LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT
COURSE SYLLABUS

Grade: 1st
Teacher: Rebecca Manning & Faith Horton

Description: This syllabus provides an overview of each of the major subject areas taught in 1st grade. For each subject area, the sequence of units/modules and aligned essential questions/enduring understandings and academic standards are provided.

Learning Outcomes:

In addition to the ELA, math, science and social studies standards documented below, 1st graders are also actively working toward our Portrait of a Learner competencies reflected in our K-2 Portrait of a Learner rubrics:

- K-2 Independent Learner
- K-2 Responsible Collaborator
- K-2 Effective Communicator
- K-2 Critical Thinker
- K-2 Global Citizen

Anchor Texts or Major Curriculum:

- Eureka Squared
- UFLI
- Mystery Science/Foss
- Interactive Read Alouds

Course Outline (major units of study):

MATH		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Mod 1:Counting, Comparison, and Addition	Count and Compare with Data, Match, Count on from a visible part, Count on to add, make the same total in varied ways	**CCSS.Math.Content.1.MD.C.4** CCSS.Math.Content.1.NBT.B.2 CCSS.Math.Content.1.NBT.B.3 CCSS.Math.Content.1.OA.A.1 CCSS.Math.Content.1.OA.A.2 CCSS.Math.Content.1.OA.B.3 CCSS.Math.Content.1.OA.B.4

Mod 2: Addition and Subtraction Relationships	Reason About Take From Situations, Relate Distinguish Addition and Subtraction, Find the Unknown Part, using subtraction and addition	MP2&3 CCSS.Math.Content.1.NBT.B.3 CCSS.Math.Content.1.NBT.C.4 CCSS.Math.Content.1.NBT.C.5 CCSS.Math.Content.1.OA.C.5
Mod 3: Properties of Operations to Make Easier Problems	Maker easier Problems with 3 addends, linear model, and reason about ten	MP7 CCSS.Math.Content.1.NBT.A.1 CCSS.Math.Content.1.NBT.B.2 CCSS.Math.Content.1.OA.C.5-7
Mod 4: Comparison Composition of Length Measurements	Length Comparison & Word Problems	CCSS.Math.Content.1.MD.A.1 CCSS.Math.Content.1.MD.A.2 CCSS.Math.Content.1.NBT.B.2
Mod 5: Place Value-Compare, Add and Subtract	Grouping Units-tens and ones, addition of one-digit and two-digit numbers	MP6 CCSS.Math.Content.1.NBT.A.1 CCSS.Math.Content.1.NBT.B.2 CCSS.Math.Content.1.NBT.B.3 CCSS.Math.Content.1.NBT.C.4 CCSS.Math.Content.1.NBT.C.5 CCSS.Math.Content.1.NBT.C.6 CCSS.Math.Content.1.OA.C.5
Module 6: Attributes of Shapes & Place Value	Attributes and Composition of Shapes, Add & Sub Beyond 100 with place value	CCSS.Math.Content.1.G.A.1 CCSS.Math.Content.1.G.A.2 CCSS.Math.Content.1.G.A.3 CCSS.Math.Content.1.OA.D.7 CCSS.Math.Content.1.OA.D.8 CCSS.Math.Content.1.MD.B.3 CCSS.Math.Content.1.NBT.A.1
LITERACY		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Foundational Skills (UFLI)	Foundational Skills: Alphabet Review Digraphs & VCe Vowel Teams Suffixes & Prefixes	RF.1.1. Demonstrate understanding of the organization and basic features of print RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words

		RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
Writing	Narrative Opinion Informations	CCSS.ELA-Literacy.W.1.1 CCSS.ELA-Literacy.W.1.2 CCSS.ELA-Literacy.W.1.3 CCSS.ELA-Literacy.W.1.5 CCSS.ELA-Literacy.W.1.6 CCSS.ELA-Literacy.W.1.7 CCSS.ELA-Literacy.W.1.8
Reading Literature	Fiction vs Non-Fiction What are narrative elements? Fables, Social-emotional/kindness stories, poetry	CCSS.ELA-Literacy.RL.1.1 CCSS.ELA-Literacy.RL.1.2 CCSS.ELA-Literacy.RL.1.3 CCSS.ELA-Literacy.RL.1.4 CCSS.ELA-Literacy.RL.1.5 CCSS.ELA-Literacy.RL.1.6 CCSS.ELA-Literacy.RL.1.7 CCSS.ELA-Literacy.RL.1.8 CCSS.ELA-Literacy.RL.1.9 CCSS.ELA-Literacy.RL.1.10 CCSS.ELA-Literacy.SL.1.1 CCSS.ELA-Literacy.SL.1.2 CCSS.ELA-Literacy.SL.1.3
Reading Informational Text	How do readers research? Animal Research, Community Helpers, Diversity Leaders (Biographies)	:CCSS.ELA-Literacy.L.1.1 CCSS.ELA-Literacy.L.1.2 CCSS.ELA-Literacy.L.1.3 CCSS.ELA-Literacy.L.1.4 CCSS.ELA-Literacy.L.1.5 CCSS.ELA-Literacy.L.1.6 CCSS.ELA-Literacy.SL.1.4 CCSS.ELA-Literacy.SL.1.5 CCSS.ELA-Literacy.SL.1.6
SCIENCE		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Light, Shadows and Sound	Why does my shadow change shape during the	1-PS4-1. Plan and conduct investigations to provide

	day? -Tracing shadows, using daylight and flashlights -Mystery Science waves and vibrations lessons	evidence that vibrating materials can make sound 1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated. 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.
Survival Needs	Plants structures for survival- leave shape, root structures and acorn How do humans mimic Arctic animals to survive in the cold?	1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.
Observing Stars, Moon and Daylight Patterns	What patterns of change can be predicted when observing the sun, moon, and stars?	1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.
SOCIAL STUDIES		
Unit Title	Essential Question or Overarching Understanding	Standards or Competencies Assessed
Civics	Citizenship is about being a part of communities and	D2.Civ.3.K-2. Explain the need for and purposes of

	having both rights and responsibilities that help keep everyone safe and fair.	rules in various settings inside and outside of school.
Economics	People make choices about how to use limited resources to satisfy their needs and wants by producing and exchanging goods and services.	D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place. D4.6.K-2. Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems
Geography	Students should develop a foundational understanding of where they live in relation to the world and that places on Earth are diverse.	D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.
History	Students will begin to understand the concepts of past, present, and future by exploring their own community and family histories.	D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.

Portrait of a Learner

Independent Learner
I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator
I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker
I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen
I show that I care and take responsibility by helping in my community and the world around me.