |  | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books, |

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| **Unit Theme** | **Unit 4**  **Planting for the Future**  **Feb-March 27 days** | | | **Unit 5**  **Observing the Messages of the Natural World** | | **Unit 6**  **Welcoming Diversity**  **May-June 30 days** | | |
| **Big Idea** | **Generations** | | **Observations** | | | |  | |
| **Enduring Understanding** | **MODULE A:** | **MODULE B:** | | **MODULE A:** | **MODULE B:** | **MODULE A:** | | **MODULE B:** |
| **Essential Question** | How do readers identify who is telling a  story? RL.1.6 | How do readers make connections  between ideas and information? RI.1.3  **Module P:** | | How do readers of literary text identify  sensory language that describes? How do readers  of informational text identify facts and details that  convey information? RL.1.4; RI.1.2  **Module P:** | How do readers read to find answers to  questions? RI.1.5 | How can readers learn life lessons from  literary texts? RL.1.2 | | How do readers use illustrations and key  details to understand main ideas in informational  texts? RI.1.7  **Module P:** |
| **Global Connection** | Explore content to understand that life is a  process of growth, change, and learning in which important  lessons are taught from generation to generation | Explore content to identify what is necessary  for growth. | | Explore content to understand how to compare  messages about the natural world in literary text with  information about the natural world in nonfiction text. | Explore content to understand that observation  and prediction help us to discover the world.  Observing the Messages of the Natural World | Explore content to understand American’s rich diversity. | | Explore content to appreciate the rich diversity of  America and celebrate how it fosters understanding between  cultures. |
| **Standards** | RL.1.1, RL.1.2, RL.1.4, RL.1.6, RL.1.7, RL.1.9,  RL.1.10  RF.1.1.a, RF.1.4, RF.1.4.a, RF.1.4.b | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7,  RI.1.9, RI.1.10  RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b, RF.1.4.c | | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.7,  RL.1.9, RL.1.10  RI.1.1, RI.1.2, RI.1.3, RI.1.4 | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7,  RI.1.9, RI.1.10  RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b | RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7,  RL.1.10  RI.1.1, RI.1.3, RI.1.4, RI.1.5, RI.1.8, RI.1.9, RI.1.10  RF.1.1.a, RF.1.4, RF.1.4.a, RF.1.4.b | | RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7,  RI.1.8, RI.1.9, RI.1.10  RF.1.1.a, RF.1.4., RF.1.4.a, RF.1.4.b, RF.1.4.c. |
| **Assessments**  **(Formative and Summative)** | Task: Continue the Story  Children will recall and retell what  Miss Rumphius’s grandfather teaches her: to go to faraway  places, to live by the sea, and to do something to make the  world more beautiful. Children will craft their own narrative that  tells what Miss Rumphius’s niece, Alice, does after she learns  these life lessons from her great-aunt. | Task: Steps in a Sequence  Children will use the information and features found in How  a Seed Grows and The Life Cycle of an Apple Tree to create  their own book that includes at least three steps that show  how a seed grows. | | Task: Moon Stories  Children will write another story that includes the moon as a  central feature. It can be a fantasy about creatures that live  on the moon or a realistic story about a character who learns  something about the moon. Children are free to choose the  genre and plot of their narrative. | Task: Question-and-Answer Book  Children will create a question-and-answer book that asks and  answers questions about the planets or other elements of the  solar system. Children will participate in shared research on  their questions and use the anchor and supporting texts as  well as other texts as research tools for their books | Task: Book Review  In this unit, children read about real people and fictional  characters who come to understand the challenges of  immigration either by being immigrants, knowing immigrants,  or witnessing the arrival of immigrants. Children will write a  review of one of the texts they have read. They will select two  lines from the text and, using illustrations and words, express  the feelings the lines suggest and how those lines impact  children’s opinion of the text. | | Task: Opinion Piece  Children will think about the people they read about in this  unit who moved to a new place. Using the T-chart created in  Lesson 10, they will consider the rewards and challenges that  people face when they move. Then children will imagine that  their own family is considering moving to a new place and  they have been asked to give their opinion. Would they like to  move to a new place, or would they rather stay where they live  now? Children will write their opinion about moving. |
