



## St. Louis Unified School

### Yearly Plans

### Grades 1-3

Mrs. Carla Drake

The purpose of the yearly plan is to show an overview of what will be taught during the 2019-2020 school year. This plan will include all the core subjects that will be taught for first - third grade.

### Math

<b>Sept/Oct</b>	<p><b>Grade 1: Counting/Model Numbers:</b> Students will learn to count by ones and tens to 120. Make tens and ones. Tens and ones to 50, write numbers to 100-120, and show numbers in different ways. Standards: CC 1.NBT1 and 2. Number and Operations in Base Ten.</p> <p><b>Grade 2: Chapter 1 – Number Sense and Place Value</b> <b>Chapter 2 – Numbers to 1000</b></p> <p><b>Standards:</b> 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one– and two– step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6) (Go Math: Ch. 3.8, 3.9, 4.1-12, 5.1-11) 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2) (Go Math: Ch. 3.1-7)</p> <p><b>Grade 3: Chapter 1: Addition and Subtraction within 1000</b> <b>Chapter 2: Represent and Interpret Data.</b></p> <p><b>Standards:</b> 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one– and two– step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6) (Go Math: Ch. 3.8, 3.9, 4.1-12, 5.1-11) 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2) (Go Math: Ch. 3.1-7)</p>

<p><b>Oct/Nov</b></p>	<p><b>Standards:</b> <i>Students will use pictures to add, model addition, add in any order, put together numbers to 10, add doubles, add 10 more, and add 3 numbers. CC.1.OA.1, CC.1.03, CC.1.OA.6. Operations and Algebraic Thinking (Grade 1)</i></p> <p><b>Grade 1: Chapter 3 Addition Strategies – (Lessons 3.1 -2.9). Chapter 4 Subtraction Strategies – (Lessons 4.1 – 4.6)</b></p> <p><b>Grade 2: Chapter 3 – Basic Facts and Relationships. Chapter 4 – Addition and subtraction strategies.</b></p> <p><b>Standards:</b> 2.NO.4 Mentally add and subtract multiples of ten and multiples of a hundred within 1000 (2.NBT.8) (Go Math: Ch. 2.9, 2.10) 2.NO.2 Count by ones, fives, tens, and hundreds up to 1000 (2.NBT.2) (Go Math: Ch. 1.8, 1.9) 2.NO.5 Add and subtract within 1000 with regrouping using models or drawings (2.NBT.7) (Go Math: Ch. 6.1-10)</p> <p><b>Grade 3: Chapter 3 – Understanding Multiplication Chapter 4 – Multiplication facts and Strategies</b></p> <p><b>Standards:</b> 3.OAT.1 Understand the meaning and relationship of multiplication and division. (3.OA.1,2,6) (Go Math: Ch. 3.1, 3.2, 6.2-4, 6.7) 3.OAT.2 Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3) (Go Math: Ch. 3.3, 3.5, 4.1-3, 4.5, 4.8, 4.9, 6.1, 6.5, 6.6, 6.8, 7.1-7, 7.9; 5.3-5) 3.OAT.3 Represent and determine the unknown whole number in an equation (3.OA.4) (Go Math: Ch. 5.2, 7.8) 3.OAT.4 Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5) (Go Math: Ch. 3.6, 3.7, 4.4, 4.6, 6.9)</p>
<p><b>Nov/Dec</b></p>	<p><b>Standards:</b> <i>Students will model taking from, model subtraction, subtract to compare. Think addition to subtract, use 10 to subtract, and use subtraction strategies. CC1.OA.1. Operations and Algebraic Thinking.(Grade 1)</i></p> <p><b>Grade 1 - Chapter 5 – Addition and Subtraction Relationships (Lessons 5.1 – 5.10) Chapter 6 – Count and Model Numbers (6.1-6.10)</b></p> <p><b>Grade 2: Chapter 5 – 2 Digit Subtraction Chapter 6 – 3 Digit Subtraction</b></p> <p><b>Standards:</b> 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one– and two– step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6) (Go Math: Ch. 3.8, 3.9, 4.1-12, 5.1-11) 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2) (Go Math: Ch. 3.1-7)</p> <p><b>Grade 3: Chapter 5 – Use Multiplication Facts (Lessons 3.6, 3.7, 4.4, 4.6, 6.9).</b></p> <p><b>Standards:</b> 3.OAT.1 Understand the meaning and relationship of multiplication and division. (3.OA.1,2,6) (Go Math: Ch. 3.1, 3.2, 6.2-4, 6.7) 3.OAT.2 Memorize and fluently</p>

