

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Social Studies	
<b>Unit:</b> Knowledge Domain 1 - Fables and Stories	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> The students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktale of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>CC.1.3.1.A:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B:</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C:</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.D:</b> Identify who is telling the story at various points in a text.</p> <p><b>CC.1.3.1.E:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><b>CC.1.3.1.F:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.G:</b> Use illustrations and details in a story to describe characters, setting, or events.</p> <p><b>CC.1.3.1.H:</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>CC.1.3.1.I:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p> <p><b>CC.1.5.1.A:</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.1.B:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>CC.1.5.1.C:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>CC.1.5.1.D:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>CC.1.5.1.E:</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>CC.1.5.1.G:</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is this text really about? (e.g. theme, main idea, moral)</li> <li>• What does this literature reveal about a culture/time period?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Fables and stories have delighted generations of people around the world and are essential for cultural literacy</li> <li>• They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.</li> <li>• This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic knowledge of fables and stories</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Set a purpose for listening and understand the meaning behind sayings and phrases</li> <li>● Demonstrate understanding of key vocabulary</li> <li>● Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>● Begin to explore the genre of narrative writing</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● startled</li> <li>● balanced</li> <li>● greedy</li> <li>● budge</li> <li>● disguise</li> <li>● bunch</li> <li>● waste</li> <li>● advice</li> <li>● mischief</li> <li>● satisfied</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Fables and Stories (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Tunjur! Tunjur! Tunjur! A Palestinian Tale</i> by Margaret Read MacDonald</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Why The Sky Is Far Away: A Nigerian Folktale</i> by Mary-Joan Gerson</li> <li>● <i>The Empty Pot</i> by Demi</li> <li>● <i>Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart</i> by Pat Mora</li> <li>● <i>The Boy Who Cried Wolf, Narrated by the Sheepish But Truthful Wolf</i> by Nancy Loewen</li> <li>● <i>Beaver Steals Fire: A Salish Coyote Story</i> by Confederated Salish and Kootenai Tribes</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 2 - The Human Body	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> CC.1.2.1.B: Ask and answer questions about key details in a text. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E: Produce complete sentences when appropriate to task and situation. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the organ systems in our body and how do they work together to perform vital jobs?</li> <li>• What are the keys to good health?</li> </ul>	<b>Understandings:</b> <ul style="list-style-type: none"> <li>• The body is a network of systems comprised of organs that work together to perform vital jobs.</li> <li>• There are many parts and functions related to the skeletal, muscular, digestive,</li> <li>• Germs can cause disease, some activities will help stop the spread of germs.</li> <li>• The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Basic knowledge of the Human Body</li> </ul>	<b>Do/Skills:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening and identify important information in a text.</li> <li>• Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet</li> </ul>

