Content Map Sci & SS For Grade 1 – Year At A Glance

Month	August-September	September	October	November	December
Subject: Unit/Strand	Social Studies: Constitutional Democracy & Governance Systems	Science: Energy: Sources	Social Studies: Economics	Social Studies: Geography	Social Studies: History
Essential Question or Unit of Study	How do good citizens help make my school and community better?	Why does temperature change?	How do we get things we need and want in our school and community?	Why do we need maps and globes?	Why are symbols important for our community and country?
Estimated # of Sessions	8-12 Days	5-7 Days	4 weeks	2-3 Weeks	2 Weeks
GLEs Bundled Into This Unit	See p. 6-7 of this document	See p. 16 of this document	See p. 12-13 of this document	See p. 10-11 of this document	See p. 8-9 of this document
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Social Studies K-2 Resources: Grade 1- Constitutional Dem & Government	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Energy-Sources	J: Teachers: Social Studies K-2 Resources: Grade 1- Economics	J: Teachers: Social Studies K-2 Resources: Grade 1- Geography	J: Teachers: Social Studies K-2 Resources: Grade 1- History & US Symbols: Symbols Focus on **Symbols**
Assessment	Under Development...	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Energy Sources: Energy Sources Assessment	Under Development…	Under Development...	Under Development...

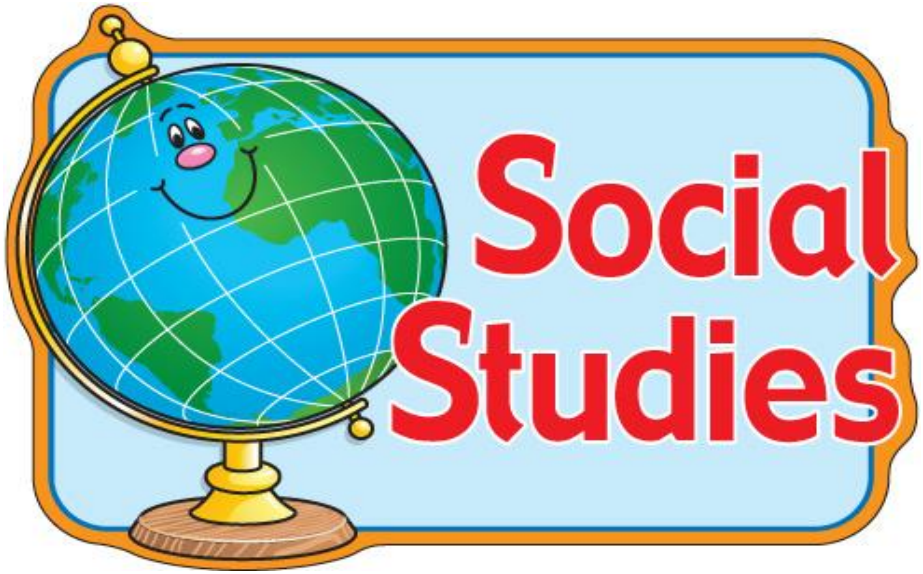
Content Map For Grade 1 – Year At A Glance

Month	January	February	February	March	March
Subject: Unit/Strand	Social Studies: History	Science: Plants and Animals: Structures and Functions	Social Studies: President's (Review)	Science: Sun, Moon, and Stars	Science: Sound Waves
Essential Question or Unit of Study	Who has been important in helping our country?	How do plants and animals use their parts to help them survive?	Who has been important in helping our country?	What patterns can we see in the sun, moon, and stars?	How can we use sound and light to communicate?
Estimated # of Sessions	3 Weeks	4 Weeks	1-2 Days	2 Weeks	2 Weeks Will cont. into April
GLEs Bundled Into This Unit	See p. 8-9 of this document	See p. 20 of this document	See p. 8-9 of this document	See p. 18 of this document	See p. 19 of this document
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Social Studies K-2 Resources: Grade 1- History & US Symbols **1 Week MLK** **1 Week Thomas Jefferson** **1 Week Christopher Columbus**	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Plants & Animals	J: Teachers: Social Studies K-2 Resources: Grade 1- History & US Symbols: Pres Day Review	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Sun, Moon, and Stars	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Sound Waves
Assessment	Under Development…	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Plants & Animals: plants and animals assessment	Under Development…	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Sun, Moon, and Stars-Patterns and Cycles: Sun, Moon, and Stars Assessment	Will be assessed next month when the lessons are completed.

