

# First Grade Unit Organizer: December

## **CORE KNOWLEDGE TOPICS TO BE COVERED:**

Geography: Geographical Terms and Features

- peninsula, island, bay, harbor

History: Maya, Aztec and Inca Civilizations

- Maya in Mexico and Central America
- Aztecs in Mexico (Montezuma; Tenochtitlan)
- Inca in South America (Cities in the Andes; Machu Picchu)

Science: The Human Body – Body systems (*This unit will continue in January*)

- **Skeletal** system (Skeleton, bones, skull)
- **Muscular** system (Muscles)
- **Digestive** system (Mouth, stomach)
- **Circulatory** system (Heart, blood)
- **Nervous** system (Brain, nerves)
- Taking care of the body
- Edward Jenner; vaccinations
- Louis Pasteur

Literature

Stories (The Princess and the Pea; The Elves and the Shoemaker)

Poetry ("The Owl and the Pussycat" by Edward Lear)

Saying ("The more the merrier.")

Math

- (Cont. from Nov.) Numbers to 20 (Number words, counting and comparing, addition, subtraction)
- Common shapes
- Length and weight
- Addition and subtraction facts to 20

Grammar

Grammar is done daily using the Shurley Grammar Program. Some of the many skills areas covered in this grammar program are: study skills; identifying nouns, verbs, adjectives, and adverbs; writing complete sentences; capitalization; synonyms and antonyms; singular and plural words. Please see the First Grade Skills Map for more information.

## **ASSESSMENTS:**

History: quiz on Ancient Civilizations (read aloud to the class)

Science: Quiz on the Human Body at the end of the unit in January (read orally to the class)

Literature: Demonstrate an understanding of the setting, main characters, problem, and solution of stories, as well as an understanding of main idea, details and vocabulary, through discussions and written assignments.

Grammar: Assessments are a part of the Shurley Grammar Program. Assessments cover the skills taught in class using the grammar program.

Math: A combination of in-class assignments, demonstrating understanding through group participation and written assessments.

### **THINKING FRAMEWORK:**

At Liberty Common, we believe that learning needs to go beyond just acquiring knowledge. The students also need to have the ability to see patterns and analyze facts. To facilitate this, we use progressive thinking skills to guide students in applying their knowledge to patterns, using those patterns to model, and showing their mastery of the content through creativity.

While the majority of time in first grade is spent gaining new knowledge, we also develop lessons that include patterning, mental modeling and creativity. Here are some examples of the Thinking Framework being used in first grade this month:

History/Geography: Learning about the Mayan, Aztec, and Inca civilizations – *Knowledge*  
Comparing the civilizations and discussing similarities – *Patterns*

Science: Learning about the muscular system and what it does for the body – *Knowledge*  
Participating in and discussing activities using our hand muscles – *Patterns*  
Explaining why the muscles do what they do – *Mental Modeling*

Literature: Hearing and remembering the story, The Princess and the Pea – *Knowledge*  
Discussing and retelling the elements of the story – *Patterns*  
Rewriting the story, in own words, from a key word outline – *Mental Modeling*

Math: Recognizing and identifying common shapes – *Knowledge*  
Sorting shapes and seeing shape patterns – *Patterns*  
Continuing a pattern – *Patterns*

### **STATE STANDARDS:**

The Colorado Model Content Standards outline what students should know and be able to do. They integrate knowledge, skills, and perspectives that will remain useful throughout their lives. If you are interested in learning more about the Colorado Model Content Standards, please visit the Colorado Department of Education website:

<http://www.cde.state.co.us/cdeassess/UAS/currentstandards.html>

Standards that are being covered this month are shown in bold italics:

#### **History:**

- 1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.***
2. Students know how to use the processes and resources of historical inquiry.
- 3. Students understand that societies are diverse and have changed over time.***
4. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
5. Students understand political institutions and theories that have developed and changed over time.
- 6. Students know that religious and philosophical ideas have been powerful forces throughout history.***

#### **Geography:**

- 1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.***
- 2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.***
3. Students understand how physical processes shape Earth's surface patterns and systems.
- 4. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.***

**5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.**

6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

**Science:**

**1. Students apply the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.**

2. Students know and understand common properties, forms, and changes in matter and energy.

**3. Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.**

**Reading and Writing:**

**1. Students read and understand a variety of materials.**

**2. Students write and speak for a variety of purposes and audiences.**

**3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.**

**4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**

**5. Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.**

**6. Students read and recognize literature as a record of human experience.**

**Math:**

**1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.**

**2. Students use algebraic methods to explore, model, and describe patterns and functions involving numbers, shapes, data, and graphs in problem-solving situations and communicate the reasoning used in solving these problems.**

**3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.**

**4. Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.**

**5. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.**

**6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.**

**HABITS OF MIND:**

**History/Geography:** 1. Perceive past events and issues as they were experienced by people at the time.

2. Understand the relationship between geography and history as a matrix of time and place.

**Science:** 1. Draw pictures that correctly portray at least some features of the thing being described.

**CHARACTER TRAITS:**

Literature: Poem – “The Owl and the Pussycat” (Cooperation)  
Saying – “The more the merrier.” (Cooperation)  
Stories – The Princess and the Pea (Self Control, Integrity)  
The Elves and the Shoemaker (Responsibility, Citizenship,  
Integrity, Perseverance, Cooperation)

**NEXT UNITS:** History – Early Exploration of America / English Settlers  
Science – Human Body, cont.