<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"><li>● systems</li><li>● support</li><li>● voluntary</li><li>● digestion</li><li>● heart</li><li>● nerves</li><li>● diseases</li><li>● healthy</li><li>● nutrients</li><li>● complicated</li></ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"><li>● <b>CKLA Anchor Texts:</b> The Human Body (Read-Aloud)</li><li>● <b>Student Knowledge Workbook</b></li><li>● <b>Trade Book:</b> <i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell</li></ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"><li>● CKLA Domain Assessments</li></ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"><li>● <i>Little People Big Dreams: Bruce Lee</i> by Maria Isabel Sanchez Vegara</li><li>● <i>Danza!: Amalia Hernández and El Ballet Folklórico de México</i> by Duncan Tonatiuh</li><li>● <i>Jingle Dancer</i> by Cynthia Leitich Smith</li><li>● <i>The Doctor with an Eye For Eyes: The Story of Dr. Patricia Bath</i> by Julia Finley Mosca</li><li>● <i>Fresh-Picked Poetry: A Day at the Farmers' Market</i> by Michelle Schaub</li><li>● <i>A Germ's Journey</i> by Thom Rooke M.D.</li></ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 3 - Different Lands, Similar Stories	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> CC.1.2.1.B: Ask and answer questions about key details in a text. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H: Identify the reasons an author gives to support points in a text. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E: Produce complete sentences when appropriate to task and situation. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Pennsylvania Social Studies Standards:</b> 7.1.1.A: Identify geographic tools. 7.1.1.B: Describe places in geographic reference in physical features.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is this text really about? (e.g. theme, main idea, moral)</li> <li>• What does this literature reveal about a culture/time period?</li> </ul>	<b>Understandings:</b> Students will understand... <ul style="list-style-type: none"> <li>• The fairy tales and folktales we've grown up with are known throughout the world; each culture has its own unique retelling.</li> <li>• There are many common themes in these tales, such as people who are treated unfairly and ultimately find happiness, supernaturally small characters, and cunning animals who try and trick children.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic understanding of different lands</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Retell stories using story grammar and a correct sequence of events</li> <li>● Demonstrate understanding of key vocabulary</li> <li>● Set a purpose for listening and make text-totext connections</li> <li>● Compare and contrast fairy tales and folktales</li> <li>● Deepen comprehension through “Somebody Wanted But So Then” strategy</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● worthy</li> <li>● cautiously</li> <li>● monstrous</li> <li>● commotion</li> <li>● scarcely</li> <li>● deeds</li> <li>● cherished</li> <li>● cunning</li> <li>● fright</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Different Lands, Similar Stories (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Lon Po Po: A Red-Riding Hood Story from China</i> by Ed Young</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Rapunzel</i> by Rachel Isadora</li> <li>● <i>Yeh-Shen: A Cinderella Story from China</i> by Ai-Ling Louie</li> <li>● <i>Adelita: A Mexican Cinderella Story</i> by Tomie dePaola</li> <li>● <i>The Rough-Face Girl</i> by Rafe Martin</li> <li>● <i>The Ghanaian Goldilocks</i> by Dr. Tamara Pizzoli</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies			
<b>Unit:</b> Knowledge Domain 4 - Early World Civilizations	<input checked="" type="checkbox"/> <b>Essential</b>	<input type="checkbox"/> <b>Important</b>	<input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students will go back to the ancient Middle East and explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.			
<b>PA Core Content Standards/Anchors (or National Standards):</b>			
CC.1.2.1.B: Ask and answer questions about key details in a text.			
CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.			
CC.1.2.1.H: Identify the reasons an author gives to support points in a text.			
CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.			
CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.			
CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.			
CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.			
CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.			
CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.			
CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.			
<b>Pennsylvania Social Studies Standards:</b>			
5.3.1.H: Explain how information/news is conveyed to the public.			
6.4.1.D: Describe how individuals differ in their wants and needs and why people buy and sell things.			
6.5.1.F: Identify buyers and sellers (people) buy and sell things.			
6.5.1.G: Explain the need to save money.			
7.1.1.A: Identify geographic tools.			
7.2.1.A: Identify physical characteristics in the community and region.			
7.2.1.B: Identify the basic physical processes that affect the physical characteristics of places.			
7.3.1.A: Identify the local climate and how it determines the way people live.			
7.4.1.A: Describe how lakes, rivers, and streams impact people.			
8.1.1.A: Continuity and Change over Time Demonstrate an understanding of chronology.			
8.1.1.B: Identify a problem or dilemma surrounding an event.			
8.1.1.C: Identify sources of historical information.			
8.4.1.A: Explain why cultures celebrate.			
8.4.1.B: Explain the importance of world landmarks.			

**8.4.1.C:** Identify holidays and ceremonies of selected world cultures.

**Essential Questions:**

- What are the fundamental features of civilizations?
- How were rivers vital to early world civilizations?
- How do I figure out the meaning of unknown words/ phrases/ concepts?

**Understandings:**

Students will know that...

- Civilizations have fundamental features, including cities and government, forms of communication, and religion.
- The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.
- Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.

**Knowledge:**

- Basic knowledge of Early World Civilizations

**Do/Skills:**

Students will be able to...

- Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph
- Demonstrate understanding of key vocabulary
- Set a purpose for listening and identify important information in a text

**Vocabulary:**

- trade
- symbols
- religion
- caravan
- flooding
- accurately
- depicted
- treasure
- visible
- tradition
- archaeologist
- triumph
- faithful
- synagogue
- miracle
- fast

**Core Resources:**

- **CKLA Anchor Texts:** Early World Civilizations (Read-Aloud)
- **Student Knowledge Workbook**
- **Trade Book:** *Gilgamesh the King* by Ludmila Zeman

**Common Assessment(s):**

- CKLA Domain Assessments

**Supplemental Resources:**

- *The Shipwrecked Sailor: An Egyptian Tale with Hieroglyphs* by Tamara Bower
- *The White Nights of Ramadan* by Maha Addasi
- *Grandma's Chocolate / El Chocolate de Abuela* by Mara Price
- *A Day with Yayah* by Nicola I. Campbell
- *How the Sphinx Got to the Museum* by Jessie Harland
- *We're Sailing Down the Nile* by Laurie Krebs