Content Map For Grade 1 – Year At A Glance Continued

Month	April	April - May
Subject: Unit/Strand	Science: Sound Waves	Science: Weather: Patterns & Relationships
Essential Question or Unit of Study	How can we use sound and light to communicate?	What can we learn about patterns in the weather?
Estimated # of Sessions	2 Weeks	4 Weeks
GLEs Bundled Into This Unit	See p. 19 of this document	See p. 17 of this document
Teaching Resources (Lesson Plans, Teaching Materials & Printables)	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Sound Waves	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Weather-Patterns & Relationships
Assessment	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Sound Waves: Light and Sound Assessment	J: Teachers: Science K-2 Resources: First Grade Science: First Grade Curriculum: Weather-Patterns & Relationships: Weather Assessment

First Grade



Bundled Units

Grade 1: Social Studies "Bundled" Units of Study

Adapted from DESE's *A Framework for Instruction and Assessment in the Elementary Grades (K-5)*

Based on the newest Missouri Learning Standards/GLEs

Unit/Strand	Inquiry/Essential Question	Possible Future Assessment Questions For Consideration Each question could be written as a selected response or as a constructed response…
Constitutional Democracy & Governance Systems	How do good citizens help make my school and community better?	• How do laws help people who live in cities? • How are your rights protected at OGP? How do teachers and the principal help you at school? • What is one thing you can do to be an active citizen? • Match each of the people in city government to their role/job/responsibility. What would happen if we did not have these people doing their jobs in our community? • If two friends are arguing over who should have the ball on the playground, what is one way you could step in to help them solve the problem peacefully?
History	Why are symbols important for our community and country? Who has been important in helping our country?	• Which of the following is: the Statue of Liberty/Capitol Building/Bald Eagle/Liberty Bell? • What does the Statue of Liberty/Capitol Building/Bald Eagle/Liberty Bell stand for/represent? • Which of the following would we have found in OG in the past/present? (Venn constructed response?) • What is one way your life today is different from the life of a child in OG in the past? • Who was Martin Luther King Jr? What did MLK do to help our country? • Who was Thomas Jefferson? Why was Jefferson important to our country? • Who was Christopher Columbus? How was Columbus important in our country's history? • ***NOTE***: To avoid repetition, Grade 1 members have decided to just review Washington & Lincoln around President's Day, while kinder will focus on introduction and mastery of those two figures. Grade 1 will focus more on MLK, Jefferson & Columbus for historical figures. ***Source for this decision***: See ***DESE*** Social Studies "***Teacher Resource***" & ***Crosswalk*** documents.
Geography	Why do we need maps and globes?	• How can globes and maps help us? • Which of the following places does this map represent? • Follow the directions on the map of OG to find each place. • Create a map of our classroom. Be sure to use a map key to show what each symbol means.
Economics	How do we get things we need or want in our school and community?	• When you use a good or service you are a…producer/consumer. • When you make a good for others to use or provide a service to others you are a… producer/consumer. • Give an example of someone in the cafeteria who is a producer/consumer. • Which of the following items are scarce items in our classroom?

Unit/Strand – Constitutional Democracy & Governance Systems:
Essential Question: How do good citizens help make my school and community better?

1.PC.B – Identify and explain why cities make laws.

1.PC.C – Discuss how individual rights [the liberties of each individual to pursue life, liberty, and the pursuit of happiness as stated in the U.S. Declaration of Independence] are protected.

1.PC.D – Give examples of being an active and informed citizen [a native or naturalized person who owes allegiance to a government and is entitled to protection from it] in your classroom and community.

1.PC.E – Describe the character traits of role models within your community.

1.GS.2.C – Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).

1.GS.2.D – Describe roles and responsibilities of people in government, such as judge, mayor, police, city council member, in a community.

1.RI.6.B – Propose peaceful resolutions of disputes in the classroom and on the playground.

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Unit/Strand – Constitutional Democracy & Governance Systems:
Essential Question: How do good citizens help make my school and community better?

Inquiry Expectations to Embed Where Possible:

1.TS.7.A.a - Identify and analyze primary [Examples of primary sources are original documents {photocopies are often considered primary sources too}, eye witness accounts of an event, perhaps found in a diary, documents, photographs of people, texts of speeches, etc. Just because a source is a primary source, however, does not mean that it is to be taken to be fully true. A person who observed an event and who describes it may perceive it inaccurately because of his personal frame of reference] & secondary sources in classroom discussion with guidance and support.

First Grade Primary Source Exemplars:

- Photographs and prints(e.g., national symbols in different settings; people, building and locations in the community past and present)
- Sound and video recordings (e.g., patriotic songs; short clips from Martin Luther King, Jr. speeches)
- Class created maps of the school or neighborhood
- Oral histories (e.g., community leader guest speakers)
- Short quotes (e.g., Martin Luther King, Jr., Thomas Jefferson; quotes from local news stories)]

1.TS.7.A.b- Identify and use artifacts [something created by humans usually for a practical purpose] (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

1.TS.7.D - Share findings about a topic.

