

1st Grade Curriculum Guide

7/28/16

CVSD ELA Scope and Sequence

1st Grade		Reading Informational Text and Literature	Writing	Foundational Skills and Speaking/Listening
Units	Timeline	Priority Standards	Priority Standards	Priority Standards
Unit 1: Reading Literature & Writing Narrative	Trimester 1 (6 weeks - August to middle of October)	CC.1.3.1.A.	W.1.3.	CC.1.1.1.D.
		CC.1.3.1.C.	L.1.1.	CC.1.1.1.E.
			L.1.2.	
Unit 2: Reading Informational Text & Writing Informative	Trimester 1 (6 weeks - Middle of October to end of November)	CC.1.2.1.A.	W.1.2.	CC.1.1.1.D.
		CC.1.2.1.E.	W.1.5.	CC.1.1.1.E.
			L.1.1.	
			L.1.2.	
Unit 3: Reading Informational Text & Writing Informative	Trimester 2 (6 weeks - End of November to middle of January)	CC.1.2.1.A.	W.1.2.	CC.1.1.1.D.
		CC.1.2.1.B.	W.1.5.	CC.1.1.1.E.
		CC.1.2.1.E.	L.1.1.	
			L.1.2.	
Unit 4: Reading Literature & Writing Opinion	Trimester 2 (6 weeks - Middle of January to end of February)	CC.1.3.1.B.	W.1.1.	CC.1.1.1.D.
		CC.1.3.1.C.	W.1.5.	CC.1.1.1.E.
			L.1.1.	
			L.1.2.	
Unit 5: Reading Literature & Writing Narrative	Trimester 3 (6 weeks - End of February to middle of April)	CC.1.3.1.A.	W.1.3.	CC.1.1.1.D.
		CC.1.3.1.B.	W.1.5.	CC.1.1.1.E.
		CC.1.3.1.C.	L.1.1.	
			L.1.2.	
Unit 6: Reading Informational Text & Writing Narrative	Trimester 3 (6 weeks - Middle of April to end of May)	CC.1.2.1.A.	W.1.3.	CC.1.1.1.D.
		CC.1.2.1.B.	W.1.5.	CC.1.1.1.E.
		CC.1.2.1.E.	L.1.1.	
			L.1.2.	

***Bolded Priority Standards indicate new standards that should be the focus of teaching.**

ELA Priority Standards ~ Grade 1

CCSS	PA Core	Foundational Skills
RF.1.3	CC.1.1.1.D	<p>Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.
RF.1.4	CC.1.1.1.E	<p>Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading Informational Text		
RI.1.2	CC.1.2.1.A	Identify the main idea and retell key details of text.
RI.1.1	CC.1.2.1.B	Ask and answer questions about key details in a text.
RI.1.5	CC.1.2.1.E	Use various text features and search tools to locate key facts or information in a text.
Reading Literature		
RL.1.2	CC.1.3.1.A	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.1	CC.1.3.1.B	Ask and answer questions about key details in a text.
RL.1.3	CC.1.3.1.C	Describe characters, settings, and major events in a story, using key details.
Writing		
W.1.1	CC.1.4.1.G-J	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	CC.1.4.1.A-D	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	CC.1.4.1.M-P	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.
W.1.5	CC.1.4.1.E, K, Q & T	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
L.1.1	CC.1.4.1.F, L & R	<p>Demonstrate command of the conventions of standard English grammar and usage when writing, based on Grade 1 level and content.</p> <ol style="list-style-type: none"> a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions (e.g., and, but, or, so, because). g. Use determiners (e.g., articles, demonstratives). h. Use frequently occurring prepositions (e.g., during, beyond, toward). i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	CC.1.4.1.F, L & R	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation; use commas in dates and words in series. • Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
R.F.1.3	CC.1.1.1.D - Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Identify common consonant digraphs, final-e, and common vowel teams. • Decode one and two-syllable words with common patterns. • Read grade level words with inflectional endings. • Read grade-appropriate irregularly spelled words.
Taught in Unit(s)	
Units: 1, 2, 3, 4, 5, 6	
Explanation/Example of Standard	
Students continue learning specific strategies for decoding words in texts. Learning suffixes and vowel patterns enhances decoding, spelling ability, and vocabulary development. Use questions and prompts such as: <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look at the word, does it look like...? • You said...does it look like...? What do these two letters sound like together (sh, th, ch) in this word? • Can you clap the syllables in this word? • What does this final e tell you about this word? • Look at the beginning of that word, can you get it started? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Long vowel patterns are not just final -e. • Teachers must work on predictable vowel teams as well. 	
Big Idea(s)	Essential Question(s)
Knowledge of letter sound relationships and word parts will help me become a better reader and writer.	<ul style="list-style-type: none"> • What is a syllable (in a word)? • What is a consonant? • What sounds do the long vowels make? • What sounds do the short vowels make? • How do I know if a word has a short vowel or long vowel in it? • What is a digraph? • What is a blend? • How do I read words with final-e? • How do I read words with common vowel teams? • What are inflectional endings? • How do I decode one syllable words to help me read? • How do I segment syllables in words? • How do I isolate and pronounce initial, medial vowel, and final sounds (phonemes) in single-syllable words? • How can I add or substitute individual sounds in one syllable words to make new words? • How do I learn high frequency words? • How do I read high frequency words?

Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Beginning and ending consonants • Long vowels, long vowel teams, final-e • Short vowel patterns • Syllabication • Letter sounds including blends and digraphs • Word families • Word wall words • Inflectional endings 	<ul style="list-style-type: none"> • Identify beginning and ending consonants • Decode words with short vowels • Decode words with digraphs • Decode words with blends • Recognize final- e • Recognize common vowel teams • Read grade level words with inflectional endings(-s, -ed, -ing) • Decode one and two-syllable words with common patterns • Read grade-appropriate irregularly spelled words (word wall words)
I Can Statements	
<p>I can use digraphs to help me read. I can read one syllable words. I can read vowel teams (magic e, ea, ay, oa). I can read two syllable words. I can read first grade words. I can read words with short vowels. I can read words with blends. I can read words with final-e. I can read words with inflectional endings.</p>	

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RF.1.4	CC.1.1.1.E - Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
Taught in Unit(s)		
Units: 1, 2, 3, 4, 5, 6		
Explanation/Example of Standard		
Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage benefit from opportunities to read texts multiple times at an independent level. Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice sound like the words are together. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. 		
Common Misconceptions		
<ul style="list-style-type: none"> • Going back to re-read is important for everyone, not just kids. Adults do it too! • Reading fluently is important, however, make sure you are able to comprehend what you're reading. 		
Big Idea(s)	Essential Question(s)	
Good Readers read with accuracy, appropriate rate, and expression to support their understanding.	<ul style="list-style-type: none"> • What does it mean to read fluently? • Why is it important for me to become a fluent reader? • How can making self-corrections help me understand a text? • Why is it important to understand what I am reading? • How can I use the text context to recognize unfamiliar words? • Why is it important to use phrasing and appropriate pausing during reading? • How do I use volume and expression to match mood, characters and type of text? • Why do I need to change my speed according to the text I am reading? • How do I read accurately? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Beginning and ending consonants 	<ul style="list-style-type: none"> • Read on-level text with purpose and 	

<ul style="list-style-type: none"> • Short vowel patterns • Letter sounds including blends and digraphs • Final-e • Long vowels, long vowel teams • Word families • Word wall words • Inflectional endings • Comprehension Strategies • Reading Strategies • Prosody 	<p>understanding</p> <ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression (prosody) Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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I Can Statements

I can understand what I read.
I can read accurately.
I can read smoothly.
I can read with expression.
I can pause at punctuation when I read.
I can self-correct when I read.
I can re-read to understand what words mean.

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RI.1.2	CC.1.2.1.A – Identify the main idea and retell key details of text.
Taught in Unit(s)	
Units: 2, 3, 6	
Explanation/Example of Standard	
<p>First grade students should be able to identify the main idea and retell the key details in their own words. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the main idea of this text? • Can you find one of the important ideas in this text? • Can you find another important idea? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Students sometimes get confused on what to do for graphic organizers. Teachers should explicitly teach these organizers to aide students learning. 	
Big Idea(s)	Essential Question(s)
<p>Authors of informational texts include key details in order to help readers make meaning of the text.</p> <p>Good readers use key details in an informational text to identify the main topic</p>	<ul style="list-style-type: none"> • Why is it important to identify the main idea of a non-fiction text? • Why is it important to retell key details of a non-fiction text? • What are the important parts of a retelling with non-fiction texts? • How does retelling help me comprehend a text?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary non-fiction and expository/technical texts) • Main idea • Difference between the main idea and key details • How to retell/restate details • Making connections 	<ul style="list-style-type: none"> • Identify and retell key details in an informational text • Identify the main topic of an informational text • Describe or graphically represent the relationship between main topic and key details • Identify the main topic and retell key details of a text. • Make connections (text to text, text to self, and text to world)
I Can Statements	
<p>I can find the main idea and details in a section of non-fiction.</p> <p>I can tell the order of events in a non-fiction text.</p>	

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
RI.1.1	CC.1.2.1.B – Ask and answer questions about key details in a text.	
Taught in Unit(s)		
Units: 3, 6		
Explanation/Example of Standard		
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Use a question and prompt such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own question about an important idea in this text. 		
Common Misconceptions		
<ul style="list-style-type: none"> • If student’s are having trouble coming up with questions, having them begin their sentence with, “I wonder...” really helps them. • It is important for students to know that they won’t find all the answers to their questions in that particular text they are reading at the time. 		
Big Idea(s)	Essential Question(s)	
<p>Authors include key details in informational texts which can help a reader ask and answer questions.</p> <p>Good readers know a question is different from a statement and requires an answer.</p>	<ul style="list-style-type: none"> • Why is using the 5 W’s + H questions (who, what, where, when, why, & how) helpful when I am reading? • Why is it important to make predictions before, during, and after reading? • Why is it important to use background knowledge to make connections with the stories? • Why is it important to differentiate between true and false information? • Why is it important to use background knowledge to make inferences with non-fiction text? • How can I compare and contrast information in non-fiction text? • How can I differentiate between fact and opinion? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W’s + H questions (who, what where, when, why & how) 	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text • Differentiate between true and false • Differentiate between fact and opinion 	

- Compare and contrast
- Fact and opinion
- True and false
- Inferences

- Compare and contrast non-fiction text

I Can Statements

I can answer who, what, where, when, why and how questions after reading non-fiction text.

I can ask who, what, where, when, why and how questions when reading a non-fiction text.

I can differentiate between true and false information.

I can make an inference using my background knowledge.

I can differentiate between fact and opinion.

I can compare and contrast non-fiction text.

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RI.1.5	CC.1.2.1.E – Use various text features and search tools to locate key facts or information in a text.
Taught in Unit(s)	
Units: 2, 3, 6	
Explanation/Example of Standard	
<p>First grade students should understand how to use text features to help them understand the text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information? • How do the headings help you understand the text? • What does the table of contents help you to know? 	
Common Misconceptions	
<ul style="list-style-type: none"> • Text features occur in other places besides books. They are used the same way as in the books we read. • Key facts are ideas that are so important to the topic, it can't be left out. Students need to be clear so that they are able to include all of these. 	
Big Idea(s)	Essential Question(s)
<p>Authors include text features to help the reader understand the text</p> <p>Good readers use text features to locate key facts or information in a text</p>	<ul style="list-style-type: none"> • How can the sequence of key ideas and details help me understand the text? • What are non-fiction texts features? • How can non-fiction text features help me comprehend the text?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Text features (e.g., headings, tables of contents, glossaries, electronic menus, and icons) • Characteristics of key fact 	<ul style="list-style-type: none"> • Identify the headings, tables of contents, glossaries, electronic menus, and icons • Know and use various text features to locate key facts or information
I Can Statements	
I can use text features to help me understand non-fiction text.	