| **Vocabulary**  *Content Vocabulary*  *Anchor Text Vocabulary*  *Supporting Text Vocabulary*  *HIGHLIGHT COGNATES, TIERED WORDS, WORD ANALOGIES, ETC.* | **Module P-Unit 4:**  Trillo, Merendamos  Sofocante, Entretuve  Ocurrió, Brotara, Germinado, Sublime  Gesto, Preciso, Cuenta  Mudé, Colmillos, florecido  \*Paciente, asombrado  \*Pavimentado, recaudaron, donó  \*Amable, conducir |  | |  | **Module P-Unit 5:**  Espacial, erupción, sistema solar, indican, aterrizó, produjeron, comparación, giro, mordisco, reflejan, alunizaje, existe, descubriendo, pertenece, apenas, oscurezca  \*Temibles, lanudo, retrocedió  \*comportamiento, deprimido  \*presionó, libertad | **Module P-Unit 6:**  Merienda, queja, advierte, extraño, propone, sírvanse, variedad, glotón, formó, apenas, gobernadas, declaración, mayoría, cae, raros, carrozas  \*servicio, guía, dóciles,  •realizada, transmiten, goza  \*son, natal, provienen | |  |
| **Content and Skills** |  |  | |  |  |  | |  |
| **Service Learning Goals** |  |  | |  |  |  | |  |

**WRITING CURRICULUM MAP**

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| **Unit Theme** | **Writes build good habits** | **Unit One – Small Moments: Writing with Focus, Detail** | **Unit Three – Nonfiction Chapter Books** | **Unit Two – How-To Books** | **Unit Four – Writing Reviews** |
| **Essential Question** | How do the routines and structures of the writing workshop help us become independent writers? | How can I write a whole folder worth of stories so that by the end of the unit lots of my stories tell what happened, in order and with details? | How can I write lots of books that teach people how to do something? | How can I learn to write many non-fiction chapter books and improve my skills for teaching and writing information as well? | How can I write lots of reviews that tell my opinion and convince others of it? |
| **Standards** |  | W1.3, W1.5 | W1.2, W1.7 | W1.1, W1.5, W1.7 | W1.1 |
| **Assessments**  **(Formative and Summative)** |  | Pre-unit on demand and end of unit published Small Moments | Pre-unit on demand and end of unit How-To Books | Pre-unit on demand and end of unit Nonfiction Chapter Books | Pre-unit on demand and end of unit Opinion pieces |
| **Bends** |  | I. How can I think about small moments that happened to me and then tell and write the story across pages, doing this in lots of books?  II. How can I bring the people in my story to life by showing what I said (or they said) and did and felt?  III. How can I learn what authors did to make great stories and try to do the same thing?  IV. How can I fix up and fancy up my best story to make it ready for the library? | I. How can I learn to do a different kind of writing, so that I use diagrams and words to teach people how to do something, step by step?  II. How can I learn ways to make my How-to books even better by studying what a published author did in her book?  III.When I am writing how-to books, how can I do a better job of making sure that readers understand what I am saying? How can I edit my best How-to book and then reread it, thinking about my readers, so that I make it work for them? | I. How can I use what I know, from other units of study this year-about planning, drafting, and spelling the best I can, and setting goals to write the best information books I can?  II. How can I write chapter books with clear organizational structure and details that really teach the reader about my topic?  III. How can I write more books using what I know about writing nonfiction chapter books with more independence while incorporating research and craft moves I learned in previous units?  IV. How can I get ready for our celebration and use what I have been learning about rereading and editing my work (for spelling and punctuation)? | I. When I know and care a lot about something- enough to have a collection based on that thing-how do I make careful judgments and use writing to tell and support those opinions?  II. How can I live like a critic, researching and writing my opinion about things in the world and learning to make my reviews more convincing?  III. How can I use my skills at reviewing and my knowledge of how to grow ideas as a reader to write a book review? |