Unit/Strand –History

Essential Questions: Why are symbols important for our community and country?

Who has been important in helping our country?

1.H.3.C - Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.

1.PC.1.F.a - Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.

1.PC.1.F.b - Recognize and explain the significance of symbols of your local community.
OG Examples: panther paw, environmental print symbols, etc.

1.H.3.B - Compare and contrast our community in the past and present (e.g., schools, land usage, communication).

1.RI.6.A – Describe cultural characteristics [a way of life for a particular ethnic group, which may include a language of communication, customs (rites, rituals), religion, lifestyle, shared system of values, beliefs, morals and social norms (patterns of behavior), which can include dress and diet] of your school and community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.
OG Examples: Fourth of July, Homecoming parade, football games, holiday traditions, etc.

1.RI.6.B – Describe how your community commemorates its cultural heritage [an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, palces, objects, artistic expressions & values].
OG Examples: Fourth of July, Homecoming parade, football games, holiday traditions, etc.

Unit/Strand –History

Essential Questions: Why are symbols important for our community and country?

Who has been important in helping our country?

Inquiry Expectations to Embed Where Possible:

1.TS.7.A.a - Identify and analyze primary & secondary sources in classroom discussion with guidance and support.

First Grade Primary Source Exemplars:

- Photographs and prints(e.g., national symbols in different settings; people, building and locations in the community past and present,
- Sound and video recordings (e.g., patriotic songs; short clips from Martin Luther King, Jr. speeches)
- Class created maps of the school or neighborhood
- Oral histories (e.g., community leader guest speakers)
- Short quotes (e.g., Martin Luther King, Jr., Thomas Jefferson; quotes from local news stories)]

1.TS.7.A.b - Identify and use artifacts [something created by humans usually for a practical purpose] (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

1.TS.7.D - Share findings about a topic.

1.TS.7.E - Ask supporting questions and find answers about a social studies topic, with assistance.

Unit/Strand –Geography
Essential Question: Why do we need maps and globes?

1.EG.5.A.a - Identify globes as representations of real places.

1.EG.5.A.b - With assistance, read, construct, and use maps which have a title and key.

1.EG.5.A.c - Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.

1.EG.5.A.d - Use a compass rose to identify cardinal directions.

1.EG.5.B - Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to one or more other places.

1.EG.5.C.a - Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.

1.EG.5.C.b - Describe human characteristics [those features of a place that are the result of human activity. Places vary in the nature of their populations, their population densities, the ethnic makeup of the people, the languages most commonly found, the dominant religions, and the forms of economic, social, and political organization] of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.

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Unit/Strand –Geography

Essential Question: Why do we need maps and globes?

Inquiry Expectations to Embed Where Possible:

1.TS.7.A.a - Identify and analyze primary & secondary sources in classroom discussion with guidance and support.

First Grade Primary Source Exemplars:

- Photographs and prints(e.g., national symbols in different settings; people, building and locations in the community past and present,
- Sound and video recordings (e.g., patriotic songs; short clips from Martin Luther King, Jr. speeches)
- Class created maps of the school or neighborhood
- Oral histories (e.g., community leader guest speakers)
- Short quotes (e.g., Martin Luther King, Jr., Thomas Jefferson; quotes from local news stories)]

1.TS.7.A.b- Identify and use artifacts [something created by humans usually for a practical purpose] (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

1.TS.7.B - Create visual tools to communicate information.

1.TS.7.D - Share findings about a topic.

1.TS.7.E - Ask supporting questions and find answers about a social studies topic, with assistance.

Unit/Strand –Economics

Essential Question: How do we get things we need or want in our school and community?

1.E.4.A.a - Describe examples of scarcity [the condition where people cannot have all the goods and services that they want] within your school and community.
1.E.4.A.b - Describe examples of goods [goods that are ready for consumption in satisfaction of human wants, as clothing or food, and are not utilized in any further production] and services within your school and community.
1.E.4.A.c - Describe consumers [people who buy goods and services] and producers [people who combine resources to make goods and services] and the relationship to goods and services within your school and community.

1.EG.5.C.b - Describe human characteristics [those features of a place that are the result of human activity. Places vary in the nature of their populations, their population densities, the ethnic makeup of the people, the languages most commonly found, the dominant religions, and the forms of economic, social, and political organization] of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.

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Unit/Strand –Economics

Essential Question: How do we get things we need or want in our school and community?

