Our Lady of the Lake Roman Catholic School
Yearly Course Outline
Social Living
First Grade
2023 - 2024

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Course Description

The social living curriculum consists of many science and social studies topics, including: an animated story telling computer science activity, observing the sun, moon, and stars module, animal adaptation module, designs by nature, light and sound module, and more. The topics are aligned with LA GLEs for first grade. We will use various resources to cover the topics, including Project Lead the Way (PLTW) Launch Curriculum, Grade 1.

Instructional Materials

PLTW equipment kits, launch logs, and active board/ipads are essential materials for this course

Methods of Assessment and Distribution

All grades are weighted equally and posted regularly. Please check PowerSchool for postings (www.ollpowerschool.org).

Grading Scale

A: 100-94
B: 93-86
C: 85-78
D: 77-70
U: 69 and below

Tentative Course Calendar

***** Dates and course content are subject to change at discretion of teacher or administration. *****

Week	Standards	Objectives (The learner will . . .)	Instructional Materials	Assessments
1st Quarter				
Week 1 ***Aug. 14 - 18***	1.1.2 1.4.1 1.4.2 1.4.4 1.5.4	**Classroom Community** Read and discuss story about following rules, discuss the process of voting, identify school/classroom rules and explain the importance of having rules, discuss who makes and enforces the rules at school and importance of having leadership, Listen to and discuss book about talents, describe things each student can do well, define classroom citizen, recognize the importance of sharing responsibility in a community, identify ways to help within a community.	Activboard, reproducibles, books	Teacher observation
Week 2 ***Aug. 21-25***	1.3.8 1.3.9	**City vs. Country** Compare and contrast different uses of land, discuss how environment helps determines land use. **Where We Live** Identify personal city, parish, state, and country.	Activboard, books, reproducibles, construction paper	Teacher observation
Week 3 ***Aug. 28-Sept 1***	1.SI.10 1.SI.11	**What is a Scientist?** Discuss scientist's role as investigator, identify some scientific discoveries that have helped us, perform an experiment using the scientific method, examine scientific tools	Activboard, reproducible, journal, plate, skittles, warm water, chart paper, magnifying glass, microscope, slides, Scientific method cards, Book: <u>Scientist Scientist Who Do you See</u>	Teacher observation
Week 4 ***Sept 5-8*** ***9/4 no school***	K-2-ETS1-1 ETS1.A ETS1.B ETS1.C	**Activity 1- Animated Story telling- Rosie's Runtime** Students assemble a program that successfully navigates Rosie through the maze board game. Students work in groups of 4-6 to program the dog to move through a maze by making a sequence of instructions out of playing cards.	Rosie's Runtime gameboard, game tiles, dog ears headband, Rosie's Runtime code cards, tablets, launch log, and Inkling	Teacher observation, student's entries in Launch Log.