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
RL.1.2	CC.1.3.1.A – Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Taught in Unit(s)	
Units: 1, 5	
Explanation/Example of Standard	
<p>First grade students use key details to retell stories in their own words and reveal an understanding about the central message of the text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me the important things that happened in the story? 	
Common Misconceptions	
When retelling, students need to understand that the story elements need to be retold in the order that they occurred in the story.	
Big Idea(s)	Essential Question(s)
<p>Authors include details that help readers make sense of stories</p> <p>Good readers create an effective retelling that includes important events and supporting details.</p>	<ul style="list-style-type: none"> • Why is it important to identify the central message of a text? • Why is it important to retell key events of a text? • What are the important parts of a retell? • How does retelling a story help me determine the central message of the text? • How does retelling a story help me comprehend a text? • How can I make a connection to the text?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Literary texts • How to retell literary stories • Characteristics of stories (e.g., beginning, middle, end) • Differences between central message and lesson • Differences between key ideas and details • Characteristics of an effective retelling • Methods for demonstrating understanding of the story message or lesson. • Making connections 	<ul style="list-style-type: none"> • Recognize key details in a story • Retell (or graphically represent) key details from literary texts • Recognize that key details show a central message, lesson or moral • Demonstrate (e.g., visual, auditory, tactile, kinesthetic) understanding of central message or lesson • Retell stories, including key details, and demonstrate understanding of their central message or lesson • Make connections (text to text, text to self, and text to world)

I Can Statements

I can tell about the information in a story using my own words.

I can retell the important events in the beginning, middle, and ending of a story.

I can make connections.

I can recall the stories central message and lesson.

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard		
RL.1.1	CC.1.3.1.B – Ask and answer questions about key details in a text.		
Taught in Unit(s)			
Units: 4, 5			
Explanation/Example of Standard			
<p>First grade students continue to build on the skill of asking and answering questions about key details in a text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me the important things that happened in the story? 			
Common Misconceptions			
<ul style="list-style-type: none"> • When using schema, students should use experiences that they know about and have dealt with. • If students have a hard time producing questions, have them start their sentences with “I wonder...” 			
Big Idea(s)	Essential Question(s)		
<p>Authors include key details in literary texts which can help a reader ask and answer questions.</p> <p>Good readers know a question is different from a statement and requires an answer.</p>	<ul style="list-style-type: none"> • Why is it important to make predictions while I am reading? • How can I use my schema to make inferences while I am reading? • Why is using the 5 w’s + H questions (who, what, where, when, why, & how) helpful when I am reading? 		
Assessments			
See unit map for specific unit common assessments			
Concepts (what students need to know)	Skills (what students must be able to do)		
<ul style="list-style-type: none"> • Texts • Questions • Answers • Key details • Predictions • Inferences • Background knowledge • 5 W’s + H questions (who, what, where, when, why and how) 	<ul style="list-style-type: none"> • Make reasonable predictions as they read • Use information from the text and background knowledge and information from the text to make inferences • Ask and answer questions which begin with who, what, where, when why, and how • Ask and answer questions about key details in a text 		
I Can Statements			
<p>I can tell who, what, where, when, why and how after reading stories.</p> <p>I can ask who, what, where, when, why and how questions after reading stories.</p> <p>I can make predictions.</p> <p>I can use my schema to infer.</p>			

CVSD ELA Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard		
RL.1.3	CC.1.3.1.C – Describe characters, settings, and major events in a story, using key details.		
Taught in Unit(s)			
Units: 1, 4, 5			
Explanation/Example of Standard			
<p>First grade students use key details to tell about the story elements. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me where the story/play took place? • Who are the characters in the story/play? • What do you know about them? 			
Common Misconceptions			
<ul style="list-style-type: none"> • Students should understand that there can be multiple characters, settings, and events that occur in stories. 			
Big Idea(s)		Essential Question(s)	
<p>Authors choose key details to describe characters, setting, and events that will help readers understand stories and plays.</p> <p>Good readers identify characters, settings and major events in a story in order to understand literary text(s).</p>		<ul style="list-style-type: none"> • How do I identify the characters, setting, and events in a story or play? • How does graphically representing the story elements help me recall the story elements? • How do you use the key details to support the descriptions of characters, setting, and major events? 	
Assessments			
See unit map for specific unit common assessments			
Concepts (what students need to know)		Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Literary texts • Major events in a story • Important/supporting key details • Story & Play elements <ul style="list-style-type: none"> ○ Plot (e.g., major events) ○ Beginning, middle and end ○ Problem/Solution ○ Character ○ Setting (e.g., time, place) ○ Cause and effect 		<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play • Identify the beginning, middle and end of a story or play • Describe or graphically represent characters, setting and major events in a story or play • Use key details to support descriptions of characters, setting, and major events • Identify cause and effect in a story or play 	
I Can Statements			
<p>I can name the characters, setting and events in a story or play.</p> <p>I can graphically represent characters, setting, and major events in a story or play.</p> <p>I can use key details to support descriptions of characters, setting, and major events.</p> <p>I can identify the cause and effect in a story or play.</p>			

CVSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard
CC.1.4.1.F, L & R	<p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use common, proper and possessive nouns • Use singular and plural nouns with matching verb in basic sentences (e.g., He hops; We hop). • Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Use frequently occurring adjectives • Use frequently occurring conjunctions (e.g., and, but, or, so, because). • Use determiners (e.g., articles, demonstratives). • Use frequently occurring prepositions (e.g., during, beyond, toward). • Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. <p>L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Capitalize dates and names of people. • Use end punctuation for sentences • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Taught in Unit(s)	
Units: 1, 2, 3, 4, 5, 6	
Explanation/Example of Standard	
<p>First grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.</p> <p>At this level, emphasis expands to include verb tense, possessives, pronouns, adjectives, conjunctions, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and spelling unknown words phonetically.</p>	
Common Misconceptions	
<ul style="list-style-type: none"> • Adding endings to words can be difficult for students. • Clarifying verb tenses with students will help with automaticity. 	
Big Idea(s)	Essential Question(s)
First grade students speak using proper conventions and grammar.	<ul style="list-style-type: none"> • How do I speak in complete sentences using proper conventions and grammar?
First grade students write using proper conventions	<ul style="list-style-type: none"> • How do I write in complete sentences using proper conventions and grammar?

and grammar.	
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Dates and names • Sentence Structure • Punctuation (period, comma, question mark, exclamation point) • Letter-sound relationships (including common spelling patterns) • Capital/lower-case letters 	<ul style="list-style-type: none"> • Recognize dates and names • Say and write complete sentences • Use knowledge of letter sounds to spell words • Use punctuation in sentences
I Can Statements	
<p>I can use common, proper, and possessive nouns.</p> <p>I can use singular and plural nouns with the right verb.</p> <p>I can use pronouns.(I, me, my, they, them, their)</p> <p>I can use adjectives and adverbs correctly.</p> <p>I can use past, present, and future tense verbs.</p> <p>I can use adjectives.</p> <p>I can use conjunctions.(and, but, or, so, because)</p> <p>I can use determiners.(a, the, this, that, my, many, few)</p> <p>I can make simple and compound sentences.</p> <p>I can make telling and asking sentences.</p> <p>I can capitalize dates and names of people.</p> <p>I can punctuate sentences.</p> <p>I can use commas in dates.</p> <p>I can use commas when writing groups of 3.</p> <p>I can spell first grade words.</p> <p>I can use what I know about phonics to spell new words.</p>	

CVSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard	
CC.1.4.1.G-J	W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
Taught in Unit(s)		
Units: 4		
Explanation/Example of Standard		
<p>First grade students should be able to express their opinion and demonstrate the ability to share their opinion with others. In first grade, students write opinion pieces that clearly state their preferences and supply a reason for their thinking. In doing so, students need multiple opportunities to express opinions and develop writing behaviors.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice- making throughout ELA. For example, in this grade students are expected to be able to select a reason that supports their opinion and be able to share their thinking.</p> <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>		
Common Misconceptions		
<ul style="list-style-type: none"> • Students should write about things that they know about. • The student’s reasons should have substantial reasoning as to why they feel the way they do. Not just, “I like it.” 		
Big Idea(s)	Essential Question(s)	
<p>Good persuasive writers state clear opinions in their writing.</p> <p>Good persuasive writers target their writing to a specific audience.</p> <p>Good persuasive writers give reasons and examples to support their opinion.</p> <p>Good authors use model/example texts to guide them as they compose their own persuasive pieces.</p> <p>Good authors use temporal words to guide readers through their writing.</p>	<ul style="list-style-type: none"> • How do I state a clear opinion about a topic? • Why is it important to identify my audience for my persuasive writing? • Why should I provide important reasons and examples to support that position? • How do I organize my opinion writing so it persuades my readers? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • How to persuade 	<ul style="list-style-type: none"> • Form an opinion about a topic or a text 	

<ul style="list-style-type: none"> • Audience • Opinion • Reason(s) • Evidence (e.g., examples, facts) • Difference between important and unimportant reasons/facts/examples • Resources (e.g., teacher selected) • Effective introduction/hook (e.g., one that includes the writer's opinion) • How to logically group and organize ideas • Temporal/time order words (e.g. first, second, next) • Conclusion/closure/concluding statement • Format choices (e.g., friendly letter, advertisements) 	<ul style="list-style-type: none"> • Use teacher selected resources to locate and choose facts and/or examples <ul style="list-style-type: none"> ○ differentiating between important and unimportant reasons ○ addressing the needs of the audience • Use/select an appropriate writing format • Organize writing with a logical order • Write opinion pieces by <ul style="list-style-type: none"> ○ introducing a topic ○ stating an opinion ○ providing reasons that support the opinion ○ ordering reasons by importance ○ providing a sense of closure
I Can Statements	
I can write clearly and effectively to express my opinion and persuade others.	

CVSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard
CC.1.4.1.A-D	W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Taught in Unit(s)	
Units: 2,3	
Explanation/Example of Standard	
<p>First grade students should be able to identify an informational topic and write pieces that include two or more facts.</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing; Students will also need a purposeful focus on choice- making throughout ELA.</p> <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>	
Common Misconceptions	
<ul style="list-style-type: none"> • Students should choose only the most important parts to write about to keep things concise. • Students need to put the steps to do things in order. • Having students role-play the events makes it easier to write about. 	
Big Idea(s)	Essential Question(s)
<p>Good authors use their experiences and background knowledge to help them with their writing.</p> <p>Good informative/explanatory authors provide information to help the reader understand a topic.</p> <p>Good authors use informative/explanatory writing to communicate information related to real-world tasks.</p> <p>Good authors use model/example texts to guide them as they compose informative/expository texts.</p> <p>Good authors use temporal words to guide readers through their writing.</p>	<ul style="list-style-type: none"> • How can I choose a topic for my writing? • How do I use research and my own knowledge to provide facts about a topic? • How do I organize my informative/explanatory writing so it's easy for the reader to understand? • How do I write an engaging introduction (a hook)? • How can I bring my writing to an appropriate closure?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Informative/explanatory writing • Topic • Relevant information/facts • Sequence/order/idea grouping • Temporal/time order words (e.g. first, second, 	<ul style="list-style-type: none"> • Select/name a topic for writing • Provide some facts about the topic • Organize writing in a clear manner • Begin writing with an engaging introduction • Provide a sense of closure/ending/conclusion

last) • Engaging beginning • Proper closure/ending/conclusion	• Use temporal words to guide the readers through the writing
I Can Statements	
I can write to teach in a clear and engaging manner.	