Inquiry Expectations to Embed Where Possible:

1.TS.7.A.a - Identify and analyze primary & secondary sources in classroom discussion with guidance and support.

First Grade Primary Source Exemplars:

- Photographs and prints(e.g., national symbols in different settings; people, building and locations in the community past and present,
- Sound and video recordings (e.g., patriotic songs; short clips from Martin Luther King, Jr. speeches)
- Class created maps of the school or neighborhood
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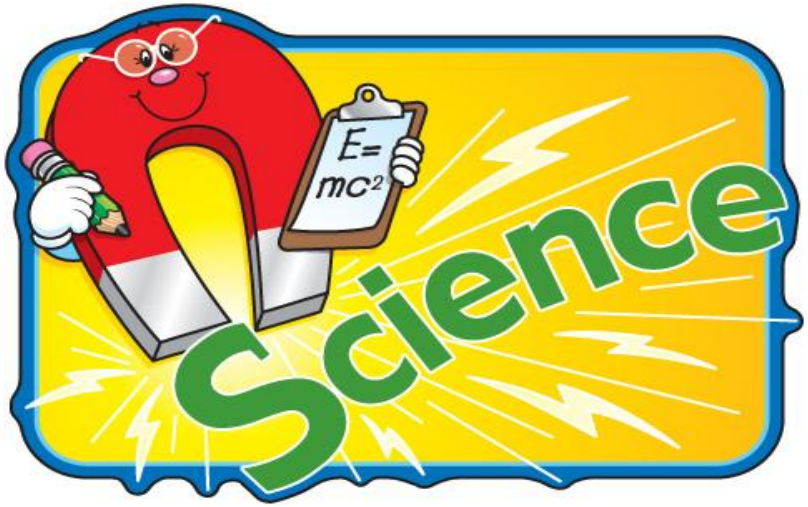
- Short quotes (e.g., Martin Luther King, Jr., Thomas Jefferson; quotes from local news stories)]

1.TS.7.A.b- Identify and use artifacts [something created by humans usually for a practical purpose] (e.g. building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).

1.TS.7.D - Share findings about a topic.

1.TS.7.E - Ask supporting questions and find answers about a social studies topic, with assistance.

First Grade



Bundled Units

Grade 1: Science "Bundled" Units of Study

Based on the newest Missouri Learning Standards/GLEs

Unit/Strand	**Engineering & Technology Standards to Embed in Units**	**Inquiry/ Essential Question**
Energy: Sources	1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. 1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. 1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	Why does temperature change?
Weather: Patterns & Relationships		What can we learn about patterns in the weather?
Sun, Moon, Stars: Patterns & Cycles		What patterns can we see in the sun, moon & stars?
Sound: Waves		How can we use sound and light to communicate?
Plants & Animals: Structures & Functions		How do plants and animals use their parts to help them survive?

Unit/Strand – Energy: Sources
Essential Question: Why does temperature change?

1.PS3.A – Identify the source of energy that causes an increase in the temperature of an object (sun, flame, light bulb, etc.)

Possible Engineering & Technology Standards to Bundle:

1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Strand –Weather: Patterns & Relationships

Essential Question: What can we learn about patterns in the weather?

1.ESS2.D – Identify patterns indicating relationships between observed weather data and other phenomena (e.g. temp and types of precipitation, clouds and amounts of precipitation).

Possible Engineering & Technology Standards to Bundle:

1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Strand –Sun, Moon, Stars: Patterns & Cycles

Essential Question: What patterns can we see in the sun, moon & stars?

1.ESS1.A.1 – Describe the presence of the sun, moon & stars over time.

1.ESS1.A.2 – Use observations of the sun, moon and stars to describe patterns that can be predicted. [Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.]

Possible Engineering & Technology Standards to Bundle:

1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Strand – Sound: Waves

Essential Question: How can we use sound and light to communicate?

1.PS4.A – Plan and conduct an investigation to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. [Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.]

NOTE: Content Team Decided to Move the GLE below out of 2nd & into 1st Grade:

2.PS4.A – Plan and conduct investigations to provide evidence that changes in vibration create change in sound.

1.PS4.C – Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. [Examples could include a light source to send signals, paper cup string "telephones" and a pattern of drum beats.]

Possible Engineering & Technology Standards to Bundle:

1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Unit/Strand – Plants & Animals – Structures & Functions:

Essential Question: How do plants and animals use their parts to help them survive?

1.LS1.A – Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. [Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

1.LS3.A – Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents. [Examples of patterns: features plants or animals share; Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.]

Possible Engineering & Technology Standards to Bundle:

1.ETS1.A – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

1.ETS1.B – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

1.ETS1.C – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Notes: