

1st Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

1ST GRADE	1st Quarter (First Nine Weeks)	
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<p align="center">MATHEMATICS</p> <p>AKS 1-19 Ongoing</p> <p><u>Unit 1 Number Sense</u></p> <p>20 add and subtract small numbers</p> <p>24 count objects in a set</p> <p>36 compose and decompose to 10</p> <p>38 model subtraction situations</p> <p>39 demonstrate adding and subtracting</p> <p>65 explore property of zero</p> <p>66 model equivalent sets</p> <p><u>Unit 2 Geometry</u></p> <p>50 build, draw, name, and describe triangles, rect., pent., hexagons</p> <p>52 create pictures and designs using shapes</p> <p>53 compare and classify shapes</p> <p>54 describe objects in space</p>	<p align="center">SCIENCE</p> <p>AKS 1-6 Ongoing</p> <p><u>Weather and Climate</u> 7) observe, measure and analyze weather data to determine patterns in weather and climate</p> <p>7a) identify different types of weather and characteristics of each</p> <p>7b) identify repeating patterns of weather</p> <p>7c) use weather instruments such as a thermometer, wind vane and rain gauge to identify weather patterns</p> <p>7d) make observations about weather and record in a periodic journal, on a weather chart, or on a seasonal calendar</p> <p>7e) correlate weather data (temperature, precipitation, sky condition, weather events) to seasonal changes</p> <p><u>Hydrology (water)</u> 8) observe and record changes in water as it relates to weather</p> <p>8a) observe changes in water when it freezes (ice) and when it melts (water)</p> <p>8b) classify forms of precipitation (rain, snow, sleet, hail) as either solid or liquid</p> <p>8c) determine that the weight of water before freezing, after freezing and after melting stays the same</p> <p>8d) determine that water in an open container evaporates over time, but water in a closed container does not</p>	<p align="center">SOCIAL STUDIES</p> <p>AKS 1-9 Ongoing</p> <p><u>Our Earth, Our Country</u></p> <p>10 identify and locate his/her city, county, state, nation and continent on a simple map or globe</p> <p>11 locate major topographical features of the earth's surface</p> <p>12 explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful</p> <p><u>American Folktales</u></p> <p>31 read or listen to American folktales and explain how they characterize our national heritage</p> <p>32 describe how John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan and Annie Oakley displayed the positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p><u>Benjamin Franklin</u></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 align="right"><i>Note: Indicators of Achievement are taught with all AKS</i></p>
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LANGUAGE ARTS