| **Content and Skills** |  | Write a personal narrative with lead, transitions, ending, organization, and elaboration  Elements of stories  Use letter sound knowledge to write words  Write/dictate complete sentences  Use capital and lowercase letters  Tell about an event in order  Ask and answer questions  Add details  Engage in collaborative conversations with peers  Rehearse stories orally  Envision | Use letter sound knowledge to write words  Write/dictate complete sentences  Use capital and lowercase letters  Tell about an event in order  Ask and answer questions  Add details  Engage in collaborative conversations with peer |  |  |
| **Service-Learning Goal** |  | Students will be able to write stories that inspire their peers. | Students will be able to write teach their peers facts based on their researched topic. | Students will be able to teach their peers how to create something. | Students will be able to respectfully share their opinions about child age topics with their peers. |
| **Technology** |  | Smart Board, Elmo, listening center, computers, tablets | | | |
| **Materials and Resources** |  | Mentor text, paper choice, procedural charts, anchor charts, writing process, writing tools and checklists | Mentor text: procedural writing such as cook books, instructions for assembling toys, etc. , paper choice, procedural charts, anchor charts, writing process, writing tools and checklists | Mentor text, paper choice, procedural charts, anchor charts, writing process, writing tools and checklists | Mentor text, paper choice, procedural charts, anchor charts, writing process, writing tools and checklists |

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| **Unit Theme** | **Unit Five – Poetry and Songs** | **Unit Six – From Scenes to Series: Writing Fiction** | **Unit Seven – Writing Like Scientists** |
| **Essential Question** | How can I write poems and songs about things that I care about? | How can I learn to develop characters, create tension, elaborate with realistic details and dialogue, and study mentor texts to write realistic fiction scenes then series, modeled after the books I love to read? | How can I write as a scientist does, writing to record observations, to write about things, and to teach readers? |
| **Standards** | NA | W1.3, W2.3 | **W1.7, W1.8** |
| **Assessments**  **(Formative and Summative)** | Pre-unit on demand and end of unit Writing Reviews | Pre-unit on demand and end of unit narrative | Pre-unit on demand and end of unit informational writing |
| **Bends** | I: How can I study published songs and poems in order to notice what other writers do? How can I try some of those things in my own writing?  II: How can I write lots of songs and poems—writing about things that matter to me  III: How can I show my thoughts and feelings in my poems?  IV: How can I make my songs and poems longer and then get them ready for publication? | I. How can I use my pretending skills to independently invent characters and small moment adventures?  II. How can I use all that I about story writing to create a series of books, where one-character faces multiple challenges and several adventures?  III. How can I use mentor texts and my own skills as a narrative writer to raise the level of my realistic fiction stories?  IV. How can I revise and edit my series book to prepare for publication? | I. How can I use writing to record everything I observe and learn?  II. How can I get better at writing with details? When I revise, can I put more information in my books so that my readers learn more?  III. How can I use all that I already know about science and writing to make an all-about book that teaches people about a science topic that I know well? |
| **Content and Skills** |  | Write stories(narratives)  Elements of stories  Use letter sound knowledge to write words  Write/dictate complete sentences  Use capital and lowercase letters  Tell about an event in order  Ask and answer questions  Add details  Engage in collaborative conversations with peer |  |
| **Service-Learning Goal** | **n/a** | | |
| **Technology** | Smart Board, Elmo, listening center, computers, tablets | | |
| **Materials and Resources** | Text Collection, Anchor Charts, Graphic Organizers-Teacher Generated, Trade Books | | |

**Math (Go Math) Curriculum Map**

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| **Critical Areas** | **Critical Area 1:**  **Operations and Algebraic Thinking**  **Date:** | **Critical Area 2: Number and Operations in Base 10**  **Date:** | **Critical Area 3: Measurement and Data**  **Date:** | **Critical Area 4: Geometry**  **Date:** |