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 5 - Early American Civilizations	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists who unearthed ancient civilizations.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> CC.1.2.1.B: Ask and answer questions about key details in a text. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H: Identify the reasons an author gives to support points in a text. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E: Produce complete sentences when appropriate to task and situation. CC.1.5.1.F: Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Pennsylvania Social Studies Standards:</b> 5.1.1.C: Define equality and the need to treat everyone equally. 7.1.1.A: Identify geographic tools. 7.2.1.A: Identify physical characteristics in the community and region. 7.3.1.A: Identify the local climate and how it determines the way people live. 7.4.1.A: Describe how lakes, rivers, and streams impact people. 8.1.1.A: Continuity and Change over Time Demonstrate an understanding of chronology. 8.1.1.B: Fact/Opinion and Points of View Identify a problem or dilemma surrounding an event. 8.1.1.C: Identify sources of historical information. 8.4.1.A: Explain why cultures celebrate.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How were the Maya, Aztec, and Inca civilizations alike and different?</li> <li>What can we learn from these civilizations?</li> </ul>	<b>Understandings:</b> <ul style="list-style-type: none"> <li>Students will know that...</li> <li>The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and</li> </ul>

<ul style="list-style-type: none"> <li>● How do I figure out the meaning of unknown words/ phrases/ concepts?</li> </ul>	<ul style="list-style-type: none"> <li>● Despite having common features, these civilizations were all unique in their own ways.</li> <li>● Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.</li> </ul>
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic knowledge of Early American Civilization</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...</li> <li>● Set a purpose for listening</li> <li>● Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph</li> <li>● Demonstrate knowledge of key vocabulary</li> <li>● Identify important information in a text.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● fast</li> <li>● thrilled</li> <li>● constructing</li> <li>● accurate</li> <li>● awe</li> <li>● stationary</li> <li>● emperor</li> <li>● enormous</li> <li>● possessions</li> <li>● forbidden</li> <li>● trek</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Early American Civilizations (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Rain Player</i> by David Wisniewski</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Best Beekeeper of Lalibela: A Tale from Africa</i> by Christina Kessler</li> <li>● <i>Bringing in the New Year</i> by Grace Lin</li> <li>● <i>Abuela's Weave</i> by Omar S. Castaneda</li> <li>● <i>The First Strawberries: A Cherokee Story</i> by Joseph Bruchac</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 6 - Astronomy	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> In this introduction to the solar system, the students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> <b>CC.1.2.1.B:</b> Ask and answer questions about key details in a text. <b>CC.1.2.1.C:</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>CC.1.2.1.F:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <b>CC.1.2.1.G:</b> Use the illustrations and details in a text to describe its key ideas. <b>CC.1.2.1.I:</b> Identify basic similarities in and differences between two texts on the same topic. <b>CC.1.2.1.J:</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. <b>CC.1.2.1.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. <b>CC.1.3.1.E:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. <b>CC.1.5.1.A:</b> Participate in collaborative conversations with peers and adults in small and larger groups. <b>CC.1.5.1.B:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <b>CC.1.5.1.C:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>CC.1.5.1.D:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>CC.1.5.1.E:</b> Produce complete sentences when appropriate to task and situation. <b>CC.1.5.1.G:</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do the sun, stars, moon, and other planets relate to the earth's position in space in definite ways?</li> <li>• How has NASA, the Space Race, the Apollo missions and astronauts contributed to our knowledge of space?</li> </ul>	<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will know that...</li> <li>• The Earth is one of many different celestial bodies within our solar system.</li> <li>• The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.</li> <li>• The sun is a star and the source of light, heat, and energy for the earth.</li> <li>• NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic knowledge of astronomy</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...</li> <li>● Demonstrate understanding of key vocabulary.</li> <li>● Set a purpose of listening.</li> <li>● Identify important information in a text.</li> <li>● Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers.</li> <li>● Explore opinion writing by stating an opinion and supplying reasons to support it.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● gas</li> <li>● rotates</li> <li>● dusk</li> <li>● ancient</li> <li>● counterclockwise</li> <li>● launch</li> <li>● determined</li> <li>● abundant</li> <li>● categorize</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Astronomy (Read Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Once Upon a Starry Night</i> by Jacqueline Mitton</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Just Right: Searching For the Goldilocks Planet</i> by Curtis Manley</li> <li>● <i>A Big Mooncake for Little Star</i> by Grace Lin</li> <li>● <i>The Astronaut with a Song for the Stars</i> by Julia Finley Mosca</li> <li>● <i>Mission to Space</i> by John Herrington</li> <li>● <i>If You Had Your Birthday Party on the Moon</i> by Joyce Lapin</li> <li>● <i>If You Were a Kid Docking at the International Space Station</i> by Josh Gregory</li> <li>● <i>Starstruck: The Cosmic Journey of Neil DeGrasse Tyson</i> by Kathleen Krull and Paul Brewer</li> <li>● <i>Mae Among the Stars</i> by Roda Ahmed</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 7 - The History of the Earth	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students learn about the geographical features of the earth’s surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> CC.1.2.1.B: Ask and answer questions about key details in a text. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.H: Identify the reasons an author gives to support points in a text. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E: Produce complete sentences when appropriate to task and situation. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to understand the history of the Earth?</li> <li>• How do I figure out the meaning of unknown words/ phrases/ concepts?</li> <li>• What are some geographical features of Earth’s surface?</li> </ul>	<b>Understandings:</b> Students will know that... <ul style="list-style-type: none"> <li>• The earth is comprised of various layers, each with its own characteristics.</li> <li>• Geographical features, such as volcanoes and geysers give us information about these layers.</li> <li>• Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.</li> <li>• There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Knowledge of History of the Earth</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Set a purpose for listening</li> <li>● Identify important information in a text</li> <li>● Demonstrate a understanding of key vocabulary</li> <li>● Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● surface</li> <li>● layer</li> <li>● solid</li> <li>● destructive</li> <li>● characteristics</li> <li>● sediments</li> <li>● preserved</li> <li>● extinct</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> The History of the Earth (Read Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>A Rock is Lively</i> by Dianna Hutts Aston</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>What If You Had T. Rex Teeth!?: And Other Dinosaur Parts</i> by Sandra Markle</li> <li>● <i>How the Dinosaur got to the Museum</i> by Jessie Hartland</li> <li>● <i>Fossils Tell of Long Ago</i> by Alik</li> <li>● <i>Coyote and the Sky: How the Sun, Moon, and Stars Began</i> by Emmett “Shkeme” Garcia</li> <li>● <i>The Princess and the Warrior: A Tale of Two Volcanoes</i> by Duncan Tonatiuh</li> <li>● <i>Tsunami</i> by Kimiko Kajikawa</li> <li>● <i>Lizard from the Park</i> by Mark Prett</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 8 - Animals and Habitats	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> CC.1.2.1.B: Ask and answer questions about key details in a text. CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text. CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas. CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic. CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases. CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content. CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types. CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. CC.1.5.1.E: Produce complete sentences when appropriate to task and situation. CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are all living things interconnected both in their environments and other living things?</li> <li>• How do I figure out the meaning of unknown words/ phrases/ concepts?</li> <li>• How are plants and animals classified?</li> </ul>	<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Students will know that...</li> <li>• All living things are interconnected to both their environments and other living things.</li> <li>• Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.</li> <li>• Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic knowledge of Animals and habitats</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <ul style="list-style-type: none"> <li>● Students will be able to...</li> <li>● Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers.</li> <li>● Set a purpose for listening.</li> <li>● Identify important information in a text.</li> <li>● Demonstrate understanding of key vocabulary.</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● shelter</li> <li>● adapted</li> <li>● camouflage</li> <li>● hardy</li> <li>● store</li> <li>● canopy</li> <li>● float</li> <li>● shallow</li> <li>● destroy</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Animals and Habitats (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Wonderful Nature, Wonderful You</i> by Karin Ireland</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Elisapee and Her Baby Seagull</i> by Nancy Mike</li> <li>● <i>Galápagos Girl</i> by Marsha Diane Arnold</li> <li>● <i>Mela and the Elephant</i> by Dow Phumiruk</li> <li>● <i>Over and Under the Pond</i> by Kate Messner</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 9 - Fairy Tales	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> The students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations and compare and contrast different tales.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p><b>CC.1.2.1.J:</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p><b>CC.1.3.1.A:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>CC.1.3.1.B:</b> Ask and answer questions about key details in a text.</p> <p><b>CC.1.3.1.C:</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>CC.1.3.1.D:</b> Identify who is telling the story at various points in a text.</p> <p><b>CC.1.3.1.E:</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p><b>CC.1.3.1.F:</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>CC.1.3.1.H:</b> Compare and contrast the adventures and experiences of characters in stories.</p> <p><b>CC.1.3.1.I:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.</p> <p><b>CC.1.5.1.A:</b> Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><b>CC.1.5.1.B:</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>CC.1.5.1.C:</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>CC.1.5.1.D:</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>CC.1.5.1.E:</b> Produce complete sentences when appropriate to task and situation.</p> <p><b>CC.1.5.1.G:</b> Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does what I read (e.g. text structure, story elements) influence how I should read it?</li> <li>• How do people, events and ideas develop within the text?</li> <li>• What is this text really about? (e.g. theme, main idea, moral)?</li> </ul>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.</li> <li>• Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.</li> <li>• The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.</li> </ul>