	<p>multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3) (Go Math: Ch. 3.3, 3.5, 4.1-3, 4.5, 4.8, 4.9, 6.1, 6.5, 6.6, 6.8, 7.1-7, 7.9; 5.3-5) 3.OAT.3 Represent and determine the unknown whole number in an equation (3.OA.4) (Go Math: Ch. 5.2, 7.8) 3.OAT.4 Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5) (Go Math: Ch. 3.6, 3.7, 4.4, 4.6, 6.9)</p>
<b>Jan</b>	<p><i><b>Standards:</b> Students will add and subtract within 20, use models to add and subtract. Greater than and less than, and students will use symbols to compare. Numbers and operations in Base ten. CC.1.NBT.3, CC.1.OA.1. (Grade 1).</i></p> <p><b>Grade 1: Chapter 7 – Comparing Numbers (Lessons 7.1-7.5)</b>  <b>Chapter 8 – Two –Digit Addition and Subtraction (8.1. -8.9)</b></p> <p><b>Grade 2: Chapter 7 – Time and Money</b>  <b>Chapter 8 – Length in Customary Units</b></p> <p><b>Standards:</b> 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one– and two– step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6) (Go Math: Ch. 3.8, 3.9, 4.1-12, 5.1-11) 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2) (Go Math: Ch. 3.1-7)</p> <p><b>Grade 3: Chapter 6 – Understanding Division</b></p> <p><b>Standards:</b> 3.OAT.1 Understand the meaning and relationship of multiplication and division. (3.OA.1,2,6) (Go Math: Ch. 3.1, 3.2, 6.2-4, 6.7) 3.OAT.2 Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3) (Go Math: Ch. 3.3, 3.5, 4.1-3, 4.5, 4.8, 4.9, 6.1, 6.5, 6.6, 6.8, 7.1-7, 7.9; 5.3-5) 3.OAT.3 Represent and determine the unknown whole number in an equation (3.OA.4) (Go Math: Ch. 5.2, 7.8) 3.OAT.4 Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5) (Go Math: Ch. 3.6, 3.7, 4.4, 4.6, 6.9)</p>
<b>Feb</b>	<p><i><b>Standards:</b> Students will learn about indirect measurements, measuring and comparing, time to the hour and half hour, and lengths. CC.1.MD.1, CC.1.MD.2, CC.1.MD.3. Measurements and Data. (Grade 1)</i></p> <p><b>Grade 1 – Chapter 9 – Measurement and Data (Lesson 9.1 -9.9)</b>  <b>Grade 2 – Chapter 9 - Lengths in Metric Units</b></p> <p><b>Standards:</b> 2.M.1 Measure and estimate lengths in standard units (e.g., inches, feet, centimeters, meters) using appropriate tools (e.g., rulers, yardsticks, meter sticks) (2.MD.1,3) (Go Math: Ch. 8.1-4, 8.7, 8.8, 9.1-.3, 9.6) 2.M.2 Measure, compare, and describe the length of an object using two units of measurement (e.g., inches and yards, centimeters and meters) (2.MD.2) (Go Math: Ch. 8.6, 9.5) 2.M.3 Measure to compare the length of two objects using a standard length unit (2.MD.4) (Go Math: Ch. 9.7)</p>