		Answering the Conclusion Questions and completing the Launch Log.		
Week 5 ***Sept 11-15***	-2-ETS1-1 ETS1.A ETS1.B ETS1.C	**Activity 2 - Meet Scratch** Students are introduced to programming on tablets using an age appropriate tool called ScratchJr. Students learn about movement and blocks and how to record sounds. Students explore what happens when they connect blocks in a sequence. Answering the Conclusion Questions and completing the Launch Log.	Tablets, Animated Storytelling Launch Logs, Inkling, and ScratchJr.	Teacher observation, student's entries in Launch Log.
Week 6 ***Sept. 18-22***	K-2-ETS1-1 ETS1.A ETS1.B ETS1.C	**Activity 3- Scratch and the Butterfly** Students learn how to program more than one character in ScratchJr. They learn to use triggering blocks that trigger a character's program to begin. Students play Scratch Skits where they act out programs, triggering each other to begin acting by passing a high five, a light envelope, or a dark envelope. Students learn how to make backgrounds and characters with drawing tools built into the ScratchJr. development tool.	Tablets, Animated Storytelling Launch Logs, printed copies of Scratch Skits Trigger Cards and Scratch Skits programs, Inkling, and ScratchJr.	Teacher observation, student's entries in Launch Log.
Week 7 ***Sept. 25-29***	K-2-ETS1-1 ETS1.A ETS1.B ETS1.C	**Project: Setting the Scene** Students learn about adding new pages to a project and how to switch between pages. Then, after hearing a storybook read aloud, they choose one scene from the story to illustrate in a ScratchJr. project. Students plan the project in their Launch Logs and then make the scene come to life on the tablet.	Tablets, Animated Storytelling Launch Logs, story book Jack and the Beanstalk	Teacher observation, student's entries in Launch Log.
Week 8 ***Oct 2-6***	K-2-ETS1-1 ETS1.A ETS1.B ETS1.C	**Problem: Animated Storytelling** Students create an original story with at least two characters and two different pages.	Tablets, Animated Storytelling Launch Logs, Inkling, and ScratchJr.	Teacher observation, student's entries in Launch Log.
Week 9 ***Oct. 9-13***		**Animated Storytelling Check for Understanding**		Conclusion questions, Check for Understanding

		Time to finish anything that was not completed and check for understanding.		
2nd Quarter				
Week 10 ***Oct. 16-20***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 1- Parents and their Offspring** In this activity, students view photographs to observe how offspring are like, but not exactly like, their parents. Students observe similarities and differences between parents and offspring and record their findings on a Venn diagram. Then, students play a matching game to pair offspring with their parents.	PLTW Launch Logs, Digital devices, Pencils/ crayons, Resealable plastic bags, matching puzzles, Inkling	Teacher observation, student's entries in Launch Log.
Week 11 ***Oct. 23-27***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 2- Animal Communication** In this activity, students explore how animals communicate with each other. They learn that communication takes many forms, such as sight, hearing, touch, and smell. Students apply what they have learned as they communicate a message to a partner through sight, hearing, and touch.	*How Do Animals Communicate?* by Bobbie Kalman, PLTW Launch Logs, Digital devices, Pencils/crayons, Chart paper, Inkling, ShowMe Interactive Whiteboard	Teacher observation, student's entries in Launch Log.
Week 12 ***Oct. 30-Nov 3***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 3- Structure and Function** In this activity, students learn that plants and animals have external parts to help them survive, grow, and meet their needs. The external parts are structured to meet a specific function.	What If You Had Animal Ears? by Sandra Markle, Card stock, glue, Feathers, Cotton balls, Pom-poms, String, Foam sheets, headbands PLTW Launch Logs, Digital devices, Inkling, ShowMe Interactive Whiteboard, Camera	Teacher observation, student's entries in Launch Log.
Week 1 ***Nov 6-10*** **No school 11/6 ANO 11/7 Election day**		Practice for OLL Festival		
Week 14 ***Nov. 13-17***	1-LS1-2 1-LS3-1	**Project- Biomimicry**	Card stock, glue	Teacher observation,

	1-LS1-1 K-2-ETS1	In this project, students observe a photograph of a kingfisher and a bullet train to explore how nature *inspires* design. When engineers learn from nature to solve human problems, it is called biomimicry. Then, students learn about animals with false eyes. Students apply their knowledge of biomimicry and false eyes to design a mask for a scarecrow that keeps birds away.	Feathers, Cotton balls, Pom-poms, Cotton string Foam sheets, Assorted felt, Paper plates, Launch Logs, Inkling	student's entries in Launch Log.
Thanksgiving Holidays ***Nov. 20-24***				
Week 15 ***Nov. 27-Dec 1***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Problem- The Outdoor Shelter** In this problem, students observe photographs of animal homes and reflect on the importance of the homes for offspring. Finally, students apply the knowledge and skills gained throughout the module as they follow the *design process* to sketch, build, evaluate, and explain a *model* of an outdoor shelter that mimics the external parts of plants and/or animals.	Card stock, glue Feathers, Cotton balls, Pom-poms, Cotton string Foam sheets, Assorted felt, Paper plates, craft sticks, toothpicks, plastic wrap, foil, Launch Logs, Inkling	Teacher observation, student's entries in Launch Log.
Week 16 ***Dec 4-8***		**Parents and their offspring check for understanding** Time to finish anything that was not completed and check for understanding.		Conclusion questions, Check for Understanding
Week 17 ***Dec. 11-15***		Rouquette practice and Christmas unit		
Week 18 ***Dec. 18-20***		Rouquette performance and Christmas party		
Christmas Holidays ***Dec. 21 – Jan. 8***				
3rd Quarter				
Week 19 ***Jan. 8-12***	1-LS1-2 1-LS3-1 1-LS1-1	**Activity 1- Animal Adaptations** In this activity students will read a story describing why different animals have different outer coverings, or coats, specially adapted to help them live in their environment. Students will investigate how different adaptations help animals to survive in the environment in which they live. Through various investigations, students will explore examples of adaptations	Solid colored butterflies, patterned butterflies, and patterned paper, Fur and Feathers book, logs, tablets, glue, markers, crayons, scissors, WS	Teacher observation, student's entries in Launch Log.

		related to locomotion, protection, and camouflage.		
Week 20 ***Jan. 15-19 1/15 no school***	1-LS1-2 1-LS3-1 1-LS1-1	**Activity 2- Which Beak is Best?** Students will complete a scientific inquiry investigation to explore how different beak structures are related to gathering food. Students will act as birds searching for food and will use different utensils to represent the beaks of different birds.	Plastic tubs, clothespins, marbles, toothpicks, plastic spoons, tweezers, drinking straws, logs, tablets, crayons	Teacher observation, student's entries in Launch Log.
Week 21 ***Jan. 22-26***	1-LS1-2 1-LS3-1 1-LS1-1	**Activity 3 - The Map** Students will explore 5 different environments: the Arctic, the African Savanna, the Sahara Desert, the Pacific Ocean, and the Amazon Rainforest. All students will explore the Pacific Ocean, and then each group will explore one of the remaining four environments. They will then investigate organisms that live in each of these environments and explore the variety of adaptations that each of these organisms possess. Students will pretend they are preparing a traveler for a trip to this exotic land.	Launch logs, tablets, crayons, travel plan documents	Teacher observation, student's entries in Launch Log.
Week 22 ***Jan. 29-Feb 2***	1-LS1-2 1-LS3-1 1-LS1-1	**Project: World Traveler** Students will design an ideal traveler to survive in the assigned environment. They will think about how they need to prepare their traveler to endure the challenges of the environment. They will design four different adaptations. Students will draw their designs or find materials to model their designs on their traveler.		Teacher observation, student's entries in Launch Log.
Week 23 ***Feb 5-9***	1-LS1-2 1-LS3-1 1-LS1-1	**Problem: Traveling Shoes** In this problem students will design a shoe for their traveler to wear in the assigned environment. Students will follow the engineering design process to modify a canvas shoe to prepare it for the environment. Students will use what they learned throughout the module about their environment, as well as about	Canvas shoe, pipe cleaners, craft sticks, pom poms, feathers, fabric markers, logs, tablets, crayons, scissors, tape	Teacher observation, student's entries in Launch Log.

		animal adaptations, to determine how to modify their shoe.		
Mardi Gras Holidays Feb 12-16				
Week 24 ***Feb. 19-23***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Animal Adaptations: check for understanding** Time to complete anything that was not done and check for understanding		Conclusion questions, Check for Understanding
Week 25 ***Feb. 26-March 1***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 1: Patterns of the Sun** Students will be able to understand that products created by engineers and designers were created to meet a human need or want. They will also observe and describe patterns of the sun. Teacher will read a fictional story, students will act as a sun tracker and create an instrument to help make observations about the sun's position. They will be able to answer questions about the sun's movement.	Launch Log, tablet, Compass for Ipad, popplet lite, cardstock, scissors, crayons, cellophane tape	Teacher observation, student's entries in Launch Log.
Mardi Gras Holidays **Feb. 20 - 24**				
Week 26 ***March 4-8***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 2: Patterns of the Moon** Students will be able to describe how we see the moon even though it does not produce its own light and observe and describe patterns of the moon. Students will take home paper binoculars and view the different stages of the moon.	Launch Log, *The Sun is My Favorite Star,* tablets, paper binoculars	Teacher observation, student's entries in Launch Log.
Week 27 ***March 11-15***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Activity 3: Patterns of the Stars** In this activity students will learn how we see stars as the light they make travels through Earth. They will observe patterns of stars and talk about the fact that stars are able to be seen only at night.	Launch Log, tablet, *The Sun Our Nearest Star*, aluminum foil, flashlight, sharpened pencil	Teacher observation, student's entries in Launch Log.
4th Quarter				
Week 28 ***March 18-22***	1-LS1-2 1-LS3-1 1-LS1-1	Chick unit – begin eggs in incubator	Launch Log, tablet, UV beads, pipe cleaners, UV flashlight	Teacher observation, student's entries in Launch Log.
Week 29 ***March 25-28***	1-LS1-2 1-LS3-1 1-LS1-1 K-2-ETS1	**Chick Olympics**	Launch Log, tablet, UV beads, pipe cleaners, UV flashlight	Teacher observation, student's entries in Launch Log.

Easter Holidays March 29-Apr 5				
Week 30 ***Apr 8-12***		**Problem: Take Cover** The students will design, build, and test a model of a playground that offers area of shelter from the sun's harmful UV rays.		Teacher observation, student's entries in Launch Log.
Week 31 ***April 15-19***	1-LS1-3 1-LS3-2 1-LS1-4 K-2-ETS1	**Activity 1- Introduction to Light and Sound** In this activity students learn about the design process and are introduced to the design problem they will face at the conclusion of the module.	The Energy We See: A Look at Light by Jennifer Boothroyd	Teacher observation, student's entries in Launch Log
Week 32 ***April 22-26***	1-LS1-3 1-LS3-2 1-LS1-4 K-2-ETS1	**Activity 2- Sound Activity** In this activity students learn how sound travels over distances and is heard by humans. Students also discover the relationship between sound and vibration by exploring a variety of ways to generate sound.	Tablets, Light and Sound Launch Log, Inkling, Plastic cups, string, paper clips, plastic cups, square containers, rubber bands, tape, metal water bottles, stethoscopes, alcohol wipes, alum. Tuning forks, cups w/ water, metal slinky	Teacher observation, student's entries in Launch Log.
Week 33 ***April 29-May 3***	1-LS1-3 1-LS3-2 1-LS1-4 K-2-ETS1	**Activity 3- Light Activity** In this activity students learn how light travels over distances and how objects are seen by humans. Students also investigate how objects can be seen only if they reflect available light or if they give off their own light. **Project: Light Investigation** This project is an inquiry experience. The teacher will guide the students to an understanding of the effect that different materials have on a beam of light, including reflection, refraction, the creation of shadows, and color.	Flashlights, colored lens sets, handheld safety mirrors, spectroscopes, tablets, logs	Teacher observation, student's entries in Launch Log.
Week 34 ***May 6-10***	1-LS1-3 1-LS3-2 1-LS1-4	**Problem: Communicating with Light and Sound**	Flashlights, handheld safety mirrors, metal	Teacher observation,

	K-2-ETS1	In this design problem, students will create a device to communicate over a distance using light or sound with available materials.	water bottles, bandanas, plastic cups, tablets, logs, tape	student's entries in Launch Log.
Week 35 ***May 13-17***		Assemble end of year portfolios		
Week 36 ***May 20-24*** ***5/23 half day***		End of school activities		