<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic awareness of fairy tales</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Demonstrate understanding of key vocabulary</li> <li>● Deepen comprehension by identifying the elements of a fairy tale</li> <li>● Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain</li> <li>● Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● wisdom</li> <li>● succeed</li> <li>● delight</li> <li>● retrieved</li> <li>● contented</li> <li>● comforted</li> <li>● creep</li> <li>● precious</li> <li>● rudely</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Fairy Tales (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>The Great Fairy Tale Disaster</i> by David Conway</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>The Egyptian Cinderella</i> by Shirley Climo</li> <li>● <i>The Girl Who Loved Wild Horses</i> by Paul Goble</li> <li>● <i>The Runaway Tortilla</i> by Eric A. Kimmel</li> <li>● <i>The Girl with a Brave Heart: A Tale from Tehran</i> by Rita Jahanforuz</li> <li>● <i>Cendrillon: A Caribbean Cinderella</i> by Robert D. San Souci</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies			
<b>Unit:</b> Knowledge Domain 10 - New Nation: American Independence	<input checked="" type="checkbox"/> <b>Essential</b>	<input type="checkbox"/> <b>Important</b>	<input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.			
<b>PA Core Content Standards/Anchors (or National Standards):</b>			
CC.1.2.1.B: Ask and answer questions about key details in a text.			
CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text.			
CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.			
CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.			
CC.1.2.1.H: Identify the reasons an author gives to support points in a text.			
CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.			
CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.			
CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.			
CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.			
CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.			
CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.			
CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.			
CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.			
CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.			
<b>PA Social Studies Standards:</b>			
5.1.1.C: Define equality and the need to treat everyone equally.			
5.1.1.D: Explain the importance of written rules and laws.			
5.1.1.F: Identify national symbols.			
5.3.1.H: Explain how information/news is conveyed to the public.			
5.3.1.I: Provide examples of taxation.			
5.4.1.D: Identify different means of receiving information/news.			
6.2.1.D: Explain the role of money in determining price.			
6.2.1.E: Identify the impact on a community when a business opens.			
6.2.1.G: Define an economic system at the individual level.			
6.3.1.D: Identify products produced in the United States.			
6.5.1.E: Describe what tools (tangible assets) are necessary to complete a task.			
6.5.1.F: Identify buyers and sellers (people) buy and sell things.			
7.1.1.A: Identify geographic tools.			
7.3.1.A: Identify the local climate and how it determines the way people live.			

**8.1.1.A:** Demonstrate an understanding of chronology.  
**8.1.1.B:** Identify a problem or dilemma surrounding an event.  
**8.1.1.C:** Identify sources of historical information.  
**8.2.1.A:** Identify groups of people who contribute to a community.  
**8.2.1.B:** Identify symbols, slogans, or mottos that are representative of the state.  
**8.2.1.C:** Identify holiday and cultural celebrations in a community and why they are celebrated.  
**8.3.1.A:** Identify Americans who played a significant role in American history.  
**8.3.1.B:** Identify American landmarks and their significance.

**Essential Questions:**

- What important historical figures and events led to how the thirteen colonies gained their independence from Britain to become the United States of America?
- What is the author trying to tell me?
- How do I figure out the meaning of unknown words/ phrases/ concepts?

**Understandings:**

- Students will know that...
- Several important historical figures and events led to how the thirteen colonies determined and gained their independence from Britain to become the United States of America.
- The British imposed taxes on the thirteen colonies, which led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- The roles of women, Native Americans, and African Americans during this time period are highlighted.

