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| First Grade  Yearly Curriculum Overview | |
| Topics / Books /  Units of Study | Standards |
| Water Beds  River Beds  Prairie Storms  Moose and Magpie  A Day in the Salt Marsh | Life Science S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals. a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). c. Design a solution to ensure that a plant or animal has all of its needs met. |
| Prairie Storms  (Research projects on the animals of the prairie; compare contrast characteristics of grasslands around the world; measure the lengths of the animals we are studying)  Water Cycle  And Weather | S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns. a. Represent data in tables and/or graphs to identify and describe different types of weather and the characteristics of each type. b. Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically. d. Analyze data to identify seasonal patterns of change. (Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)  MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.  MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration) Tell and write time. |
| A Day in the  Salt Marsh | MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. |
| Theodore Roosevelt and National Parks | Historical Understandings SS1H1 Read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science), and Ruby Bridges (civil rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).  Geographic Understandings  SS1G1 Describe how each historic figure in SS1H1a was influenced by his or her time and place. a. American colonies (Benjamin Franklin and Thomas Jefferson) b. American frontier (Lewis & Clark and Sacagawea) c. National Parks (Theodore Roosevelt) d. Southern U.S. (George Washington Carver and Ruby Bridges)  SS1G2 Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or a globe.  SS1G3 Locate major topographical features of the earth’s surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean. c. Identify and describe landforms (mountains, deserts, valleys, and coasts). |
|  | Government/Civic Understandings  SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment. SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country ‘Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.). |
| Narrative Writing | ELAGSE1W3: 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.  ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers |
| Web links: | <https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>  <http://www.arbordalepublishing.com/>  [www.brainpop.com](http://www.brainpop.com)  <http://jonesprobeclass.weebly.com/index.html> |