<p><u>Listening/Speaking/Viewing:</u></p> <p>2 recall information presented orally</p> <p><u>Reading:</u></p> <p>8 self-monitor reading</p> <p>9 use self-correction when reading does not make sense/ sound right/ or look right</p> <p>17 compare and contrast within/between stories- personal experiences</p> <p>22 identify a period/question mark</p> <p>24 read grade-level text orally with accuracy, appropriate speed, and expression at a target rate of 60 words correct per minute</p> <p>41 identify 200 common sight words</p> <p><u>Word Study:</u></p> <p>26 isolate beginning/ending</p> <p>27 identify onsets/rimes</p> <p>30 add-delete/substitute sounds</p> <p>31 distinguish between short/long vowels</p> <p>35 read words containing consonant blends (br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, sc, sk, sm, sn, sp, st, sw, and tw)</p>	<p align="center"><i>Genre: Narrative</i></p> <p align="center"><i>Genre: Personal Narrative</i></p> <p><u>Writing:</u></p> <p>51 write in complete sentences with subject-verb agreement</p> <p>52 identify and use singular and plural nouns (words that name people, places, things, locations, and ideas)</p> <p>53 identify and use pronouns (personal and singular possessive)</p> <p>55 capitalize the pronoun 'I', beginning letter of sentences</p> <p>56 use correct end punctuation (period)</p> <p>57 write legibly/spacing</p> <p>78 write about a personal experience</p> <p><u>Reference/Study Skills:</u></p> <p>93 recognize the title page (author, illustrator, title)</p>
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1ST GRADE			2nd Quarter (Second Nine Weeks)		
<p style="text-align: center;">MATHEMATICS</p> <p><u>Unit 3 Place Value</u> 23 represent numbers larger than ten 31 represent up to 30 objects 37 decompose 10-99</p> <p><u>Unit 4 Addition/Subtraction</u> 41 use strategies such as commutative prop., fact families 43 interpret +/- story problems</p> <p><u>Unit 5 Time</u> 60 tell time to hour and half-hour 61 calendar patterns; identify days, weeks, months 62 compare and order duration of events</p> <p><u>Unit 6 3D</u> 51 build and describe cylinders, cones, prisms</p> <p><u>Unit 7 Data</u> 67 create tables, tally charts, picture and bar graphs 68 analyze tables, tally charts, picture and bar graphs</p>	<p style="text-align: center;">SCIENCE</p> <p><u>Natural Resources</u> 8) observe and record changes in water as it relates to weather 8a) observe changes in water when it freezes (ice) and when it melts (water) 8b) classify forms of precipitation (rain, snow, sleet, hail) as either solid or liquid 8c) determine that the weight of water before freezing, after freezing and after melting stays the same 8d) determine that water in an open container evaporates over time, but water in a closed container does not</p> <p><u>Characteristics and Needs of Living Things</u> 12) compare and contrast the characteristics and basic needs of plants and animals 12a) identify the basic needs of a plant (air, water, light, nutrients) 12b) identify the basic needs of an animal (air, water, food, shelter, space) 12c) identify and explain the functions of the basic parts of a plant (root, stem, leaf, flower) 12d) compare and describe various animals based on their physical appearance, growth and movement</p>	<p style="text-align: center;">SOCIAL STUDIES</p> <p><u>Thomas Jefferson</u> 16 read about and describe the life of Thomas Jefferson 17 analyze the cultural and geographic systems associated with Thomas Jefferson 18 describe how Thomas Jefferson displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p><u>Lewis & Clark; Sacagawea</u> 19 read about and describe the lives of Lewis, Clark and Sacagawea 20 analyze the cultural and geographic systems associated with Lewis, Clark and Sacagawea as they explored the Louisiana Purchase 21 describe how Lewis, Clark and Sacagawea displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>			
LANGUAGE ARTS					
<p style="text-align: center;"><i>Genre: Fiction</i></p> <p><u>Listening/Speaking/Viewing:</u> 5 follow three-part directions</p> <p><u>Reading:</u> 13 identify sequence of events 15 ask/answer questions about essential narrative elements of a read aloud or independent text 22 identify exclamation mark and apostrophe</p> <p><u>Word Study:</u> 26 isolate middle 28 orally blend two/four phonemes 36 read words containing digraphs (sh, th, wh, and ch) 37 read words containing vowel digraphs (ai, ay, ea, ee, and oa) 43 identify words that are opposites (antonyms) 45 read compound words</p>			<p style="text-align: center;"><i>Genre: Imaginative Writing</i></p> <p>55 capitalize proper nouns 61 begin to use different sentence types (declarative, interrogative, and exclamatory) and structures (simple and compound) 68 begin to capture the reader’s interest 72 use oral or written prewriting 77 begins to use organizational structures (beginning, middle, end; sequence of events) 78 write an imaginative story 79 adds details 2010-2 identify and use verbs (action words) 2010-3 identify and use adjectives (describing words)</p> <p><u>Reference/Study Skills:</u> No new AKS introduced</p>		

1st Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

1ST GRADE		3rd Quarter (Third Nine Weeks)	
<p align="center">MATHEMATICS</p> <p><u>Unit 8 Money</u> 27 exchange equivalent coins 28 identify and exchange bills</p> <p><u>Unit 9 Equal Sharing</u> 44 divide collections into equal parts 45 share objects equally 47 identify and relate halves and fourths</p> <p><u>Unit 10 Number Sense</u> 21 estimate, compare to 100</p> <p><u>Unit 10 Number Sense</u> 21 estimate, compare to 100 22 represent numbers less than 100 25 compare small sets (>, <, =) 26 represent ordered sequences to 100 34 identify more, less 40 use addition facts to 18(and sub)</p> <p><u>Unit 11 Measurement</u> 56 compare using direct comparison 57 compare length, weight, height, capacity of concrete objects 58 est. and measure non-standard 59 measure with a “ruled” tool</p>	<p align="center">SCIENCE</p> <p><u>Light and Shadows</u> 10) investigate the properties of light and sound 10a) identify various sources of light 10b) explain how shadows are made 10c) observe sources of light and variations in shadows 10c1) locate sources of light causing shadows 10c2) observe how shadows change as the light source location changes</p> <p><u>Sound</u> 10) investigate the properties of light and sound 10d) explain the role of vibrations in sound production 10d1) demonstrate how vibrating rubber bands produce sound 10e) differentiate between various sounds in terms of pitch (high or low) and volume (loud or soft) 10f) identify emergency sounds and other sounds that help us stay safe</p>	<p align="center">SOCIAL STUDIES</p> <p><u>Harriet Tubman</u> 22 read about and describe the life of Harriet Tubman 23 analyze the cultural and geographic systems associated with Harriet Tubman 24 describe how Harriet Tubman displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p><u>George Washington Carver</u> 28 read about and describe the life of George Washington Carver 29 analyze the cultural and geographic systems associated with George Washington Carver 30 describe how George Washington Carver displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p align="right"><i>Note: Indicators of Achievement are taught with all AKS</i></p>	
LANGUAGE ARTS			
<p align="center"><i>Genre: Nonfiction</i></p> <p><u>Reading:</u> 11 retell stories read independently/ partner 12 identify the cause/effect 14 identify the main idea/details 19 follow one-step directions 23 identify beginning/end of paragraph</p> <p><u>Word Study:</u> 29 automatically segment one-syllable words 33 automatically generate sounds 37 read words containing r-controlled vowels (ar,er,ir,or,ur) 43 identify words that have similar meanings (synonyms) 44 recognize multiple meanings 46 read contractions 47 read words with inflectional endings (-ing, -ed, -s, and -es) 48 begin to use dictionary/glossary</p>		<p align="center"><i>Genre: Informational</i></p> <p><u>Writing:</u> 42 use new words 56 use correct end punctuation (question mark / exclamation) 58 use commas in a date/series 59 identify contractions 76 begin to use a variety of resources to gather information 81 stay on topic 82 use details to expand 83 begin to use organizational structures (steps, chronological) 84 begin to use graphic features 2010-1 identify subjects in sentences</p> <p><u>Reference/Study Skills:</u> 92 alphabetize to first letter 93 recognize the table of contents 94 use page numbers 95 use the media center and technology as sources of information</p>	

1st Grade: GCPS Core Curriculum Calendar for Scope and Sequence – 2010-2011

1st Grade		4th Quarter (Fourth Nine Weeks)	
MATHEMATICS	SCIENCE	SOCIAL STUDIES	
<p><u>Unit 12 Number Sense</u> 29 model and explain place value 30 use tools for rounding 32 +/- with 2 digits 33 determine reasonableness 35 skip count 42 solve and create word problems 46 build number patterns 63 describe repeating and growing patterns</p> <p>CRCT Testing Preview 2nd grade</p>	<p><u>Magnetism</u> 11) demonstrate the effects of magnets on various objects and other magnets 11a) use magnets to make objects move 11b) demonstrate how magnets attract and repel 11c) predict whether different materials will be attracted to or repelled by a magnet 11d) identify objects/materials such as air, water and paper that do or do not block magnetic force</p> <p><u>Preview/Extend</u> Schools can choose to use this time to either extend content covered prior to this time or begin to preview (or pre-teach) the subsequent course. Materials for previewing are available on the GCPS Science website (http://gwinnettk12online.net/).</p>	<p><u>Theodore Roosevelt</u> 25 read about and describe the life of Theodore Roosevelt 26 analyze the cultural and geographic systems associated with Theodore Roosevelt 27 describe how Theodore Roosevelt displayed positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance and commitment</p> <p><u>Personal Finance</u> 33 identify goods that people make and services that people provide for each other 34 explain that people have to make choices about goods and services because of scarcity 35 analyze how people are both producers and consumers 36 compare and contrast the costs and benefits of personal spending and saving choices</p> <p><i>Note: Indicators of Achievement are taught with all AKS</i></p>	
LANGUAGE ARTS			
<p style="text-align: center;"><i>Genre: Persuasive</i></p> <p><u>Reading:</u> 10 integrate language structures 18 recognize and compare plot, setting, and characters 21 recognize correct spellings 22 identify a comma and quotation marks</p> <p><u>Word Study:</u> 34 apply knowledge of letter-sound to decode new words 38 use spelling patterns/word families 39 apply phonic skills 40 apply knowledge to decode accurately/quickly 50 use knowledge of Greek and Latin roots to read new words and determine their meanings (re-,un-,-ly)</p> <p style="text-align: center;"><i>Genre: Narrative/ Persuasive/Response to Literature</i></p> <p><u>Writing :</u> 64 apply learned phonics skills and use common resources to spell correctly 67 write in a variety of genres 71 begin to use the steps 75 write a text of appropriate length 2010-1 identify predicates in sentences</p>		<p><u>Narrative:</u> 77 begin to use transitions and time cue words 80 begin to develop characters and setting through dialogue and use of adjectives</p> <p><u>Persuasive:</u> 85 state an opinion 86 details to support an opinion 87 begin to use formats (letter, list, poster)</p> <p><u>Response to Literature:</u> 88 state an opinion about a text 89 begin to demonstrate understanding of the text 90 make connections 91 begin to use organizational structures</p>	