**Knowledge:**

- Basic knowledge of American independence.

**Do/Skills:**

- Students will be able to...
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph.
- Demonstrate understanding of key vocabulary.
- Set a purpose for listening.
- Deepen comprehension through “Somebody Wanted But So Then” strategy.

**Vocabulary:**

- settlements
- goods
- volunteers
- independent
- alternating
- struggled
- confident
- president
- almanac
- anniversary
- equally
- symbols

**Core Resources:**

- **CKLA Anchor Texts:** New Nation: American Independence
- **Student Knowledge Workbook**
- **Trade Book:** *A More Perfect Union: The Story of Our Constitution* by Betsy Maestro

**Common Assessment(s):**

- CKLA Domain Assessments

**Supplemental Resources:**

- *Sewing the Rainbow: A Story About Gilbert Baker* by Gayle E. Pitman
- *Hoorade Day* by Nancy Raines Day
- *Itse Selu: Cherokee Harvest Festival* by Daniel Pennington
- *Pepe and the Parade: A Celebration of Hispanic Heritage* by Tracey Kyle
- *The Story of Kites: Amazing Chinese Inventions* by Ying Chang Compestine
- *A Spy Called James* by Anne Rockwell

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Knowledge Domain 11 - Frontier Explorers	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<p><b>Big Idea:</b> The students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.</p>	
<p><b>PA Core Content Standards/Anchors (or National Standards):</b></p> <p>CC.1.2.1.B: Ask and answer questions about key details in a text.</p> <p>CC.1.2.1.C: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CC.1.2.1.F: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CC.1.2.1.G: Use the illustrations and details in a text to describe its key ideas.</p> <p>CC.1.2.1.H: Identify the reasons an author gives to support points in a text.</p> <p>CC.1.2.1.I: Identify basic similarities in and differences between two texts on the same topic.</p> <p>CC.1.2.1.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.</p> <p>CC.1.2.1.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.</p> <p>CC.1.3.1.E: Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.</p> <p>CC.1.5.1.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.1.B: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CC.1.5.1.C: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>CC.1.5.1.D: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>CC.1.5.1.E: Produce complete sentences when appropriate to task and situation.</p> <p>CC.1.5.1.G: Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.</p>	
<p><b>Pennsylvania Social Studies Standards:</b></p> <p>7.1.1.A: Identify geographic tools.</p> <p>7.1.1.B: Describe places in geographic reference in physical features.</p> <p>7.2.1.A: Identify physical characteristics in the community and region.</p> <p>7.4.1.A: Describe how lakes, rivers, and streams impact people.</p> <p>8.1.1.A: Demonstrate an understanding of chronology.</p> <p>8.1.1.B: Identify a problem or dilemma surrounding an event.</p> <p>8.1.1.C: Identify sources of historical information.</p> <p>8.2.1.D: Identify historical conflict in the community.</p> <p>8.3.1.A: Identify Americans who played a significant role in American history.</p> <p>8.3.1.B: Identify American landmarks and their significance.</p> <p>8.3.1.C: Identify examples of change.</p>	
<b>Essential Questions:</b>	<p><b>Understandings:</b></p> <p>Students will know that...</p> <ul style="list-style-type: none"> <li>• The American frontier, explorers, and important events all pave the way for</li> </ul>

<ul style="list-style-type: none"> <li>● How did the American frontier, explorers, and important events all pave the way for westward expansion of the United States?</li> <li>● How do I figure out the meaning of unknown words/ phrases/ concepts?</li> <li>● How do people, events and ideas develop within the text?</li> </ul>	<p>westward expansion of the United States.</p> <ul style="list-style-type: none"> <li>● The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.</li> <li>● Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion</li> </ul>
<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>● Basic knowledge of Frontier Explorers</li> </ul>	<p><b><u>Do/Skills:</u></b></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> <li>● Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph</li> <li>● Demonstrate understanding of key vocabulary</li> <li>● Set a purpose for listening</li> <li>● Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>● Identify important information and sequence events in a text</li> </ul>
<p><b><u>Vocabulary:</u></b></p> <ul style="list-style-type: none"> <li>● barrier</li> <li>● pioneers</li> <li>● mouth</li> <li>● purchase</li> <li>● brave</li> <li>● expedition</li> <li>● honored</li> <li>● protection</li> <li>● record</li> <li>● dull</li> <li>● contentment</li> </ul>	<p><b><u>Core Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <b>CKLA Anchor Texts:</b> Frontier Explorers (Read-Aloud)</li> <li>● <b>Student Knowledge Workbook</b></li> <li>● <b>Trade Book:</b> <i>Lewis and Clark: Explorers of the American West</i> by Stephen Kroll</li> </ul>
<p><b><u>Common Assessment(s):</u></b></p> <ul style="list-style-type: none"> <li>● CKLA Domain Assessments</li> </ul>	<p><b><u>Supplemental Resources:</u></b></p> <ul style="list-style-type: none"> <li>● <i>I am Sacagawea</i> by Brad Meltzer</li> <li>● <i>Abuelo</i> by Arthur Dorros</li> <li>● <i>Zheng He, The Great Chinese Explorer: A Bilingual Story of Adventure and Discovery</i> by Li Jian</li> <li>● <i>The Journey of York: The Unsung Hero of the Lewis and Clark Expedition</i> by Hasan Davis</li> </ul>

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies		
<b>Unit:</b> Junior Achievement - Our Families	<input checked="" type="checkbox"/> <b>Essential</b>	<input type="checkbox"/> <b>Important</b>
<b>Big Idea:</b> Junior Achievement - Our Families explains how family members' jobs and businesses contribute to the well-being of the family and of the community. The program introduces the concept of needs and wants and explores the ways families plan for and acquire goods and services. Students analyze their own skills to determine ways they can support their families.		
<b>Pennsylvania Social Studies Standards:</b>		
5.1.1.A: Explain the purposes of rules in the classroom and school community.		
5.1.1.B: Explain the importance of rules in the classroom.		
5.1.1.C: Define equality and the need to treat everyone equally.		
5.1.1.E: Describe students' responsibilities in the school and community.		
5.2.1.A: Identify and explain the importance of responsibilities at school and at home.		
5.2.1.C: Identify school projects / activities that support leadership and public service.		
5.3.1.A: Identify the roles of local government (fire, police, etc.).		
5.3.1.C: Identify the value of firefighters, police officers and emergency workers in the community.		
6.1.1.A: Identify scarcity of resources within the family.		
6.1.1.B: Identify classroom wants and needs.		
6.1.1.C: Identify choice based on needs versus wants.		
6.1.1.D: Identify a choice based on classroom interest.		
6.2.1.A: Identify goods, consumers, and producers.		
6.2.1.C: Identify advertisements that encourage us to buy things based on want rather than need.		
6.3.1.A: Identify examples of goods and services.		
6.4.1.A: Identify specialization of work in the community.		
6.4.1.B: Explain the reason for a specific trade with a peer		
6.4.1.D: Describe how individuals differ in their wants and needs and why people buy and sell things.		
6.5.1.A: Identify individuals who work for wages in the community.		
6.5.1.B: Identify different jobs and the purpose of each.		
6.5.1.C: Identify businesses and their corresponding goods and services.		
6.5.1.D: Identify ways to earn money.		
<b>Pennsylvania Career, Education, and Work Standards:</b>		
13.1.3.A: Recognize that individuals have unique interests.		
13.1.3.C: Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.		
13.1.3 D: Identify the range of jobs in a community.		
13.1.3.E: Describe the work done by school personnel and other individuals in the community.		
13.3.3 D: Explain how money is used.		
13.4 3.A: Define entrepreneurship.		
13.4.3 B: Describe the character traits of successful entrepreneurs, such as, but not limited to: Adaptability, Creative thinking, Ethical behavior, Leadership, Positive attitude, Risk-taking.		

**13.4.3.C:** Describe age-appropriate entrepreneurial opportunities, such as, but not limited to, bake sale, crafts, lemonade stand, pet care.

**Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:**

**3.5.K-2.U:** Explain that design is a response to wants and needs.

**Essential Questions:**

- How are families alike and different?
- How do families work together to create a strong economy for the neighborhood?
- What are the three things families need?
- What are wants and needs?
- What are entrepreneurs?
- What are advertisements?

**Understandings:**

Students will understand...

- how families are alike and different and how they can work together to create a strong economy for the neighborhood.
- that all families need food, clothing, and shelter to live and must earn money to pay for these needs.
- how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.
- that entrepreneurs create businesses, which provide jobs for families.
- that advertisements help entrepreneurs.

**Knowledge:**

**Session One: All Kinds of Families**

- The students discover how families are alike and different and how they can work together to create a strong economy for the neighborhood.

**Session Two: Money for Needs and Wants**

- Students become aware that all families need food, clothing, and shelter to live and must earn money to pay for these needs.

**Session Three: Businesses All Around the Neighborhood**

- Students learn how the needs and wants of people in a neighborhood create an opportunity for entrepreneurs to start businesses.

**Session Four: Jobs All Around the Neighborhood**

- Students learn that entrepreneurs create businesses, which provide jobs for families.

**Session Five: A New Business**

- Students think like entrepreneurs and help advertise a new business needed in the neighborhood.

**Do/Skills:**

Students will be able to...

**Session One: All Kinds of Families**

- Begin to understand the similarities and differences between families
- Recognize the importance of businesses in neighborhoods

**Session Two: Money for Needs and Wants**

- Describe the difference between needs and wants
- Explain that families must earn money for the things they need and want

**Session Three: Businesses All Around the Neighborhood**

- Define entrepreneur, goods, and services
- Interpret map symbols
- Identify the goods or services businesses provide

**Session Four: Jobs All Around the Neighborhood**

- Identify the jobs people do
- Analyze their own skills to determine ways they can support family members

**Session Five: A New Business**

- Describe one of the entrepreneurial characteristics—Satisfy a Need or Want

**Vocabulary:**

- wants
- needs
- entrepreneur
- community
- family
- neighborhood
- careers
- advertisements

**Core Resources:**

- Junior Achievement Kit

**Common Assessment(s):**

- N/A

**Supplemental Resources:**

- *Clothesline Cues to Jobs People Do* by Kathryn Heling

<b>Grade, Subject/Course:</b> First Grade English Language Arts w/ Integrated Science & Social Studies	
<b>Unit:</b> Citizenship	<input checked="" type="checkbox"/> <b>Essential</b> <input type="checkbox"/> <b>Important</b> <input type="checkbox"/> <b>Compact</b>
<b>Big Idea:</b> The students will learn and develop problem solving skills to help them become citizens of their class, school and neighborhood community.	
<b>PA Core Content Standards/Anchors (or National Standards):</b> <b>5.2.1.B:</b> Identify a problem and attempt to solve with adult or peer assistance. <b>5.2.1.D:</b> Explain responsible school behavior. <b>5.3.1.B:</b> Identify the services of local government. <b>5.3.1.D:</b> Identify positions of authority in the classroom community. <b>5.3.1.E:</b> Identify situations in the school or community when it is beneficial to have an elected official represent the people. <b>5.3.1.F:</b> Identify and explain behaviors for responsible classroom citizens and possible consequences for inappropriate action. <b>5.4.1.A:</b> Identify ways to avoid conflict. <b>5.4.1.B:</b> Describe how classrooms can work together. <b>5.4.1.E:</b> Explain how a classroom community reaches compromise. <b>8.3.1.D:</b> Identify conflict and describe ways to cooperate with others by making smart choices. <b>8.4.1.D:</b> Describe examples of conflict and cooperation in the classroom community.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the rules of my school/classroom community?</li> <li>● What is conflict?</li> <li>● How can I avoid conflict with a peer?</li> <li>● How can I solve a conflict with a peer?</li> <li>● What is the importance of an elected official?</li> </ul>	<b>Understandings:</b> Students will understand... <ul style="list-style-type: none"> <li>● Why communities, schools, and home have rules.</li> <li>● The importance of conflict resolution.</li> <li>● How to solve a conflict with a peer.</li> <li>● Why elected officials are important.</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>● Conflict resolution tools.</li> <li>● Knowledge of elected officials and the role of rules.</li> </ul>	<b>Do/Skills:</b> Students will be able to... <ul style="list-style-type: none"> <li>● Solve a conflict with a peer.</li> <li>● Explain why elected officials are important.</li> <li>● Create rules for the classroom.</li> <li>● Describe the importance of rules.</li> </ul>
<b>Vocabulary:</b> <ul style="list-style-type: none"> <li>● conflict</li> <li>● resolution</li> <li>● rules</li> <li>● class/school community</li> <li>● cooperation</li> <li>● elected official</li> </ul>	<b>Core Resources:</b> <ul style="list-style-type: none"> <li>● Leader In Me</li> </ul>

**Common Assessment(s):**

- N/A

**Supplemental Resources:**

- School and Classroom artifacts
- *The Way I Feel* by Janan Cain