CVSD ELA Curriculum Map ~ 1st Grade

PA Core Standards	Common Core State Standard
CC.1.4.1.M-P	W.1.3 - 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.
Taught in Unit(s)	
Units: 5, 6	
Explanation/Example of Standard	
<p>In first grade, students write narrative pieces that recount two or more appropriately sequenced events and include some details regarding what happened. They use narrative writing to describe an experience with thoughts and feelings</p> <p>Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking learning centers) that lead to the expression of ideas both verbally and in writing: Students will also need a purposeful focus on choice-making throughout ELA.</p> <p>First grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use temporal words (now, when, then) to show order of events.</p>	
Common Misconceptions	
<ul style="list-style-type: none"> • Narrative stories include: characters, setting, beginning, middle, and ending. • Using a Story Hand helps to have a visual representation for students. 	
Big Idea(s)	Essential Question(s)
<p>Good authors use their experiences and background knowledge to help them with their writing.</p> <p>Good authors use model/example texts to guide them as they compose their own narrative pieces.</p> <p>Good authors include important story elements to tell about events and reflect upon those events.</p> <p>Good authors use temporal words to guide readers through their writing.</p> <p>Good authors include details that bring events/people to life for the reader.</p>	<ul style="list-style-type: none"> • How do I come up with ideas for my story? • What are the story elements that I need to create my own narrative writing piece? • How do I organize my narrative writing so it's easy for the reader to follow? • How do I write an engaging introduction? • How can I add details and strong words choices to make my story "come to life"? • How can I bring my stories to an appropriate closure?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Writing Ideas • Narrative writing components • Event(s) (topic and situation-what happened. For example, "my dog" is a topic; "my dog ate my 	<ul style="list-style-type: none"> • Develop or create character(s) and plot • Select/identify two or more events to tell about • Provide relevant details about the event (s) • Organize writing in the order in which the events

<p>homework” is an event)</p> <ul style="list-style-type: none"> • Relevant details/examples (e.g., how things look, feel, smell, sound, taste) • Temporal/time order words (e.g. first, next, then) • Reaction/response (e.g. Why was the event important? How did the event make you feel?) • Order of events (e.g., beginning, middle, end) • Engaging beginning • Proper closure/ending/conclusion • Forms (e.g., stories, journal entries) 	<p>occurred, appropriately sequencing events</p> <ul style="list-style-type: none"> • Use temporal words to signal event order and transition from one event to another • Begin the story with an engaging introduction • Provide a sense of closure/ending/conclusion
I Can Statements	
<p>I can use what I know to write clear and organized stories. I can write stories that are exciting and engaging to my readers.</p>	

CVSD ELA Curriculum Map ~ 1st Grade

PA Core Standard	Common Core State Standard	
CC.1.4.1.T CC.1.4.1.E, K & Q	W.1.5 - With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
Taught in Unit(s)		
Units: 2, 3, 4, 5, 6		
Explanation/Example of Standard		
With assistance from adults and peers, students should focus their writing on a topic and be able to respond to questions and suggestions. In order to do so, students need to understand how to add descriptive words to their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing).		
Common Misconceptions		
<ul style="list-style-type: none"> • When revising, students add something NEW. Sometimes, students don't realize this. • It's important that students understand that they are making their writing BETTER, not necessarily LONGER. 		
Big Idea(s)	Essential Question(s)	
<p>With guidance and support good writers reread and revise to strengthen writing pieces.</p> <p>With guidance and support good writers recognize and correct spelling, grammar, and punctuation errors</p>	<ul style="list-style-type: none"> • How do I use revising to ensure my writing makes sense and is engaging to the reader? • How do I use editing to ensure correct spelling, grammar, and punctuation in my writing? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> • Word wall words • Describing words • Details • Dates and names • Sentence structure • Punctuation (period, comma, question mark, exclamation point) • Letter-sound relationships (including common spelling patterns) • Capital/lower case letters 	<ul style="list-style-type: none"> • Identify where to add details • Use writing resources • Reread writing to make sure it makes sense • Recognize dates and names • Say and write complete sentences • Use knowledge of letter sounds to spell words • Use punctuation in sentences 	
I Can Statements		
<p>I can reread my own writing to make sure it makes sense.</p> <p>I can revise my writing to make it more engaging to my readers.</p> <p>I can edit my writing to ensure it has correct spelling, grammar and punctuations.</p> <p>I can improve my writing by using a rubric or conferencing with others.</p>		

CVSD Math Scope and Sequence ~ 1st Grade

		2.1 Numbers & Operations	2.2 Algebraic Concepts	2.3 Geometry	2.4 Measurement, Data, and Probability
Unit	Time Line	Priority Standards	Priority Standards	Priority Standards	Priority Standards
1	Trimester 1 (16 Days)		CC.2.2.1.A.1		
			CC.2.2.1.A.2		
2	Trimester 1 (24 Days)		CC.2.2.1.A.1		
			CC.2.2.1.A.2		
3	Trimester 1 (20 Days)		CC.2.2.1.A.1		
			CC.2.2.1.A.2		
4	Trimester 2 (30 Days)	CC.2.1.1.B.2	CC.2.2.1.A.1		
		CC.2.1.1.B.3	CC.2.2.1.A.2		
5	Trimester 2 (30 Days)	CC.2.1.1.B.2	CC.2.2.1.A.1		
		CC.2.1.1.B.3	CC.2.2.1.A.2		
6	Trimester 3 (20 Days)		CC.2.2.1.A.1		CC.2.4.1.A.4
7	Trimester 3 (30 Days)		CC.2.2.1.A.1	CC.2.3.1.A.1	CC.2.4.1.A.1
			CC.2.2.1.A.2	CC.2.3.1.A.2	CC.2.4.1.A.2
					CC.2.4.1.A.4
8	Trimester 3 (10 Days)	CC.2.1.1.B.3	CC.2.2.1.A.1		

First Grade Math Priority Standards

CCSS	PA CORE	Numbers and Operations
1.NBT.2 1.NBT.3	CC.2.1.1.B.2	Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
1.NBT.4 1.NBT.5 1.NBT.6	CC.2.1.1.B.3	Use place value concepts and properties of operations to add and subtract within 100.
CCSS	PA CORE	Algebraic Concepts
1.OA.1 1.OA.2 1.OA.5 1.OA.6	CC.2.2.1.A.1	Represent and solve problems involving addition and subtraction within 20.
1.OA.3 1.OA.4 1.OA.7 1.OA.8	CC.2.2.1.A.2	Understand and apply properties of operations and the relationship between addition and subtraction.
CCSS	PA CORE	Geometry
1.G.1 1.G.2	CC.2.3.1.A.1	Compose and distinguish between two- and three-dimensional shapes based on their attributes.
1.G.3	CC.2.3.1.A.2	Use the understanding of fractions to partition shapes into halves and quarters.
CCSS	PA CORE	Measurement, Data, and Probability
1.MD.1 1.MD.2	CC.2.4.1.A.1	Order lengths and measure them both indirectly and by repeating length units.
1.MD.3	CC.2.4.1.A.2	Tell and write time to the nearest half hour using both analog and digital clocks
1.MD.4	CC.2.4.1.A.4	Represent and interpret data using tables/charts.

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.NBT.2, 1.NBT.3	CC.2.1.1.B.2 Use place value concepts to represent amounts of tens and ones and to compare two digit numbers.
Taught in Unit(s)	
Unit 4, Unit 5	
Explanation/Example of Standard	
<p>In First Grade, students are asked to unitize ten individual ones as a whole unit: “one ten”. Students explore the idea that the teen numbers (11 to 19) can be expressed as <i>one</i> ten and some leftover ones.</p> <p>Example: Here is a pile of 12 cubes. Do you have enough to make a ten? Would you have any leftover? If so, how many leftovers would you have?</p>	
<p>Student A I filled a ten frame to make one ten and had two counters left over. I had enough to make a ten with some leftover. The number 12 has 1 ten and 2 ones.</p>	<p>Student B I counted out 12 cubes. I had enough to make 10. I now have 1 ten and 2 cubes left over. So the number 12 has 1 ten and 2 ones. In addition, when learning about forming groups of 10, First Grade students learn that a numeral can stand for many different amounts, depending on its position or place in a number.</p>
<p>First Grade students use their understanding of groups and order of digits to compare two numbers by examining the amount of tens and ones in each number.</p> <p>Example: Compare these two numbers. 42 _ 45</p>	
<p>Student A 42 has 4 tens and 2 ones. 45 has 4 tens and 5 ones. They have the same number of tens, but 45 has more ones than 42. So, 42 is less than 45. $42 < 45$</p>	<p>Student B 42 is less than 45. I know this because when I count up I say 42 before I say 45. $42 < 45$ This says 42 is less than 45.</p>
Common Misconceptions	
<ol style="list-style-type: none"> 1. Students ignore the need for regrouping when subtracting with numbers 0 to 20 and think that they should always subtract a smaller number from a larger number. For example, students solve $15 - 7$ by subtracting 5 from 7 and 0 (0 tens) from 1 to get 12 as the incorrect answer. 2. Often when students learn to use an aid (Pac Man, bird, alligator, etc.) for knowing which comparison sign ($<$, $>$, $=$) to use, the students don't associate the real meaning and name with the sign. 	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • The base-ten number system is a way to organize, represent and compare numbers using groups of ten and place value. 	<ul style="list-style-type: none"> • How, do we use comparison signs ($>$, $<$, $=$) to compare numbers? • How do we determine the number of tens and ones in a 2-digit number?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Place value concepts	Represent amounts of tens and ones

	Compare two digit numbers
I Can Statements	
<ol style="list-style-type: none">1. I can use place value to represent numbers in different ways.2. I can tell the size of the number and its nearness to 10 or 100 because I know that the first digit in a two-digit number is the number that is the most important to tell the size.3. I can use the concepts of tens and ones to represent and compare numbers using $<$, $>$, and $=$.	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.NBT.4, 1.NBT.5, 1.NBT.6	CC.2.1.1.B.3 Use place-value concepts and properties of operations to add and subtract within 100.



Taught in Unit(s)

Unit 4, Unit 5, Unit 8

Explanation/Example of Standard

Students should use concrete models, drawings and place value strategies to add and subtract within 100. (Students should not be exposed to the standard algorithm of carrying or borrowing in first grade). Students should be exposed to problems both in and out of context and presented in horizontal and vertical forms. They should always explain and justify their mathematical thinking both verbally and in a written format.

Examples:

<p style="text-align: center;">43 + 36</p> <p>Student counts the 10s (10, 20, 30...70 or 1, 2, 3...7 tens) and then the 1s.</p> 	<p style="text-align: center;">28 +34</p> <p>Student thinks: 2 tens plus 3 tens is 5 tens or 50. S/he counts the ones and notices there is another 10 plus 2 more. 50 and 10 is 60 plus 2 more or 62.</p> 	<p style="text-align: center;">29 +14</p> <p>Student thinks: "29 is almost 30. I added one to 29 to get to 30. 30 and 14 is 44. Since I added one to 29, I have to subtract one so the answer is 43."</p>
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Students need to build on their work with tens and ones to understand and apply the concept of 10 by mentally adding ten more and ten less than any number less than 100. It is critical for students to do this without counting.

Example:

There are 74 birds in the park. 10 birds fly away. How many are left?

Student 1: I used a 100s board. I started at 74. Then, because 10 birds flew away. I moved back one row. I landed on 64. So, there are 64 birds left in the park.

Student 2: I pictured 7 ten frames and 4 left over in my head. Since 10 birds flew away. I took one of the ten frames away. That left 6 ten frames and 4 left over. So, there are 64 birds left in the park.

Students should use concrete models, drawings and place value strategies to subtract multiples of 10 from decade numbers (e.g., 30, 40, 50). This skill is foundational for future work in subtraction with more complex numbers

Examples:

- 70 - 30: Seven 10s take away three 10s is four 10s
- 80 - 50: 80, 70 (one 10), 60 (two 10s), 50 (three 10s), 40 (four 10s), 30 (five 10s)
- 60 - 40: I know that 4 + 2 is 6 so four 10s + two 10s is six 10s so 60 - 40 is 20

Common Misconceptions	
First graders may think they can take away more than the number of items in a given set, resulting in a negative number below zero.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> The base-ten number system is a way to organize, represent and compare numbers using groups of ten and place value. 	<ul style="list-style-type: none"> How can I use strategies to subtract multiples of 10? How can I mentally find 10 more or 10 less than a number? How can I use strategies to subtract multiples of 10?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Place value concepts Properties of operations	Add within 100 Subtract within 100
I Can Statements	
<ul style="list-style-type: none"> I can mentally find 10 more of a number. I can mentally find 10 less than a number. I can subtract multiples of 10-90 using concrete models. I can add multiples of 10 to a one-digit and two-digit number. I can add a 2-digit number and a one digit number I can add a 2-digit number and a multiple of 10. 	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard	
1.OA.1, 1.OA.2, 1.OA.5, 1.OA.6	CC.2.2.1.A.1 Represent and solve problems involving addition and subtraction within 20.	
Taught in Unit(s)		
Units 1-8		
Explanation/Example of Standard		
Teachers should be cognizant of the three types of addition and subtraction problems: Result Unknown, Change Unknown, and Start Unknown.		
Result Unknown Least complex for students	Change Unknown	Start Unknown Most Difficult for students to solve
There are 9 students on the playground. Then 8 more students showed up. How many students are there now? 9+8= _____	There are 9 students on the playground. Some more students showed up. There are now 17 students. How many students came? 9+____=17	Here are some students on the playground. Then 8 more students came. There are now 17 students. How many students were on the playground at the beginning? _____ = 8=17
Students need to join three numbers whose sum is less than or equal to 20, using a variety of mathematical representations.		
Examples:		
There are 6 cookies on the plate. There are 4 oatmeal raisin cookies, 5 chocolate chip cookies, and 6 gingerbread cookies. How many cookies are there total?		
Adding with a 10 Frame and counters	Look for Ways to Make 10	Number Line
I put 4 counters on the 10 Frame for the oatmeal raisin cookies. Then, I put 5 different color counters on the 10 Frame for the chocolate chip cookies. Then I put another 6 color counters out for the gingerbread cookies. Only one of the gingerbread cookies fit, so I had 5 left over. One 10 Frame and 5 leftover cookies make 15 cookies.	I know that 4 and 6 equals 10, so the oatmeal raisin and the gingerbread equals 10 cookies. Then, I add the 5 chocolate chip cookies and get 15 total cookies.	I counted on the number line. First, I counted 4, then I counted 5 more and landed on 9. Then, I counted 6 more and landed on 15. So there were 15 total cookies.
Common Misconceptions		
<ol style="list-style-type: none"> 1. Many children misunderstand the meaning of the equal sign. The equal sign means; is the same as, but most primary students believe the equal sign tells you that the answer is coming up to the right of the equal sign. This misconception is over-generalized by only seeing examples of number sentences with an operation to the left of the equal sign and the answer on the right. 2. Many students believe it is valid to assume that a key word or phrase in a problem suggests the same operation will be used every time. For example, they might assume that the word <i>left</i> always means that subtraction must be used to find a solution. 		

Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> Mathematical operations are related and used to solve problems. The same number sentence ($12-4 = 8$) can be associated with different concrete or real world situations AND different number sentences can be associated with the same concrete or real world situation. 	<ul style="list-style-type: none"> How do I solve addition problems within 20? How do I solve subtraction problems within 20? How can I determine the unknown whole number in an addition or subtraction problem? How are addition and subtraction related?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Addition facts Subtraction facts	Solve addition problems within 20 Solve subtraction problems within 20
I Can Statements	
<ul style="list-style-type: none"> I can use the plus or minus sign to show the operations of addition and subtraction. I can show and explain addition as combining sets and counting on. I can show and explain subtraction as take-away or minus. I can create strategies for basic addition facts. I can create strategies for basic subtraction facts. I can solve addition word problems with three whole numbers. I can determine an unknown whole number in an addition problem. I can determine an unknown whole number in a subtraction problem. 	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.OA.3, 1.OA.4, 1.OA.7, 1.OA.8	CC.2.2.1.A.2 Understand and apply properties of operations and the relationship between addition and subtraction.
Taught in Unit(s)	
Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 7	
Explanation/Example of Standard	
<p>Students need to apply properties of operations as strategies to add and subtract. Students do not need to use formal terms for these properties. Students should use mathematical tools, such as cubes and counters, and representations such as the number line and a 100 chart to model these ideas.</p> <p>Example: Student can build a tower of 8 green cubes and 3 yellow cubes and another tower of 3 yellow and 8 green cubes to show that order does not change the result in the operation of addition. Students can also use cubes of 3 different colors to prove that $(2 + 6) + 4$ is equivalent to $2 + (6 + 4)$ and then to prove $2 + 6 + 4 = 2 + 10$. Students should understand the important ideas of the following properties:</p> <ul style="list-style-type: none"> • Identity property of addition (e.g., $6 = 6 + 0$) • Identity property of subtraction (e.g., $9 - 0 = 9$) • Commutative property of addition--Order does not matter when you add numbers. • Associative property of addition--When adding a string of numbers you can add any two numbers first. (e.g., $3 + 9 + 1 = 3 + 10 = 13$) <p>Students need to use subtraction in the context of unknown addend problems. When determining the answer to a subtraction problem, $12 - 5$, students think, "If I have 5, how many more do I need to make 12?" Encouraging students to record this symbolically, $5 + ? = 12$, will develop their understanding of the relationship between addition and subtraction. Some strategies they may use are counting objects, creating drawings, counting up, using number lines or 10 frames to determine an answer.</p> <p>Example: $12 - 5 = \underline{\quad}$ could be expressed as $5 + \underline{\quad} = 12$. Students should use cubes and counters, and representations such as the number line and the 100 chart, to model and solve problems involving the inverse relationship between addition and subtraction.</p> <p><u>Student 1</u> I used a ten frame. I started with 5 counters. I now that I had to have 12, which is one full ten frame and two left overs. I needed 7 counters, so $12 - 5 = 7$</p> <p><u>Student 2</u> Draw a number line I started at 5 and counted up until I reached 12. I counted 7 numbers, so I knew that $12 - 5 = 7$.</p> <p>Students should work with the concept of equality by identifying whether equations are true or false. Therefore, students need to understand that the equal sign does not mean "answer comes next", but rather that the equal sign signifies a relationship between the left and right side of the equation. In order for students to avoid the common pitfall that the equal sign means –"to do something" or that the equal sign means –"the answer is", they need to be able to:</p> <ul style="list-style-type: none"> • Express their understanding of the meaning of the equal sign • Accept sentences other than $a + b = c$ as true ($a = a$, $c = a + b$, $a = a + 0$, $a + b = b + a$) • Know that the equal sign represents a relationship between two equal quantities • Compare expressions without calculating <p>In addition, Students should be exposed to various representations of equations, such as:</p> <ul style="list-style-type: none"> • an operation on the left side of the equal sign and the answer on the right side ($5 + 8 = 13$) • an operation on the right side of the equal sign and the answer on the left side ($13 = 5 + 8$) • numbers on both sides of the equal sign ($6 = 6$) 	

- operations on both sides of the equal sign ($5 + 2 = 4 + 3$).

Students need many opportunities to model equations using cubes, counters, drawings, etc. These key skills are hierarchical in nature and need to be developed over time.


Experiences determining if equations are true or false help student develop these skills. Initially, students develop an understanding of the meaning of equality using models.

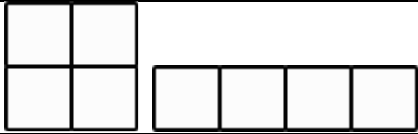
Common Misconceptions

- First graders may think the cumulative property applies to subtraction.
- First graders might have informally encountered negative numbers in their lives, so they think they can take away more than the number of items in a given set, resulting in a negative number below zero.
- Many students think that the equals sign means that an operation must be performed on the numbers on the left and the result of this operation is written on the right. They think that the equal sign is like an arrow that means *becomes* and one number cannot be alone on the left. Students often ignore the equal sign in equations that are written in a nontraditional way.

Big Idea(s)	Essential Question(s)
Numbers, measures, expressions, equations, and inequalities can represent mathematical situations and structures in many equivalent forms.	<ul style="list-style-type: none"> • How are addition and subtraction related? • When solving a problem, how do we know how to solve it? • How can I determine if equations are true or false?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Properties of operations Relationship between addition and subtraction	Describe, extend, compare, and create patterns
I Can Statements	
<ul style="list-style-type: none"> • I can show the equal means “the same as” using pictures. • I can count up as a strategy to subtract. • I can use cubes and counters to represent addition and subtraction. • I can determine if equations are true or false. 	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.G.1, 1.G.2	CC.2.3.1.A.1 Compose and distinguish between two-and-three-dimensional shapes based on their attributes.
Taught in Unit(s)	
Unit 7	
Explanation/Example of Standard	
<p>Students must determine which attributes of shapes are defining compared to those that are non-defining. Defining attributes are attributes that must always be present and that help to define a particular shape (#angles, # sides, length of sides, etc.). Non-defining attributes are attributes that do not always have to be present and do not define a particular shape (color, position, location, etc.). The shapes can include triangles, squares, rectangles, and trapezoids.</p> <p>Example: All triangles must be closed figures and have 3 sides. These are defining attributes. Triangles can be different colors, sizes and be turned in different directions, so these are non-defining. A child might describe a triangle as “right side up” or “red”. These attributes are not defining because they are not relevant to whether a shape is a triangle or not. Students should articulate ideas such as, “A triangle is a triangle because it has three straight sides and is closed”. It is important that students are exposed to both regular and irregular shapes so that they can communicate defining attributes. Students should use attribute language to describe why these shapes are not triangles.</p> <div style="text-align: center;">  </div> <p>Students should also use appropriate language to describe a given three-dimensional shape: number of faces, number of vertices/points, number of edges.</p> <p>Example: A cylinder may be described as a solid that has two circular faces connected by a curved surface (which is not considered a face). Students may say, “It looks like a can”.</p> <p>Students should compare and contrast two-and three-dimensional figures using defining attributes.</p> <p>Examples:</p> <ul style="list-style-type: none"> • List two things that are the same and two things that are different between a triangle and a cube. • Given a circle and a sphere, students identify the sphere as being three-dimensional but both are round. • Given a trapezoid, find another two-dimensional shape that has two things that are the same. <p>Students need to compose (build) a two-dimensional or three-dimensional shape from two shapes. This standard includes shape puzzles in which students use objects (e.g., pattern blocks) to fill a larger region.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Show the different shapes that you can make by joining a triangle with a square. • Show the different shapes you can make joining a trapezoid with a half-circle. • Show the different shapes you can make with a cube and a rectangular prism. <p>Students may use pattern blocks, plastic shapes, tangrams, or computer environments to make new shapes. The teacher can provide students with cutouts of shapes and ask them to combine them to make a particular shape.</p> <p>Example:</p> <ul style="list-style-type: none"> • What shapes can be made from four squares? 	



Common Misconceptions

- Students may think that a square that has been rotated so that the sides form 45-degree angles with the vertical diagonal is no longer a square but a diamond.
- Some students may think that the size of the equal shares is directly related to the number of equal shares. For example, they think that fourths are larger than halves because there are four fourths in one whole and only two halves in one whole. Students need to focus on the change in the size of the fractional parts as recommended in the folding shapes strategy. (Focus on Concrete and Representational activities).

Big Idea(s)	Essential Question(s)
Two- and three- dimensional objects can be described, classified and analyzed by their attributes and their location can be described quantitatively.	Why are these shapes congruent? Why aren't these shapes congruent? How is a sphere different from a circle? How is a cube different from a square? What solid shapes have 6 faces? What solid shapes have curved parts? What solid shapes have 8 corners? What solid shapes have no corners?

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
Attributes of shapes	Create two-dimensional shapes Create three-dimensional shapes Describe shapes based on attributes

I Can Statements


1. I can identify, compare and sort shapes. For example:
 - a. Name and show triangles of different sizes, shapes or positions.
 - b. Describe a shape using the number of sides and comers.
 2. I can create new shapes by combining or cutting apart already made shapes
 3. I can tell the names of the sides that make up a 3-D shape.
 4. I can copy and draw simple shapes from memory.
- <http://www2.westerville.k12.oh.us/Curriculum/ES%20Math.htm>

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard				
1.G.3	CC.2.3.1.A.2 Use the understanding of fractions to partition shapes into halves and quarters.				
Taught in Unit(s)					
Unit 7					
Explanation/Example of Standard					
<p>This is the first time students begin partitioning regions into equal shares using a context such as cookies, pies, pizza, etc... This is a foundational building block of fractions, which will be extended in future grades. Students should have ample experiences using the words, <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>.</p> <p>Students should also work with the idea of the whole, which is composed of two halves, or four fourths or four quarters.</p> <p>Example: How can you and a friend share equally (partition) this piece of paper so that you both have the same amount of paper to paint a picture?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 50%; text-align: center;">Student 1</th> <th style="width: 50%; text-align: center;">Student 2</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">I would split the paper right down the middle. That gives up two halves. I have half of the paper and my friend has the other half of the paper.</td> <td style="padding: 5px;">I would split it from corner to corner(diagnollay). She gets half the paper and I get half of the paper.</td> </tr> </tbody> </table> <p>Students need many experiences with different sized circles and rectangles to recognize that when they cut something into two equal pieces, each piece will equal one half of its original whole. Children should recognize that halves of two different wholes are not necessarily the same size. Also they should reason that decomposing equal shares into more equal shares results in smaller equal shares.</p>		Student 1	Student 2	I would split the paper right down the middle. That gives up two halves. I have half of the paper and my friend has the other half of the paper.	I would split it from corner to corner(diagnollay). She gets half the paper and I get half of the paper.
Student 1	Student 2				
I would split the paper right down the middle. That gives up two halves. I have half of the paper and my friend has the other half of the paper.	I would split it from corner to corner(diagnollay). She gets half the paper and I get half of the paper.				
Common Misconceptions					
Some students may think that the size of the equal shares is directly related to the number of equal shares. For example, they think that fourths are larger than halves because there are four fourths in one whole and only two halves in one whole.					
Big Idea(s)	Essential Question(s)				
With a focus on halves and fourths you will develop strategies for finding fractional components of numbers and investigate the concept of symmetry by partitioning geometric shapes.	Can you find one half or one fourth of a geometric figure of a set? How many halves are there in a whole? How are doubles and halves alike? What does it mean when you have equal shares? What does the top number in one fourth tell us? What does the bottom number in one fourth tell us?				
Assessments					
See unit map for specific unit common assessments					
Concepts (what students need to know)	Skills (what students must be able to do)				

Fractions Halves Quarters	Divide shapes into halves Divide shapes into quarters
I Can Statements	
1. I can show fractions using words and models for halves, thirds and fourths, knowing that fractions are equal size parts. 2. I can use quarters to show fourths and half of a dollar. http://www2.westerville.k12.oh.us/Curriculum/ES%20Math.htm	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.MD.1, 1.MD.2	CC.2.4.1.A.1 Order lengths and measure them both indirectly and by repeating length units.
Taught in Unit(s)	
Unit 7	
Explanation/Example of Standard	
<p>Students must indirectly measure objects by comparing the length of two objects by using a third object as a measuring tool. This concept is referred to as transitivity.</p> <p>Example: Which is longer: the height of the bookshelf or the height of a desk? In order for students to be able to compare objects, students need to understand that length is measured from one end point to another end point. They determine which of two objects is longer, by physically aligning the objects. Typical language of length includes taller, shorter, longer, and higher. When students use bigger or smaller as a comparison, they should explain what they mean by the word. Some objects may have more than one measurement of length, so students identify the length they are measuring. Both the length and the width of an object are measurements of length.</p> <p>Examples for ordering:</p> <ul style="list-style-type: none"> • Order three students by their height • Order pencils, crayons, and/or markers by length • Build three towers (with cubes) and order them from shortest to tallest • Three students each draw one line, then order the lines from longest to shortest <p>Example for comparing indirectly:</p> <ul style="list-style-type: none"> • Two students each make a snake out of dough. Given a tower of cubes, each student compares his/her snake to the tower. Then students make statements such as, “My snake is longer than the cube tower and your snake is shorter than the cube tower. So, my snake is longer than your snake.” <p>Students should use multiple copies of one object to measure a larger object. This concept is referred to as <i>iteration</i>. Students will learn to recognize the importance of making sure that there are not any gaps or overlaps in order to get an accurate measurement.</p> <p>Example: Ask students to use multiple units of the same object to measure the length</p> <div style="text-align: center;">  </div> <p>Students use their counting skills while measuring with non-standard units. While this standard limits measurement to whole numbers of length, in a natural environment, not all objects will measure to an exact whole unit. When students determine that the length of a pencil is six to seven paperclips long, they can state that it is about six paperclips long.</p>	
Common Misconceptions	
Some first graders may view the measurement process as a procedural counting task. Students need numerous experiences measuring lengths with student-made tapes or rulers with numbers	

in the center of the spaces. They may have gaps or overlaps with the units they are using to measure. They may not understand that the units used to measure must be the same size.

Big Idea(s)	Essential Question(s)
Compare and order objects by length? Measure objects with the same-size length units. Use Common Core Content Standards and Practices in a variety of real world problem solving situations.	<ul style="list-style-type: none"> • How can I measure objects? • How can I compare the measurements of objects? • How can I represent the measurements of objects? • What terms communicate measurement?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Units of length	Place lengths of measure in order Measure lengths
I Can Statements	
<ol style="list-style-type: none"> 1. I can explain why there are units and tools for measuring length and weight (rulers, scales). 2. I can estimate and measure weights using everyday objects. 3. I can estimate and measure length using everyday objects and a ruler. http://www2.westerville.k12.oh.us/Curriculum/ES%20Math.htm	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard
1.MD.3	CC.2.4.1.A.2 Tell and write time to the nearest half hour using both analog and digital clocks.
Taught in Unit(s)	
Unit 7	
Explanation/Example of Standard	
<p>Students to read both analog and digital clocks and then orally tell and write the time. Times should be limited to the hour and the half-hour. Students need experiences exploring the idea that when the time is at the half-hour the hour hand is between numbers and not on a number. Further, the hour is the number before where the hour hand is. For example, in the clock below, the time is 8:30. The hour hand is between the 8 and 9, but the hour is 8 since it is not yet on the 9.</p> <p>Ideas to support telling time:</p> <ul style="list-style-type: none"> • within a day, the hour hand goes around a clock twice (the hand moves only in one direction) • when the hour hand points exactly to a number, the time is exactly on the hour • time on the hour is written in the same manner as it appears on a digital clock • the hour hand moves as time passes, so when it is half way between two numbers it is at the half hour • there are 60 minutes in one hour; so halfway between an hour, 30 minutes have passed • half hour is written with –"30" after the colon 	
Common Misconceptions	
Students have difficulty distinguishing the hour and minute hand on the clock.	
Big Idea(s)	Essential Question(s)
Show, tell and write time in hours and half-hours.	<ul style="list-style-type: none"> • How does time influence events? • How is time represented? • How can I tell time to the hour and half-hour on most digital and dial clocks. • How can I use time order to sequence events.
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Time Analog clocks Digital clocks	Tell time to nearest half hour Write time to nearest half hour
I Can Statements	
<ol style="list-style-type: none"> 1. I can tell time to the hour and half-hour on most digital and dial clocks. 2. I can use time order to sequence events. 	

CVSD Math Curriculum Map ~ 1st Grade

Common Core State Standard	PA Core Standard								
1.MD.4	CC.2.4.1.A.4 Represent and interpret data using tables/charts.								
Taught in Unit(s)									
Unit 6									
Explanation/Example of Standard									
<p>Students create graphs and tally charts using data relevant to their lives (e.g. categorical data--favorite ice cream, eye color, pets, etc). Graphs may be constructed by groups of students as well as by individual students. They work with the data by organizing, representing and interpreting data. Students should have experiences posing a question with 3 possible responses and then work with the data that they collect.</p> <p>Counting objects should be reinforced when collecting, representing, and interpreting data. Students describe the object graphs and tally charts they create. They should also ask and answer questions based on these charts or graphs that reinforce other mathematics concepts such as sorting and comparing. The data chosen or questions asked give students opportunities to reinforce their understanding of place value, identifying ten more and ten less, relating counting to addition and subtraction and using comparative language and symbols.</p> <p>Example: Students pose a question and the 3 possible responses. Which is your favorite flavor of ice cream? Chocolate, vanilla or strawberry? Students collect their data by using tallies or another way of keeping track. Students organize their data by totaling each category in a chart or table.</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">What is your favorite flavor ice cream?</th> </tr> </thead> <tbody> <tr> <td style="width: 70%;">Chocolate</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Vanilla</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Strawberry</td> <td style="text-align: center;">6</td> </tr> </tbody> </table>		What is your favorite flavor ice cream?		Chocolate	12	Vanilla	5	Strawberry	6
What is your favorite flavor ice cream?									
Chocolate	12								
Vanilla	5								
Strawberry	6								
<p>Examples of Comparisons: Examples of comparisons: What does the data tell us? Does it answer our question?</p> <ul style="list-style-type: none"> • More people like chocolate than the other two flavors. • Only 5 people liked vanilla. • Six people liked Strawberry. • 7 more people liked Chocolate than Vanilla. • The number of people that liked Vanilla was 1 less than the number of people who liked Strawberry. • The number of people who liked either Vanilla or Strawberry was 1 less than the number of people who liked chocolate. 									
Common Misconceptions									
Big Idea(s)	Essential Question(s)								
Organize and represent and interpret data with three categories. Solve and Compare Problems.	<ul style="list-style-type: none"> • How can I sort data in different ways? • How can I collect and group data into charts using tally marks? • How can I show data using picture graphs and bar graphs? • How can I read charts, picture graphs and bar graphs and identify the main ideas and make conclusions and predictions on the data 								