| **Essential Question** | How can you model adding with 10?  How can you subtract numbers from 10 or less?  How do you solve addition problems?  How do you solve subtraction problems?  How can relating addition and subtraction help you to learn and understand facts within 20? | How do you use place values to model, read, and write numbers to 120?  How do you use place value to compare numbers?  How can you add and subtract two-digit numbers? | How can you measure length and tell time?  How can graphs and charts help you organize, represent, and interpret data? | How do you identify and describe three-dimensional shapes?  How do you sort and describe two-dimensional shapes? |
| **Mathematical Practices** | MP.2 Reason abstractly and quantitatively.  MP.4 Model with mathematics.  MP.8 Look for and express regularity in repeated reasoning. | MP.1 Make sense of problems and persevere in solving them.  MP.3 Construct viable arguments and critique the reasoning of others.  MP.6 Attend to precision. | MP.2 Reason abstractly and quantitatively.  MP.3 Construct viable arguments and critique the reasoning of others.  MP.8 Look for and express regularity in repeated reasoning | MP.1 Make sense of problems and persevere in solving them.  MP.4 Model with mathematics.  MP.7 Look for and make use of structure |
| **Assessments**  **(Formative and Summative)** | Show what you know  Mid-chapter Checkpoint  Review Test  Chapter Tests | Show what you know  Mid-chapter Checkpoint  Review Test  Chapter Tests | Show what you know  Mid-chapter Checkpoint  Review Test  Chapter Tests | Show what you know  Mid-chapter Checkpoint  Review Test  Chapter Tests |
| **Vocabulary** | **Chap 1: add, addends, order sum**  **Chap 2: difference, minus, subtraction sentence, subtract, compare, more, fewer**  **Chap 3: count on, doubles plus one, doubles minus one, make a ten, doubles**  **Chap 4: count back**  **Chap 5: related facts** | **Chap 6: digit, ones, tens, hundreds**  **Chap 7: is greater than >, is less than <**  **Chap 8: add, subtract, sum, difference** | **Chap 9: longest, shortest**  **Chap 10: bar graph, picture graph, tally mark, tally chart** | **Chap 11:Cone, cube, curved surface, cylinder, flat surface, rectangular prism, sphere**  **Chap 12: equal shares, fourths, forth of, half of, halves, quarters of, quarters, unequal shares** |
| **Content and Skills** | Represent and solve problems involving addition and subtraction.  Add and subtract within 20.  Understand and apply properties of operations and the relationship between addition and subtraction. | Extend the counting sequence.  Understand place value. | Measure lengths indirectly and by iterating length units.  Tell and write time. | Reason with shapes and attributes. |
| **Service-Learning Goal** | **n/a** | | | |
| **Technology** | **Interactive Student Edition**  **Personal Math Trainer**  **Math on the spot videos** | **Interactive Student Edition**  **Personal Math Trainer**  **Math on the spot videos** | **Interactive Student Edition**  **Personal Math Trainer**  **Math on the spot videos** | **Interactive Student Edition**  **Personal Math Trainer**  **Math on the spot videos** |
| **Materials and Resources** | **Student Edition**  **Manipulatives (unifix cubes,**  **Digital Resources**  **Vocabulary Reader/words**  **Anchor Charts** | **Student Edition**  **Manipulatives**  **Digital Resources**  **Vocabulary Reader/words**  **Anchor Charts** | **Student Edition**  **Clock**  **Digital Resources**  **Vocabulary Reader/words**  **Anchor Charts** | **Student Edition**  **Shapes (manipulatives)**  **Digital Resources**  **Vocabulary Reader/words**  **Anchor Charts** |

**SOCIAL STUDIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **November- January** | **Feb- March** | **May- June** |  |
| **Unit Theme** | **Families Now and Long Ago** | **The Community** | **Community Economics** |  |
| **Essential Question** | **How do families grow and change over time?** | **What is a community?** | **How do jobs and money affect communities** |  |
| **Standards** | **1.7 Families have a past and change over time. There are different documents that relate family histories**  **1.7c Families of long ago have similarities and differences with families today.**  **1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons**  **1.8 Historical sources reveal information about how life in the past differs from the present.**  **1.8 a Various historical sources exist to inform people about life in the past including artifacts, letters, maps, photographs, and letters**  **1.8b Oral histories, biographies, and family timelines relate family histories** | **1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.**  **1.3b Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.**  **1.3c as global citizens, we are connected to people and cultures beyond our own community**  **1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define responsibilities of individuals and groups.**  **1.5 The location and place of physical features and human-made structures can be described and interpreted using symbols and geographic vocabulary.** | **1.9 People have many economic wants and needs but limited resources with which to obtain them**  **1.10 People make economic choices as producers and consumers of goods and services** |  |
