

1st Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2009-2010

1 st Grade			4 th Quarter (Fourth Nine Weeks)		
<p style="text-align: center;">MATHEMATICS</p> <p>Unit 12 Number Sense</p> <p>29 model and explain place value</p> <p>30 use tools for rounding</p> <p>32 +/- with 2 digits</p> <p>33 determine reasonableness</p> <p>35 skip counting</p> <p>42 solve and create word problems</p> <p>46 build number patterns</p> <p>63 describe repeating and growing patterns</p>	<p style="text-align: center;">SCIENCE</p> <p>Magnetism*</p> <p>11 demonstrate the effects of magnets on various objects and other magnets</p> <p>11a use magnets to make objects move</p> <p>11b demonstrate how magnets attract and repel</p> <p>11c predict whether different materials will be attracted to or repelled by a magnet</p> <p>11d identify objects/materials such as air, water and paper that do or do not block magnetic force</p> <p>Extend 1st Grade Content or Preview 2nd Grade Content.</p> <p>* Within each quarter, content sequence may vary for rotation of materials.</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p>Skills 1 - 9</p> <p>Benjamin Franklin</p> <p>13 read about and describe the life of Benjamin Franklin</p> <p>14 analyze the cultural and geographic systems associated with Benjamin Franklin</p> <p>15 describe how Benjamin Franklin displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p>Personal Finance</p> <p>33 identify goods that people make and services that people provide for each other</p> <p>34 explain that people have to make choices about goods and services because of scarcity</p> <p>35 analyze how people are both producers and consumers</p> <p>36 compare and contrast the costs and benefits of personal spending and saving choices</p> <p>*Note that Indicators of Achievement are taught with all AKS</p>			
LANGUAGE ARTS					
<p>Reading</p> <p>10 integrate language structures</p> <p>18 recognize and compare plot, setting, and characters</p> <p>21 recognize correct spellings</p> <p>22 identify a comma and quotation marks</p> <p>24 read grade level text with accuracy, speed, and expression at 60 wpm</p> <p>41 identify 200 common sight words</p> <p>Word Study</p> <p>34 apply knowledge or letter-sound to decode new words</p> <p>38 use spelling patterns/word families</p> <p>39 apply phonic skills</p> <p>40 apply knowledge to decode accurately/quickly</p> <p>50 use knowledge of root words, prefixes, and suffixes</p>	<p>Writing</p> <p>61 spell 100 high frequency words</p> <p>63 apply learned phonics skills</p> <p>66 write in a variety of genres</p> <p>70 begin to use the steps</p> <p>74 write a text of appropriate length</p>	<p>Writing - Narrative</p> <p>76 begin to use transitions and time cue words</p> <p>79 begin to develop character/setting through dialogue/adjectives</p> <p>Writing - Persuasive</p> <p>84 state an opinion</p> <p>85 details to support an opinion</p> <p>86 begin to use formats (letter, list, poster)</p> <p>Writing - Response to Literature</p> <p>87 state an opinion about a text</p> <p>88 begin to demonstrate understanding of the text</p> <p>89 make connections</p> <p>90 begin to use organizational structures</p>			