	<ul style="list-style-type: none"> How can I arrange five objects by a property such as size or weight, and tell the ordinal place of each object?
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Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
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Charts Tables Data	Create a table from data Create a chart from data Explain data from table Explain data from chart
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I Can Statements

1. I can sort data in many ways.
 2. I can collect and group data into charts using tally marks.
 3. I can show data using picture graphs and bar graphs.
 4. I can read charts, picture graphs, and bar graphs and identify the main ideas, and make conclusions and predictions on the data.
 5. I can make up a question that can be answered by using information from a graph.
 6. I can arrange five objects by a property such as size or weight, and tell the ordinal place of each object.
 7. I can answer questions about the number of objects on a picture graph, bar graph or table graph (the most, the least, altogether, many more).
- <http://www2.westerville.k12.oh.us/Curriculum/ES%20Math.htm>

CVSD Science Scope and Sequence

1st Grade		Nature of Science	Environmental Sciences	Physical Sciences	Earth and Space Sciences
Unit	Time Line	Priority Standards	Priority Standards	Priority Standards	Priority Standards
Pebbles, Sand, and Silt	T1 - 6 weeks	Inquiry	4.5.1.A		3.3.1.A.1
	T2 - 3 weeks				3.3.1.A.4
Solids and Liquids	T2 - 3 weeks	Inquiry		3.2.1.A.1	
	T3 - 6 weeks			3.2.1.A.3	
					3.2.1.A.5

**CVSD Priority Standards for FOSS Science - Grade 1
(Kits: Pebbles, Sand and Silt and Solids and Liquids)**

3.2.A. Chemistry	
3.2.1.A.1 Properties of Matter	Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.
3.2.1.A3 Matter & Energy	Identify how heating, melting, cooling, etc., may cause changes in properties of materials.
3.2.1.A5 Unifying Themes	Recognize that everything is made of matter.
3.3 Earth and Space Sciences	
3.3.1.A1 Earth Features and the Processes that Change It	Observe, describe, and sort earth materials. Compare the composition of different soils.
3.3.1.A4 Water	Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds)
4.5 Humans and the Environment	
4.5.1.A Sustainability	Identify resources humans use from the environment.
Inquiry	
Inquiry	Observing scientific and engineering practices.

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
3.2.1.A1 – Observe and describe the properties of liquids and solids. Investigate what happens when solids are mixed with water and other liquids are mixed with water.	
Taught in Unit(s)	
Solids and Liquids	
Explanation/Example of the Standard	
Solids and liquids are two states of matter. Each substance has unique observable properties.	
Common Misconceptions	
<ul style="list-style-type: none"> • Liquid is something you can drink. • Solids are heavy and hard to carry. • Liquids are not matter. • Liquids have water in them. • Solids are not made of smaller pieces. • All solids are the same. • Liquid is moving (wavy lines in drawings). 	
Big Idea(s)	Essential Question(s)
<p>Matter can be described and classified based on its properties.</p> <p>Matter and its properties can change.</p> <p>The physical properties of matter make it useful for different purposes.</p>	<ul style="list-style-type: none"> • What are the properties of solid objects? • What are the properties of liquid objects? • What happens when solids are mixed with water? • What happens when liquids are mixed with water? • How do the physical properties of matter make it useful for different purposes? • How does matter change?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Solid Liquid Matter Properties	<ul style="list-style-type: none"> • Observe, describe and compare the properties and behaviors of solids and liquids. • Observe, describe and record what happens to when solids and water are mixed and when liquids and water are mixed.
I Can Statements	
I can describe solids and liquids based on their properties. I can combine and separate solid materials. I can combine solids and liquids.	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
3.2.1.A3 - Identify how heating, melting, cooling, etc. may cause changes in the properties of materials.	
Taught in Unit(s)	
Solids and Liquids	
Explanation/Example of the Standard	
Properties of matter change when they are heated or cooled. Melting is the change from solid to liquid and freezing is the change from liquid to solid. Sometimes the changes from heating or cooling are reversible, such as melting chocolate or freezing liquids. Sometimes the changes from heating or cooling are not reversible, such as baking a cake or burning fuel.	
Common Misconceptions	
<ul style="list-style-type: none"> • Melting only occurs when something is hot. • Freezing only occurs when something is cold. • Liquids are the only things that can be frozen. 	
Big Idea(s)	Essential Question(s)
<p>Matter exists in different states and it can be changed.</p> <p>Heating or cooling a substance may cause observable changes that may or may not be reversed.</p>	<ul style="list-style-type: none"> • How do properties of materials change when they are heated or cooled? • What types of changes from heating or cooling can be reversed?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Melting</p> <p>Freezing</p> <p>Heating</p> <p>Cooling</p> <p>Properties</p>	<ul style="list-style-type: none"> • Investigate melting and freezing of familiar liquids. • Observe and describe changes when solids and liquids are heated and cooled. • Provide evidence that some changes caused by heating or cooling can be reversed and some cannot.
I Can Statements	
I can change matter from one form to another.	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
3.2.1.A5 – Recognize that everything is made of matter	
Taught in Unit(s)	
Solids and Liquids	
Explanation/Example of the Standard	
Matter with which we interact exists in three fundamental states: solid, liquid and gas.	
Common Misconceptions	
<ul style="list-style-type: none"> • Things are only matter if you can touch or see it • Air is not matter • Air does not take up space 	
Big Idea(s)	Essential Question(s)
Everything is made of matter and/or energy.	What is everything made of? What are the three types of matter?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Matter Solid Liquid Gas	Identify the three states of matter
I Can Statements	
I can name the three states of matter.	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
3.3.1.A1 – Observe, describe and sort earth materials. Compare the composition of different soils.	
Taught in Unit(s)	
Pebbles, Sand and Silt	
Explanation/Example of the Standard	
Earth materials include solid rocks, sand, soil and water. Rocks have different observable physical properties such as size, weight, hardness, color, shape, texture, and are made of more than one material. They can be sorted according to these properties and can be categorized in different sizes. Soil is made up of many parts. The “ingredients” are the same, but the quantities differ from soil to soil.	
Common Misconceptions	
<ul style="list-style-type: none"> • Rocks are made of the same materials • Sand can only be found at the beach • Soil is only used to grow plants 	
Big Idea(s)	Essential Question(s)
<p>Earth materials can be described and identified by their properties.</p> <p>Materials that make up the earth have different properties and uses.</p>	<p>What are earth materials?</p> <p>What is a rock?</p> <p>How many ways can rocks be sorted?</p> <p>What rocks can we find around us?</p> <p>Is there an earth material small than sand?</p> <p>What is in soil?</p> <p>How do soils differ?</p> <p>What parts go together to make good soil?</p> <p>Where is water found in our community?</p>
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Earth Materials</p> <p>Rocks</p> <p>Sand</p> <p>Soil</p> <p>Water</p> <p>Composition</p> <p>Physical Properties (size, weight, hardness, color, shape and texture)</p>	<ul style="list-style-type: none"> • Identify the observable physical properties of rocks. • Observe and compare physical properties of rocks and soils. • Separate and group rocks by physical properties. • Collect, record and compare soil.
I Can Statements	
<p>I can identify earth materials.</p> <p>I can identify and describe rocks and soil by their properties.</p>	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
3.3.1.A.4 – Identify and describe types of fresh and salt-water bodies (ocean, rivers, lakes, ponds).	
Taught in Unit(s)	
Pebbles, Sand and Silt	
Explanation/Example of the Standard	
Natural sources of water include streams, rivers, ponds, lakes, marshes and oceans. Sources of water can be fresh or salt water. Water can be a solid, liquid or gas.	
Common Misconceptions	
All forms of water can be consumed. Only the ocean is salt water. All water is a liquid.	
Big Idea(s)	Essential Question(s)
Water is found in the ocean, rivers, lakes and ponds.	What are some sources of fresh water? What is a source of salt water? Where is water found in our community?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Fresh water Salt water Ocean River Lake Pond Stream	<ul style="list-style-type: none"> • Describe fresh and salt water • Identify types of fresh water • Identify types of salt water
I Can Statements	
I can describe types of fresh and salt water. I can identify natural sources of water. I can identify where fresh and salt water is found.	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
4.5.1.A – Identify resources humans use from the environment.	
Taught in Unit(s)	
Pebbles, Sand and Silt	
Explanation/Example of the Standard	
Earth materials are natural resources. The properties of different earth materials make each suitable for specific uses. People use earth materials to construct objects and streets. Earth materials are also used to make sculptures and jewelry.	
Common Misconceptions	
<ul style="list-style-type: none"> • People drink bottled water because it is better for our health; the safety of tap water is below consumption standards. • Earth's resources are not finite--there is an endless supply of water, petroleum, and mineral resources. All we have to do is to explore for them • We will never run out of natural resources such as coal, oil and other minerals. • Few products we use every day have anything to do with taking rocks and minerals from the ground. • Earth is both an endless supply of resources and a limitless sink for the waste products of our society. 	
Big Idea(s)	Essential Question(s)
Earth materials are natural resources and commonly used in construction of buildings and making art.	<ul style="list-style-type: none"> • What are natural resources? • How do people use earth materials? • How do people change and then use rocks? • What can be made with sand? • What can be made with clay? • How are bricks made?
Assessments	
See unit maps for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Natural resources Construction Sculpture Jewelry Bricks	<ul style="list-style-type: none"> • Explore places where earth materials are naturally found and ways that earth materials are used. • Use sand to make sculptures and clay to make beads, jewelry and bricks. • Search for earth materials outside the classroom.
I Can Statements	
<p>I can identify natural resources.</p> <p>I can explain how people use different earth materials in everyday life.</p> <p>I can construct objects using earth materials.</p>	

CVSD Science Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard
Inquiry - Observing Scientific and Engineering Practices
Taught in Unit(s)
Pebbles, Sand and Silt Solids and Liquids
Explanation/Example of the Standard
<p>In addition to the science content development, every module provides opportunities for students to engage in and understand the importance of scientific practices, and many modules explore issues related to engineering practices and the use of natural resources.</p> <p>Asking questions and defining problems</p> <ul style="list-style-type: none"> • Ask questions about objects, organisms, systems, and events in the natural and human-made world (science). • Ask questions to define and clarify a problem, determine criteria for solutions, and identify constraints (engineering). <p>Planning and carrying out investigations</p> <ul style="list-style-type: none"> • Plan and conduct investigations in the laboratory and in the field to gather appropriate data (describe procedures, determine observations to record, decide which variables to control) or to gather data essential for specifying and testing engineering designs. <p>Analyzing and interpreting data</p> <ul style="list-style-type: none"> • Use a range of media (numbers, words, tables, graphs, images, diagrams, equations) to represent and organize observations (data) in order to identify significant features and patterns. <p>Developing and using models</p> <ul style="list-style-type: none"> • Use models to help develop explanations, make predictions, and analyze existing systems, and recognize strengths and limitations of proposed solutions to problems. <p>Using mathematics and computational thinking</p> <ul style="list-style-type: none"> • Use mathematics and computation to represent physical variables and their relationships and to draw conclusions. <p>Constructing explanations and designing solutions</p> <ul style="list-style-type: none"> • Construct logical explanations of phenomena, or propose solutions that incorporate current understanding or a model that represents it and is consistent with available evidence. <p>Engaging in argumentation from evidence</p> <ul style="list-style-type: none"> • Defend explanations, develop evidence based on data, examine one's own understanding in light of the evidence offered by others, and challenge peers while searching for explanations. <p>Obtaining, evaluating, and communicating information</p> <ul style="list-style-type: none"> • Communicate ideas and the results of inquiry—orally and in writing—with tables, diagrams, graphs, and equations, in collaboration with peers.
Common Misconceptions
<ul style="list-style-type: none"> • <i>A hypothesis can be wrong.</i> Correction: Hypotheses are <u>never</u> wrong; hypotheses are either supported or not supported by collected data from experiments.

