

### Adams 12 Five Star Schools First Grade Curriculum Year At A Glance

Reading Unit	Unit 0: Foundations and Routines	Unit 1: Plants and Animals Grow and Change	Unit 2: Many Kinds of Characters	Unit 3: Being a Cool Community Member	Unit 4: Stories Have a Narrator	Unit 5: Technology at Work	Unit 6: Stories Teach Many Lessons	Unit 7: Past, Present, and Future	Unit 8: Observing the Sky	Unit 9: We Use Goods and Services	Unit 10: Exploring Sound, Light, and Heat
<b>Essential Question</b>		Why do living things change?	How do we learn about characters?	Why do people get involved in their communities?	How do people create stories?	How can technology make a difference in our lives?	What can we learn from a mistake?	Why is the past important?	Why do the sun and moon capture our imagination?	Why do people trade with each other?	How would our lives be different without sound, light, and heat?
<b>Focus Standards for Comprehension</b>	Review Foundational Skills  Routines of an effective literacy classroom	RI.1.2 RL.1.2 RI.1.3 RL1.3 RL1.9 RI.1.9 .	RL 1.1 RL 1.3 RL 1.7 RL 1.9	RI 1.5 RI 1.8	RL 1.1 RL 1.4 RL 1.6 RL 1.8	RI 1.3 RL 1.3 RI 1.5 RI 1.7	RL 1.2 RL 1.3 RL 1.9	RI 1.2 RI 1.3 RI 1.5 RI 1.6	RI 1.2 RL 1.2 RI 1.3 RL 1.3 RL 1.5 RI 1.6 RL 1.7	RL 1.2 RI 1.2 RI 1.3 RL 1.7 RI 1.8 RI 1.9	RL 1.3 RL 1.4 RL 1.5 RI 1.5 RL 1.6 RL 1.7 RL 1.9

Writing Units	Launching Personal Narrative	Information Writing: How-To	Information Writing	Opinion Writing	Research Writing	Personal Narrative	Opinion Writing
	Students will write narratives that recount two or more appropriately sequenced events.	Students will participate in shared research projects in order to write informative or explanatory texts in which they name a topic, write a sequence of instructions and provide some sense of closure.	Students will write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Students will write opinion pieces, in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Students will participate in shared research projects in order to write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Students will 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.	Students will 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.

Social Studies Units	The Language of Time	My Family	Geographic Tools	Connections Through Geography	Jobs and Income (including Personal Financial Literacy)	Symbols and Leaders
<b>Summary Statement</b>	A study of chronology using a calendar and vocabulary related to time.	A study of chronology and culture of one's family.	A study of the geographic tools of maps and globes.	A study of how individuals interact with the environment and the effects it has on culture.	A study of types of jobs and how people save to meet short-term financial goals.	A study of national symbols and the roles of leaders.

Science Units	Earth Materials	Solids and Liquids	Organisms, Offspring and Survival
<b>Summary Statement</b>	A study of Earth materials, their properties and uses, and the responsibility of humans to care for their resources.	A study of the unique properties of solids and liquids.	A study of how offspring (both plant and animal) are like, but not entirely like, their parents, and how their external parts help them survive.

Math Units	Counting	Introducing Addition	Number Stories	Length and Addition Facts	Place Value and Comparisons	Addition Fact Strategies	Subtraction Fact Strategies and Attributes of Shapes	Geometry	Two-Digit Addition and Subtraction and Review
<b>Summary Statement</b>	The study of the counting sequence and addition and subtraction to 10 <i>through the lens of precision and appropriate counting tools.</i>	The study of addition and subtraction strategies within 10 <i>through the lens of mathematical models, and reasoning abstractly and quantitatively.</i>	The study of addition and subtraction stories, skip counting, and number values <i>through the lens of making use of structure and persevering and problem solving.</i>	The study of the measurement of lengths and strategies of addition of sums to ten <i>through the lens of modeling with mathematics and preserving and problem solving.</i>	The study of the value of symbolic two-digit numbers and addition and subtraction of two-digit numbers <i>through the lens of attending to precise language and reasoning</i>	A study of number in the base ten system through the lens of constructing viable arguments and critiquing the reasoning of others and repeated reasoning.	A study of subtraction strategies and defining attributes of shapes <i>through the lens of making use of structure and repeated reasoning.</i>	The study of the division of shapes, time and graphs, and the understanding of place value <i>through the lens of viable arguments and precise language.</i>	The study and review of the connections between concrete and abstract models for mathematics <i>through the lens of using appropriate tools and making sense of problems and perseverance.</i>

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