	<p><b>Grade 3: Chapter 7 - Division facts and strategies</b></p> <p><b>Standards:</b> 3.OAT.1 Understand the meaning and relationship of multiplication and division. (3.OA.1,2,6) (Go Math: Ch. 3.1, 3.2, 6.2-4, 6.7) 3.OAT.2 Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3) (Go Math: Ch. 3.3, 3.5, 4.1-3, 4.5, 4.8, 4.9, 6.1, 6.5, 6.6, 6.8, 7.1-7, 7.9; 5.3-5) 3.OAT.3 Represent and determine the unknown whole number in an equation (3.OA.4) (Go Math: Ch. 5.2, 7.8) 3.OAT.4 Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5) (Go Math: Ch. 3.6, 3.7, 4.4, 4.6, 6.9)</p>
<b>March</b>	<p><b>Standards:</b> Students will learn to read picture graphs, read bar graphs, make tally marks, and make bar graphs. CC.1.MD.4. Measurement and Data (<b>Grade 1</b>).</p> <p><b>Grade 1: Chapter 10 - Represent Data (Lessons 10.1 -6.10)</b></p> <p><b>Grade 2: Chapter 10 – Data</b></p> <p><b>Standards:</b> 2.DSP.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit; show the measurements by making a line plot (2.MD.9) (Go Math: Ch. 8.9) 2.DSP.2 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph (2.MD.10) (Go Math: Ch. 10.1-6)</p> <p><b>Grade 3: Understanding fractions/fractions</b> 3.GEO.2 Partition shapes into equal areas and express as a fraction (3.G.2) (Go Math: Ch. 12.9)</p>
<b>April</b>	<p><b>Standards:</b> The students will learn about two and three dimensional shapes, find shapes, equal and unequal parts, and halves and fourths. CC.1.G.1, and CC.1.G.2. Geometry (<b>Grade 1</b>).</p> <p><b>Grade 1 – Chapter 11 – Three – Dimensional Geometry (11.1 -11.5)</b></p> <p><b>Grade 2 and 3 – Chapter 11+12 - Geometry: (Shapes, Three Dimensional Shapes, Angels in Two Dimensional Shapes,</b></p> <p><b>Standards:</b> 2.GEO.1 Recognize and draw two– and three– dimensional shapes having specified attributes (2.G.1) (Go Math: Ch. 11.1-5) 2.GEO.2 Partition a rectangle into rows and columns of same size squares and count to find the total number of squares (2.G.2) (Go Math: Ch. 11.6).</p>
<b>May</b>	<p><b>Standards:</b> Students will use reasoning attributes of and composing and decomposing geometric shapes. Standards CC.1, G.1., CC.1, G.2. CC.OA.3. (<b>Grade 1</b>)</p>

	<p><b>Grade 1 – Two –Dimensional Geometry ( Lessons 12.1 -12.10)</b></p> <p><b>Review:</b> <i>Students will use this month to review concepts that were taught during the school year.</i></p> <p><b>Grade 2+3 – Measurement: Chapters 10+11</b></p> <p><b>Standards:</b> 2.DSP.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit; show the measurements by making a line plot (2.MD.9) (Go Math: Ch. 8.9) 2.DSP.2 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph (2.MD.10) (Go Math: Ch. 10.1-6).</p>

## Language Arts

Pathways	Themes
<p><b>September</b></p> <p><b>Standards: L.A.2RF.1 – Distinguish between long and short vowels.</b>  <b>L.A.2.RF.3 – Know that every syllable must have a vowel sound, decode one and two syllable words.</b>  <b>L.A.3.RF.1 – Know the meaning of common prefixes and suffixes.</b>  <b>L.A.K.RL.13 – Read stories and poetry of appropriate complexity.</b></p>	<p><b>“Friends and Family”-</b> Students will focus on the love of family, friends, and sharing with others.  <b>Students will focus on the new story lesson, “A Tree is a Plant”.</b> Clyde Robert Bulla introduces students to the process of the tree’s development from seed to fruit, describes the functions of the parts of the tree, and explains the seasonal changes that a tree goes through each year.</p> <p><b>Grade 1:</b> Students will focus on the story “I Miss Grandpa” by Pat Hutchins.  <b>Grade 2:</b> Story – Charlie Horse by Paul Ricchiuti  <b>Grade 3:</b> Story – Abe Lincoln by Martha Brenner  Students will use maps, globes, stories, and poems during this unit. We will learn about punctuation and focus on learning new vocabulary words.</p>
<p><b>October</b></p> <p><b>Standards:</b>  <b>L.A.2.RL.1 – Demonstrate understanding of key details by asking and answering questions.</b></p>	<p><b>“Heroes”-</b> Students will discuss overcoming obstacles.</p> <p><b>Grade 1:</b> The focus story is “Little Lad”, by Etta B. Degering.  <b>Grade 2:</b> “Cactus Hotel” by Brenda Guiberson  <b>Grade 3:</b> “The Courage of Sarah Noble” by Alice Dalgliesh</p>

<p><b>L.A.1.RL.2 – Use illustrations and words in print or digital text to demonstrate understanding.</b></p> <p><b>L.A.2.RL.12 – Make Connections between text and personal life experiences.</b></p>	<p>We will write about heroes that we have in our society and how they have inspired us to do more. The students will participate in shared and guided reading activities.</p>
<p><b>November</b></p> <p><b>L.A.1.RL.8 – Compare and contrast characters (experiences and adventures)</b></p> <p><b>L.A.2.RI.13 – Read and comprehend informational texts (historical studies)</b></p>	<p><b>“My World”-</b> Students will experience how people live in other cultures and countries and the historical and contemporary perspectives about how people live.</p> <p><b>Grade 1:</b> Focus story and activities “A Day at Greenhill Farm” by Sue Nicholson.</p> <p><b>Grade 2:</b> “The Salamander Room” by Anne Mazer</p> <p><b>Grade 3:</b> “Spiders by the Editors of Time for Kids” with Nicole Iorio</p>
<p><b>December</b></p> <p><b>Standards:</b></p> <p><b>L.A.1.RL.12 – Choose literature that reflects the teaching in God’s Word.</b></p> <p><b>LA.3.RL.13 – Read literature for pleasure, personal growth, and spiritual development.</b></p>	<p><b>“Spiritual Journey”-</b> Students will learn about Christ-like attributes that will help us to grow spiritually.</p> <p><b>Grade 1:</b> Focus story, “Little Maid”, by Etta Degering.</p> <p><b>Grade 2:</b> “Twice Yours: A Parable of God’s Gift” by Nana Gurley</p> <p><b>Grade 3:</b> “Summer of the Sharks” by Sally Streib</p>
<p><b>January</b></p> <p><b>Standards: LA.3.RL.9 – Make connections between a text and personal life experiences.</b></p>	<p><b>“Living Things”-</b> Students will learn about God’s creation through literature. This unit will focus on living and non living things.</p> <p><b>Grade 1:</b> Focus story, “Pokey the Runaway Bear”, by Ethel Maxine Neff.</p> <p><b>Grade 2:</b> “Galimoto” by Karen Lynn Williams</p> <p><b>Grade 3:</b> “Buddy, The First Seeing Eye Dog” by Eva Moore</p>
<p><b>February</b></p> <p><b>Standards:</b></p> <p><b>LA.2.RL.2 – Retell stories from diverse cultures and determine the main idea.</b></p> <p><b>L.A.1.RL.12 – Choose literature that reflects the teaching in God’s Word.</b></p>	<p><b>“Environment”-</b> Students will study ways to appreciate and protect the environment. The literature in this unit will discuss the survival of people in nature and the exploration of God’s world.</p> <p><b>Grade 1:</b> Focus story, “We All Went on Safari”, by Laurie Krebs.</p> <p><b>Grade 2:</b> “We will Miss Them” by Alexandra Wright</p> <p><b>Grade 3:</b> “Trash” by Charlotte Wilcox</p>

<p><b>March</b></p> <p><b>Standards:</b></p> <p><b>LA.1.RL.12 – Choose literature that reflects the teachings in God’s word.</b></p> <p><b>LA.3.RL.13 – Read literature for pleasure, personal growth, and spiritual development.</b></p>	<p><b>“Personal Feelings and Growth”-</b> This unit stresses personal issues and struggles students move from one stage of development to another. Character development is essential to the Spiritual journey.</p> <p><b>Grade 1:</b> Focus story, “Alexander and the Terrible, Horrible, No Good, Very Bad Day” by Judith Viorst.</p> <p><b>Grade 2:</b> “The Gardener” by Sarah Stewart</p> <p><b>Grade 3:</b> “Julius! The Perfectly Pesky Pet Parrot by Vera Lee Wiggins</p>
<p><b>April:</b></p> <p><b>Standards:</b></p> <p><b>LA.2.RL.3 – Describe how characters in a story respond to major events and challenges.</b></p> <p><b>LA.2.RL.6 – Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes.</b></p>	<p><b>“Yesterday”-</b> Students will investigate personal, local, and colonial history.</p> <p><b>Grade 1:</b> Focus story, “The Warrior Maiden” by Ellen Schecter.</p> <p><b>Grade 2:</b> “First Flight: The Story of Tom Tate and the Wright Brothers” by George Shea</p> <p><b>Grade 3:</b> “Sarah Plain and Tall” by Patricia MacLachian</p>
<p><b>May</b></p> <p><b>Standards:</b></p> <p><b>LA.3.RL.13 – Read literature for pleasure, personal growth, and spiritual development.</b></p> <p><b>LA.2.RL.2 – Retell stories from diverse cultures and determine the main idea.</b></p>	<p><b>“Social Issues and Culture”-</b> Students will explore relationships among groups of people who deal with physical and mental disabilities, cultural differences, immigration, and poverty.</p> <p><b>Grade 1:</b> Focus story, “Cleversticks”, by Bernard Ashley.</p> <p><b>Grade 2:</b> “I Miss Grandpa” by Karen Holford</p> <p><b>Grade 3:</b> Helen Keller: Courage in the Dark” by Johanna Hurwitz</p>

**Scope and Sequence of Strategies are targeted around these five areas of study:**

- 1. Extended reading and writing (Reading and Writing Workshop).**
- 2. Comprehension, studying, and evaluating ideas.**
- 3. Reference skills.**
- 4. Word study-vocabulary and word recognition (Word Study).**
- 5. Sentence skills-usage, punctuation, and grammar (Writing Workshop).**

## Instructional Blocks

Word Study	Reading Workshop	Writing Workshop
Vocabulary Phonological Awareness Spelling	Whole Group Small Group (Guided Reading) Independent	Writing Grammar Handwriting

## Language Arts Phonics

**Chall-Popp** phonics emphasizes phonological and phonemic awareness. Students will focus on these areas this school year.

Grade 1+2	Grade 3
Visual Discrimination Short Vowels Long Vowels Consonant Blends and Digraphs Plurals: Compound and Two-Syllable Words Inflectional Endings Long Vowel Digraphs: Y as a Vowel and Contractions.	Consonant and Short Vowel Review Consonant Blends, Long Vowels, Consonant Digraphs, Silent. Vowel Digraphs, Compound Words, Syllables, Final Y R – Controlled Vowels, Variant Vowel Digraphs and Diphthongs Plurals, Contractions, Possessives, Inflectional Endings, Comparatives. Prefixes and Suffixes, Synonyms, Antonyms, and Homonyms.

## Language Arts Spelling

**A Reason for Spelling, Pathways Spelling, and Spelling City** emphasizes a balance between spelling skills, application, and student enjoyment. Phonics and Journal writing skills are also emphasized in this curriculum. See monthly lesson plans for weekly spelling words and activities.

## Language Arts Writing

**A Reason for Writing and Pathways Writing Workshop** emphasizes letter recognition and writing skills. Students will enjoy these writing lessons and activities. See monthly/weekly lesson plans for writing activities for grades 1-3. Students will work throughout the year in writing workshop to complete assignments daily.



## Bible

**During the 2018-2019 academic school year, our new bible curriculum is “The Encounter Bible Curriculum”. The Bible Curriculum will be taken from cycle 1 and 3. The Encounter Curriculum will focus on four core learning areas: Orientation, Exploration, Reflection, and Celebration. Within these four core learning areas, there are eight learning phases:**

1. Learner Bait – Arousing a curiosity for the learner.
2. Learning Context – Connection with the Big Picture.
3. Animated Learning – Exploring the Story.
4. Engaged Learning – Deep Thinking.
5. Heart Learning – Connection with the Father.
6. Soul Learning – Reflective Practice.
7. Life Learning – Transformational Application and Commitment.
8. Kaizen Learning – Celebration.

*Students will complete various lessons as outlined in the curriculum. This curriculum is a new piloted curriculum that will be taught throughout the school year 2018-2019. Teachers can refer to the scope and sequence for each grade level as there is no yearly plan available at this time.*

## Social Studies

### Even Year Unit 2 Grades 1-4

Months	Themes
<p><b>Sept/Oct (First Quarter)</b></p> <p><b>SS.K-4.TCC.3</b> Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. <b>SS.K-4.C.7</b> Recall how peoples from different cultures develop different values and ways of interpreting experience. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IGI.5</b> Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint. <b>SS.K-4.TCC.4</b> Name key people, events, and places associated with the history of the community, nation, and world. <b>SS.K-4.GC.2</b> Explain how global connections affect the daily life of individuals and those around them. <b>SS.K-4.TCC.4</b> Name key people,</p>	<p><b>Grades 1-4: Our National Story</b></p> <p>–</p> <p>The First Americans</p> <p>Three Worlds Meet</p> <p>A Nation Is Born</p> <p>The Nation Grows</p> <p>War and Changes</p> <p>A Changing World</p> <p>A Modern World</p>

<p>events, and places associated with the history of the community, nation, and world. <b>SS.K-4.IDI.1</b> Discuss how the study of individual development and identity helps us know who we are and how we change. <b>SS.K-4.PAG.9</b> Explain the ways in which governments meet the needs and wants of citizens. <b>SS.K-4.CIP.4</b> Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.</p>	
<p><b>Nov/Dec (Second Quarter)</b>  <b>SS.K-4.TCC.5</b> Identify the accomplishments of Seventh-day Adventists in history. <b>SS.K-4.GC.3</b> Demonstrate an understanding of current world missions of the Seventh-day Adventist church. <b>SS.K-4.GC.7</b> Evaluate how the pace of global change has quickened in recent times. <b>SS.K-4.TCC.4</b> Name key people, events, and places associated with the history of the community, nation, and world. <b>SS.K-4.PPE.5</b> Describe the Christian’s responsibility for the environment. <b>SS.K-4.PPE.9</b> Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. <b>SS.K-4.PPE.12</b> Discuss the Christian’s responsibility for the Earth’s environment and its resources. <b>SS.K-4.PPE.11</b> Compare and contrast benefits and problems resulting from the discovery and use of resources. <b>SS.K-4.TCC.8</b> Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold. <b>SS.K-4.CIP.2</b> Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environment involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IDI.10</b> Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities. <b>SS.K-4.GC.5</b> Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. <b>SS.K-4.TCC.2</b> Define key concepts such as: past, present, future, similarity, difference, and change. <b>SS.K-4.CIP.6</b> Discuss the importance of religious freedom throughout the world. <b>SS.K-4.GC.4</b> Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. <b>SS.K-4.C.4</b> Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity. <b>SS.K-4.TCC.7</b> Identify key symbols and traditions that are carried from</p>	<p><b>Grades 1-4: The Southeast –</b></p> <ul style="list-style-type: none"> <li>*The Southeast Region</li> <li>*The Geography of the Southeast</li> <li>*The Economy of the Southeast</li> <li>*The People of the Southeast</li> </ul>

<p>the past into the present by diverse cultures in the United States and the world.</p>	
<p><b>Jan/Feb (Third Quarter)</b>  <b>SS.K-4.PPE.3</b> Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments  <b>SS.K-4.PPE.3</b> Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. <b>SS.K-4.PAG.10</b> Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past. <b>SS.K-4.IDI.10</b> Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities. <b>SS.K-4.GC.5</b> Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. <b>.K-4.TCC.2</b> Define key concepts such as: past, present, future, similarity, difference, and change. <b>SS.K-4.CIP.6</b> Discuss the importance of religious freedom throughout the world. <b>SS.K-4.GC.4</b> Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.</p>	<p><b>Grades 1-4: “Where We Live”</b></p> <ul style="list-style-type: none"> <li>*Where We Live</li> <li>*Map Elements Maps and Globes</li> <li>*Where We Live</li> </ul>
<p><b>Mar/April - SS.K-4.IDI.10</b> Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities. <b>SS.K-4.GC.5</b> Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. <b>SS.K-4.TCC.2</b> Define key concepts such as: past, present, future, similarity, difference, and change. <b>SS.K-4.CIP.6</b> Discuss the importance of religious freedom throughout the world. <b>SS.K-4.GC.4</b> Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. <b>SS.K-4.C.4</b> Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity. <b>SS.K-4.TCC.7</b> Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.</p>	<p><b>Grade 1-4: A Land of Immigrants</b></p> <ul style="list-style-type: none"> <li>*Colonial America</li> <li>*Coming to America</li> <li>*Sharing Culture.</li> </ul> <p><b>A Land of Immigrants:</b> Colonial America (How do communities change over time), Coming to America (Why do people move), Sharing Culture (How does culture shape a community).</p>
<p><b>May – SS.K-4 C.3</b> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IGI.5</b> Elaborate on how individuals,</p>	<p><b>Grades 1-4: Native Americans of:</b>  <b>Northeast Woodlands</b>  <b>Plains</b>  <b>Southwest</b>  <b>Pacific Northwest</b></p>

<p>groups, and institutions share common elements and also have unique characteristics. <b>SS.K-4 C.3</b> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IGI.5</b> Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. <b>SS.K-4 C.3</b> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IGI.5</b> Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. <b>SS.K-4 C.3</b> Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. <b>SS.K-4.PPE.1</b> Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <b>SS.K-4.IGI.5</b> Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. <b>SS.K-4.C.2</b> Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. <b>SS.K-4.C.7</b> Recall how peoples from different cultures develop different values and ways of interpreting experience. <b>SS.K-4.TCC.8</b> Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold. <b>SS.K-4.TCC.10</b> Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.</p>	<p><b>Changing Communities</b></p>

## **Science (Science by Design)**

### **Grades 1 - 4 (Even Year)**

#### **Cycle 2/Unit 1 – (Sept - Oct) – Earth and Space**

**Standards: 2.4C.2, 4.4C.2, 4.4C.3, 4.4C.4 -**

**Level 1: “What are Things in the Sky”**

**Level 2-3: “What makes up our solar system?”**

**Level 4: “How do scientists explore space”**

**Vocabulary:** solar system, earth, planet, asteroid, astronomy, sun, moon, stars, comet, meteoroid, Venus, Mars, Jupiter, milky way, eclipse, orbit, revolve.

What is the Universe?

What is Earth Like?

Why does the Moon seem to change shape?

How does earth move in space?

\*Students will design their own solar system.

#### **Cycle2/Unit 2 (Nov - Dec) Muscles/Human Body –**

**Standards: 1.3C.5, 2.3C.6**

##### **Lessons/Themes**

Body Health 1

\*Lifestyle Challenge/ Guided Inquiry: Diet

Our Immune System

Diseases

Body and Lifestyle

Conclusion/Assessment

Unit Test

## **Cycle 2/Unit 3 (Jan – Mar) Magnetism and Electricity:**

**Standards: 1.48.1, 3.4B.2: Define meteorology, and describe the instruments used to study weather. 1.4B2 Identify elements of weather. 3.4B.6 Describe Earth’s Atmosphere.**

### **Lessons/Themes**

What is Energy?

What is Heat?

What are sound and light?

What is Electricity?

How are magnets and electricity related?

How do forces affect motion?

### **Conclusion/Assessment**

## **Cycle 2/Unit 4 (April - May) Geology – Changes to Earth**

**Standards: 4.4B.5, 4.4B.4, 4.4B.1 – How does earth change and what causes our earth to change?**

What is Earth’s structure?

What causes earthquakes and volcanos?

How do weathering and erosion reshape the land?

What happened in Earth’s past?

What are Earth’s Rocks and Fossils?

Why are Natural Resources Important?

### **Conclusion/Assessment**

**Unit 4 Test.**