- *There is a single Scientific Method that all scientists follow.* Correction: "The Scientific Method" is often taught in science courses as a simple way to understand the basics of scientific testing. In fact, the Scientific Method represents how scientists usually write up the results of their studies (and how a few investigations are actually done), but it is a grossly oversimplified representation of how scientists generally build knowledge. The process of science is exciting, complex, and unpredictable. It involves many different people, engaged in many different activities, in many different orders.
- *The process of science is purely analytic and does not involve creativity.* Correction: Perhaps because the Scientific Method presents a linear and rigid representation of the process of science, many people think that doing science involves closely following a series of steps, with no room for creativity and inspiration. In fact, many scientists recognize that creative thinking is one of the most important skills they have — whether that creativity is used to come up with an alternative hypothesis, to devise a new way of testing an idea, or to look at old data in a new light. Creativity is critical to science!

Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Scientific inquiry is a multifaceted activity. • Scientists use observations to pose questions about the world around them. • Scientists use an inquiry process to find answers to questions. • Scientists collect, measure, analyze, and organize their data in logical ways as part of a scientific process. • Scientists routinely communicate and collaborate with others in an attempt to build knowledge and understanding. 	<ul style="list-style-type: none"> • What do scientists observe? • What do scientists ask? • What makes a good question? • What is a hypothesis? • How do we use scientific inquiry to find answers to questions? • How can we collect data to compare, contrast, group, and explain ideas? • How do we record and communicate our results?

Assessments

See unit maps for specific unit common assessments.

Concepts (what students need to know)	Skills (what students must be able to do)
Inquiry Thinking Observing/Observation Questioning Hypothesis Investigation Data Collection Conclusion Analyzing Data Interpreting Data Collaborate	<ul style="list-style-type: none"> • Raise questions about the natural world, investigate them in teams through free exploration and generate appropriate explanation based on those explorations. • Using five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color and motion and compare their observations with others. • Keep pictorial/written records as appropriate of investigations conducted. • Ask "how do you know?" in appropriate situations.

I Can Statements

I can ask "what happens when" questions.
 I can explore my "what happens when" questions.

I can use safety practices when doing scientific investigations.

I can work in a small group to complete an investigation and then share findings with others.

I can create my own conclusions about group investigations.

I can use tools and equipment to safely collect scientific data.

I can make estimates to compare lengths, weights and time intervals.

I can communicate my work using words, sentences and pictures.

I can describe things correctly and compare what I observe with others.

1st Grade Scope and Sequence Social Studies

1st Grade		Civics & Government	Economics	Geography	History
Unit	Timeline	Priority Standards	Priority Standards	Priority Standards	Priority Standards
Lesson 1: Why Do We Get Along in School?	Trimester 1 (approx. 7 days)	5.2.1.A			8.3.1.D
		5.4.1.A			
Lesson 2: Why Is It Important to Learn from Each Other?	Trimester 1 (Optional WIN lessons)	5.4.1.B			
Lesson 3: Why Do Schools Have Rules?	Trimester 1 (approx. 7 days)	5.1.1.A			8.3.1.D
		5.2.1.A			
		5.3.1.J			
		5.4.1.A			
		5.4.1.B			
Lesson 4: Who Works at Your School?	Trimester 1 (approx. 8 days)	5.3.1.J	6.5.1.B		
Lesson 5: How Are We Good Helpers At School?	Trimester 1 (approx. 8 days)	5.2.1.A			8.3.1.C
Lesson 6: What Is A Map?	Trimester 2 (approx. 7 days)			7.1.1.A	
				7.4.1.A	
Lesson 7: What Was School Like Long Ago?	Trimester 2 (approx. 7 days)				8.1.1.A
					8.3.1.C
Lesson 10: What Do Families Need and Want?	Trimester 2 (approx. 9 days)		6.1.1.C		
			6.4.1.D		
Lesson 11: How Do Family Members Care for Each Other?	Trimester 2 (approx. 7 days)	5.2.1.A	6.1.1.C		
			6.4.1.D		
Lesson 12: How Do Families Change Over Time?	Trimester 3 (approx. 7 days)				8.3.1.C
Lesson 14: What Are Family Traditions?	Trimester 3 (approx. 8 days)				8.4.1.C
Lesson 15: What Do Good Neighbors Do?	Trimester 3 (approx. 7 days)	5.2.1.A			
PA Lesson	Trimester 3 (approx. 8 days)				8.2.1.B

CVSD Priority Standards for Social Studies - Grade 1

Civics and Government	
5.1.1.A	Explain the purposes of rules in the classroom and school community.
5.2.1.A	Identify and explain the importance of responsibilities at school and at home.
5.3.1.J	Describe situations where voting eases conflict.
5.4.1.A	Identify ways to avoid conflict
5.4.1.B	Describe how classrooms can work together.
Economics	
6.1.1.C	Identify choice based on needs versus wants.
6.4.1.D	Describe how individuals differ in their wants and needs and why people buy and sell things.
6.5.1.B	Identify different jobs and the purpose of each.
Geography	
7.1.1.A	Identify geographic tools.
7.4.1.A	Describe how lakes, rivers and streams impact people.
History	
8.1.1.A	Demonstrate an understanding of chronology.
8.2.1.B	Identify symbols, slogans or mottos that are representative of the state.
8.3.1.C	Identify examples of change.
8.3.1.D	Identify conflict and describe ways to cooperate with others by making smart choices.
8.4.1.C	Identify holidays and ceremonies of selected world cultures.

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
5.1.1.A. – Explain the purposes of rules in the classroom and school community.	
Taught in Unit(s)	
Unit 1 - Lesson 3	
Explanation/Example of the Standard	
Rules are important to ensure a safe community. They are needed at school to help everyone get along, keep everyone safe, promote fairness and help everyone learn. When rules are not followed there are consequences. The principal and teachers make the rules at school.	
Big Idea(s)	Essential Question(s)
Rules are made to ensure a safe society at school.	<ul style="list-style-type: none"> • What would happen if we had no rules? • How are rules created? • Why do we have rules and why are they important? • What are the consequences of not following rules?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • rules • consequences 	<ul style="list-style-type: none"> • Create a set of rules and consequences • Explain why we have rules and why they are important • Discuss what would happen if we did not have rules
I Can Statements	
<p>I can show how to follow the rules in a school.</p> <p>I can tell why we need rules at school and why the rules need to be fair.</p> <p>I can talk about what will happen if any rules are broken.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
5.2.1.A. – Identify and explain the importance of responsibilities at school and at home.	
Taught in Unit(s)	
Unit 1 – Lessons 1, 3, 5 Unit 2 – Lesson 11 Unit 3 – Lesson 15	
Explanation/Example of the Standard	
All people in society have rights and responsibilities. Students have responsibilities both at school and at home. Responsible students are contributing members of their school communities. At home, responsible students help their families.	
Big Idea(s)	Essential Question(s)
Students have responsibilities at school and at home. People who fulfill their responsibilities make their school community and homes better places.	<ul style="list-style-type: none"> • Why is it important for students to fulfill their responsibilities at school and at home? • What are some responsibilities at school and at home? • How does fulfilling responsibilities help at school and home?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Responsibilities • Fulfill 	<ul style="list-style-type: none"> • Create a list of responsibilities at home and at school • Explain why it is important to be responsible at home and at school • Discuss what happens when people do not fulfill their responsibilities
I Can Statements	
I can list my responsibilities at home and at school. I can explain why it is important to be responsible at home and at school. I can discuss what happens when people do not fulfill their responsibilities.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
5.3.1.J. – Describe situations where voting eases conflict.	
Taught in Unit(s)	
Unit 1 – Lessons 3-4	
Explanation/Example of the Standard	
One way to ease conflict is through voting. While not every conflict can be solved through voting, students should consider this as one possible solution.	
Big Idea(s)	Essential Question(s)
<p>One way to ease conflict is through holding a vote.</p> <p>Voting is one way to solve conflicts.</p>	<ul style="list-style-type: none"> • How can voting ease conflict? • In what situations would it make sense to hold a vote?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Voting • Conflict 	<ul style="list-style-type: none"> • Explain how voting can ease conflict • List situations where it would make sense to hold a vote • Conduct a vote in order to show how it can ease conflict
I Can Statements	
<p>I can explain how voting can ease conflict.</p> <p>I can list situations where it would make sense to hold a vote.</p> <p>I can vote in order to ease a conflict.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
5.4.1.A. – Identify ways to avoid conflict.	
Taught in Unit(s)	
Unit 1 – Lesson 1, 3	
Explanation/Example of the Standard	
There are various ways that individuals, groups and communities manage conflict and promote equality, justice and responsibility in homes, schools, classrooms and communities. Conflicts are often settled in fair and just ways. Cooperation helps us avoid conflict. Cooperation means working together and getting along in a way that is fair for everyone.	
Big Idea(s)	Essential Question(s)
Sharing, talking, listening and taking turns can help us avoid conflict.	<ul style="list-style-type: none"> • What is cooperation? • How can we cooperate with others? • What are the benefits of cooperating at school and in our community? • How can we avoid conflict?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • conflict • cooperation 	<ul style="list-style-type: none"> • Define cooperation • Demonstrate ways to cooperate with others • Discuss the benefits of cooperating • Explain how to avoid conflict
I Can Statements	
I can cooperate in classroom activities. I can cooperate with others to avoid conflict.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
5.4.1.B. – Describe how classrooms can work together.	
Taught in Unit(s)	
Explanation/Example of the Standard	
Learning how to work together with others is an important skill. Students will see that classrooms working together can make their school a better place. It is important for students to think about how working together with others outside of school can also be beneficial.	
Big Idea(s)	Essential Question(s)
Classrooms can work together to make our school a better place. Learning to cooperate with other classrooms is important to our school.	<ul style="list-style-type: none"> How can classrooms work together? Why would classrooms want to work together? What are some benefits of classrooms working together?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Cooperation 	<ul style="list-style-type: none"> Describe how classrooms can work together. Brainstorm ways classrooms can work together.
I Can Statements	
I can describe how classrooms can work together.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
6.1.1.C. – Identify choice based on needs versus wants.	
Taught in Unit(s)	
Unit 2 – Lessons 10-11	
Explanation/Example of the Standard	
<p>Things that people must have to live are called needs. Every person needs food, clothing, and shelter. Shelter is a place where people live. People also need love and care. Families can help meet these needs. Wants are things people would like to have but do not need in order to live. Families use money to pay for their needs and wants. People cannot buy everything that they want. Often they have to make a choice.</p>	
Big Idea(s)	Essential Question(s)
There are essential things we need in order to survive and other things we want for pleasure or convenience.	<ul style="list-style-type: none"> • What are the three basic needs of all families? • How do we decide what we want and need? • Why can't you buy everything you want?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • needs • wants • essential • money 	<ul style="list-style-type: none"> • Identify the three basic needs of all families • Determine the differences between wants and needs • Explain why you can't buy everything you want
I Can Statements	
<p>I can explain the difference between wants and needs. I can explain how people make decisions about their wants. I can tell why people need to make choices when wants are never ending but resources are limited.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
6.4.1.D. – Describe how individuals differ in their wants and needs and why people buy and sell things.	
Taught in Unit(s)	
Unit 2 – Lessons 10-11	
Explanation/Example of the Standard	
People in society have different wants and needs. People buy things in order to fulfill their wants and needs and other people sell things in order to provide for people’s wants and needs. It is important for those who sell goods to understand the wants and needs of buyers.	
Big Idea(s)	Essential Question(s)
<p>Individuals have different wants and needs.</p> <p>People in society buy and sell things for various reasons.</p> <p>Those who sell things need to understand the wants and needs of buyers.</p>	<ul style="list-style-type: none"> • How can individual wants and needs be different? • Why do people buy things? • Why do people sell things? • What do sellers need to understand about buyers?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • need • want • buyer • seller 	<ul style="list-style-type: none"> • Identify different wants and needs of people • Discuss reasons people buy things • Discuss reasons people sell things • Identify things sellers need to understand about buyers
I Can Statements	
<p>I can identify different wants and needs of different people.</p> <p>I can describe reasons why people buy things.</p> <p>I can describe reasons why people sell things.</p> <p>I can identify things sellers need to understand about buyers.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
6.5.1.B. – Identify different jobs and the purpose of each.	
Taught in Unit(s)	
Unit 1 – Lesson 4	
Explanation/Example of the Standard	
Jobs can benefit the economy of a community by providing a way to meet the wants and needs of people. Jobs provide money for people to allow them to make choices about purchases that serve their needs and wants.	
Big Idea(s)	Essential Question(s)
People work in a variety of jobs to make money to buy things they need and want.	<ul style="list-style-type: none"> • What are some jobs held by family members? • What are the purposes of these jobs? • Why do people have jobs? • What are goods? • What are services? • Who is a consumer? • Who is a producer? • What do I want to be when I grow up?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • goods • services • producers • consumers • saving • wants • needs • job • purpose • paid • income 	<ul style="list-style-type: none"> • Brainstorm a list of jobs. • Interview family members about their jobs and its' purpose. • Discuss why people have jobs. • After learning about various jobs, research one that is of particular interest. • Discuss how goods and services satisfy people's needs and wants. • People are consumers when they buy or use goods and services. • People are producers when they make goods or provide services.
I Can Statements	
I can identify jobs held by my family members. I can research a job I'm interested in. I can explain why people have jobs.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
7.1.1.A. – Identify geographic tools.	
Taught in Unit(s)	
Unit 2 – Lesson 6	
Explanation/Example of the Standard	
Geographic tools are used to identify and describe the physical features of landforms and bodies of water. Examples of geographic tools are maps, globes, atlases, GPS, keys, legends, compass rose, etc.	
Big Idea(s)	Essential Question(s)
Geographic tools are often used to study and locate places.	<ul style="list-style-type: none"> What is a geographic tool? Why do we use geographic tools? Why does a map need a key or legend? What is a compass rose? What are the four cardinal directions?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> geographic tools map globe atlas GPS map key legends compass rose symbol cardinal directions 	<ul style="list-style-type: none"> Identify common geographic tools Explain why we use geographic tools Read a classroom map using symbols and a compass rose Use a compass rose to determine direction Use symbols to create a classroom map
I Can Statements	
<p>I can explain why people use geographic tools.</p> <p>I can make simple maps using symbols to show familiar places.</p> <p>I can find and use symbols to find important places on maps and globes.</p> <p>I can name the four cardinal directions.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
7.4.1.A. – Describe how lakes, rivers and streams impact people.	
Taught in Unit(s)	
Unit 2 – Lesson 6	
Explanation/Example of the Standard	
Different environments impact where/how people live. Living by water can provide an opportunity for tourism and a threat of flooding.	
Big Idea(s)	Essential Question(s)
People live in different settings and interact/adapt with their environment based on locations.	<ul style="list-style-type: none"> • What is an advantage of living near water? • What is a disadvantage of living near water? • What jobs can be found around water? • How can we help conserve our natural resources?
Assessments	
See unit map for specific common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • environment • lakes • rivers • streams • tourism • flooding • reduce • reuse • recycle 	<ul style="list-style-type: none"> • Identify the perks of living by water. • Identify the risks of living by water. • Identify jobs that can be found around water. • Identify a problem related to the use of natural resources in our community.
I Can Statements	
I can describe how lakes, rivers and streams can impact a community.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
8.1.1.A – Demonstrate an understanding of chronology.	
Taught in Unit(s)	
Unit 2 – Lesson 7	
Explanation/Example of the Standard	
In order to understand history, students must understand chronology. In the most basic form students should understand that things today may not be the same as they were in the past or will be in the future. They should be able to understand that things that happened long ago are in the past and things that have not happened yet are in the future.	
Big Idea(s)	Essential Question(s)
<p>History is often studied in chronological order.</p> <p>History is the study of what happened in the past.</p> <p>Things that have not happened yet are in the future.</p>	<ul style="list-style-type: none"> • How is the past different from the present? • Why is it sometimes important to put things in chronological order? • How can things be put in chronological order?
Assessments	
See unit map for specific common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Chronology • Past • Present • Future 	<ul style="list-style-type: none"> • Explain the differences between something long ago and something today • Imagine how the future might be different from the present • Put events in chronological order
I Can Statements	
<p>I can put things in chronological order.</p> <p>I can show the difference between past, present and future.</p> <p>I can explain the differences between something long ago and something today.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
8.2.1.B – Identify symbols, slogans or mottos that are representative of the state.	
Taught in Unit(s)	
Unit 3 – PA Lesson	
Explanation/Example of the Standard	
<p>Every state has symbols—specific objects that represent beliefs, values, traditions, or other intangible ideas that make that state unique. These symbols describe various elements of the state. Pennsylvania has the following state symbols: animal – white-tailed deer, beverage – milk, dog – great dane, flower – mountain laurel, bird – ruffed grouse, insect – firefly and tree – eastern hemlock.</p> <p>States also have a slogan. Most states establish slogans for the promotion of tourism, and they are occasionally included on state-issued automobile license plates. On March 16, 2004, Governor Rendell announced Pennsylvania's new tourism slogan: "The State of Independence." Selected from an initial field of 21,774 in the "Penn a Phrase for Pennsylvania" contest, the winning entry earned Philadelphia native Tristan Mabry a weeklong Pennsylvania getaway.</p> <p>All of the United States' 50 states have a state motto. A motto is a phrase meant to formally describe the general motivation or intention of an organization. State mottos can sometimes be found on state seals or state flags. The motto of Pennsylvania is "Virtue, Liberty and Independence."</p>	
Big Idea(s)	Essential Question(s)
Pennsylvania has many state symbols, a slogan and a motto.	<ul style="list-style-type: none"> • What are the symbols, slogan and motto of Pennsylvania? • Why do we have state symbols? • What is a slogan? • Why do states use slogans? • What is a motto?
Assessments	
See unit map for specific common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • symbol • slogan • motto 	<ul style="list-style-type: none"> • Identify common symbols of our state • Explain why states use slogans • Describe where you might find a state motto • Create a symbol for our classroom • Identify a motto for yourself
I Can Statements	
<p>I can identify symbols of Pennsylvania.</p> <p>I can explain why a state uses a slogan.</p> <p>I can recite Pennsylvania's motto.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
8.3.1.C – Identify examples of change.	
Taught in Unit(s)	
Unit 1 – Lesson 5 Unit 2 – Lesson 7 Unit 3 – Lesson 12	
Explanation/Example of the Standard	
People change physically and academically over time. Personal growth contributes to changes in appearance (e.g., getting taller, loss of teeth, hair length, etc.). Changes of seasons, weather and the environment influence the way people live, work, dress and play. A change in life events, such as having a new brother or sister, may produce long lasting effects. Life events such as moving into a new home impact ways your life can change. New products and technologies have changed our ways of life, the way we work and play.	
Big Idea(s)	Essential Question(s)
Change occurs over time and has an impact on individuals.	<ul style="list-style-type: none"> • How have you changed since you were born? • How do families change? • Why do families change? • How has new products and technologies changed the way we live?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • change • grow • move • aging • family size • technology 	<ul style="list-style-type: none"> • define change • identify examples of change in self • identify ways families change • identify changes that come with aging • discuss ways that families can change in size • list ways that technology in the home has changed over time
I Can Statements	
I can describe ways I have changed since birth. I can identify changes that occur with aging I can explain why families change in size I can list ways technology has changed over time.	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
8.3.1.D – Identify conflict and describe ways to cooperate with others by making smart choices.	
Taught in Unit(s)	
Unit 1 – Lessons 1, 3	
Explanation/Example of the Standard	
Students will understand that working together will make a task easier. They will define what it means to get along. They will identify behaviors as getting along and not getting along. It is important for students to work with individuals who may have different abilities, interests and talents. Learning to accept opinions that differ from their own is essential.	
Big Idea(s)	Essential Question(s)
Cooperating with others is essential for completing tasks.	<ul style="list-style-type: none"> • How can I learn to cooperate with others? • How can working together make a task easier?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • cooperate • acceptance 	<ul style="list-style-type: none"> • Define what means to work together • Identify and practice behaviors that help people get along • Complete a task by working in a small group
I Can Statements	
<p>I can participate and cooperate in classroom activities.</p> <p>I can work with others when they are different than I am.</p>	

CVSD SS Curriculum Map ~ 1st Grade

CV Priority Standard/PA Academic Standard	
8.4.1.C – Identify holidays and ceremonies of selected world cultures.	
Taught in Unit(s)	
Unit 3 – Lesson 14	
Explanation/Example of the Standard	
Holidays are a reflection of our history and culture. Children and families around the world may participate in similar or different holidays. Each family celebrates holidays such as birthdays in their own way. A tradition is a custom or belief that is passed down through the generations or that is done time after time or year after year.	
Big Idea(s)	Essential Question(s)
Holidays help tell the story of our culture.	<ul style="list-style-type: none"> • What makes a holiday? • How do families celebrate their culture? • What are traditions? • What are some patriotic symbols and traditions of the United States?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • celebration • celebrate • holiday • ceremony • tradition • monument • heroes • holiday • culture • equality • tradition • patriotism 	<ul style="list-style-type: none"> • Describe traditional holiday celebrations • Compare and contrast one’s own family traditions with the traditions of other families. • Identify holidays/ceremonies from other world cultures (e.g., Cinco de Mayo, Kwanzaa, Ramadan, Tet, Divali, St. Patrick’s Day, etc.) • Recognize the symbols and traditional practices that honor and foster patriotism in the United States.
I Can Statements	
<p>I can tell how families celebrate traditions.</p> <p>I can recognize symbols and traditions celebrated in the United States.</p> <p>I can identify holidays that are celebrated in other world cultures.</p>	