| **Assessments**  **(Formative and Summative)** | **Formative**   * Analyze photographs from the past to identify similarities and differences between families from long ago and today. * Compare and contrast transportation, communication, and technology from now and long ago to theorize why these changes happened and how they changed family life * Create a timeline that reflects important events and changes within their families over time.   **Summative**   * Create a family crest symbolizing important aspects of student’s family life, cultural heritage and history. | **Pre-assessment**   * Students describe a community and explain how maps help you travel in a community. * Analyze different maps and explain what the map represents about communities or the country * Create a folded display that describes rules and laws students follow each day and why they are important * Create posters to encourage others to be kind * Generate possible solutions addressing human-made problems affecting the environment   **Performance Task:** Develop a community map | **Formative**  Create an advertisement poster utilizing the 5w and H to tell citizens about the services available to them  Develop a budget by prioritizing items  Sort items between producer and consumer chart.  Summative  Identify a need in the school community and state why it is important and needs to be filled. Prioritize the needs identified to select which need is the most important |  |
| **Vocabulary** | Tradition, memories, population, transportation, yesterday, week, month, year, timeline, schoolhouse, artifact, oral history, photograph, history, population, transportation, change, celebrate | Compass rose, map, environment, laws, consequences, transportation map, natural resources, make key, symbols, vote, global citizen, amend, north, south, east, west, cardinal directions, rights | Choice, goods, decision making, budget, technology, need, services, producer, spending, cost, expenses, want, earn, saving, choice, |  |
| **Content and Skills** | * Analyze primary and secondary sources to draw conclusions about life in the past * Distinguish between modes of transportation then and now * Compare and contrast technology communication then and now * Define roles and responsibilities of family members long ago * Compare and contrast experiences of children now and long ago * Create an oral history review * Create a personal timeline | * Examine how maps represent many types of information * Apply cardinal direction and symbols in a map key * Use map features and directions to create travel routes in a community * Explain the roles, responsibilities, and actions of a citizen * Explain how natural resources are used to meet the needs of a community * Analyze images of human-made resources and structures to determine * Design map with a key illustrating important resources needed by a community. * Apply knowledge of rules and laws * Analyze various maps and draw conclusions about the information presented. | Understand that an economy is made up of consumers and producers  Define and identify aspects of a budget  Identify public services and how they help meet the needs of the community  Understand that people develop budgets to help prioritize before purchasing needs and wants  Examine choices that people make due to scarcity  Identify different services provided by the community  Make the connection between the need to earn money in order to spend it  Identify and distinguish between goods and services  Identify and understand producers and consumers  Determine and offer alternative solutions |  |
| **Service-Learning Goal** | How are school communities the same difference. | Analyze problems and create rules or actions to solve environmental problems | Identify a need in the school community and state why it is important that this need is filled |  |
| **Technology** | * Students will analyze historical documents, pictures, and videos. | Digital Maps  Videos (BrainPOP Map videos**)** |  |  |
| **Materials and Resources** | **Photographs**  **Timelines**  **Word Walls**  **Videos**  **Texts** | Maps (transportation, political, physical maps)  Compass | Graphic Organizers  Vocabulary Word Cards  Student Surveys  Bookmark templates  Reflection Sheets |  |