

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 |
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| Essential Question | | 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? |
| Focus Standards for Comprehension | 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 |
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| | 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 |
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| Summary Statement | 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 |
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| Summary Statement | 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 |
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| Summary Statement | 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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