

First Grade Unit Organizer: October

CORE KNOWLEDGE TOPICS TO BE COVERED:

History/Geography

- **Mesopotamia:** The “Cradle of Civilization”
- Tigris and Euphrates Rivers
- Development of writing
- Code of Hammurabi
- **Ancient Egypt**
- Geography: Africa, Sahara Desert
- Location and importance of Nile River
- Pharaohs: Tutankhamen; Hatshepsut
- Pyramids
- Mummies
- Animal gods
- Sphinx
- Writing: hieroglyphics

Science

- **Astronomy: Introduction to the Solar System**
- Sun: source of energy, light, heat
- Phases of the moon
- The nine planets
- Stars: Big dipper; the sun is a star
- Earth’s place in the solar system

Literature

- The Egyptian Cinderella
- Jack and the Beanstalk
- The Pied Piper
- Poem, “Hope”
- Sayings: a.m. and p.m.
An apple a day keeps the doctor away.

Math

- Subtraction: Making subtraction stories, methods of subtraction, writing subtraction sentences.
- Ordinal Numbers: Naming positions

Grammar

Grammar is done daily using the Shurley Grammar Program, beginning the second quarter of the school year. Some of the many skill 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/Geography: Quiz on Mesopotamia and Ancient Egypt (read orally to the class)

Science: Quiz on the Solar System (read orally to the class)

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

Math: A combination of in-class assignments, 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 Mesopotamian and Egyptian civilizations – *Knowledge*
Discussing similarities of where these groups settled – *Patterns*
Explaining why these civilizations were started where they were – *Patterns*
- Science:** Learning the names and characteristics of the planets – *Knowledge*
Discussing similarities and differences among planets – *Patterns*
- Literature:** Hearing and remembering the literature stories – *Knowledge*
Discussing the main elements of stories – *Patterns*
Writing the story elements on a story web – *Mental Modeling*
- Math:** Learning the concepts of subtraction and number sentences – *Knowledge*
Understanding and identifying story problems that use subtraction – *Patterns*
Writing a subtraction number sentence to go with a given story problem – *Mental Modeling*

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. Understand the significance of the past to their own lives
2. Perceive past events and issues as they were experienced by people at the time
3. Acquire a comprehension of diverse cultures
4. Understand the relationship between geography and history

Science:

1. Raise questions about the world around them
2. Describe and compare things
3. Draw pictures that correctly portray at least some features of the thing being described
4. Ask, "How do you know?" in appropriate situations

CHARACTER TRAITS:

Literature: *Poem:* "Hope" (Respect)

Saying: "An apple a day..." (Self control)

Story: Jack and the Beanstalk (Integrity, perseverance, responsibility)

Story: The Pied Piper of Hamelin (Citizenship, integrity)

Story: The Egyptian Cinderella (Respect, responsibility, perseverance)

History: -- "What is civilization?" (Citizenship, cooperation)

-- Code of Hammurabi (Respect, responsibility, citizenship)

-- Pyramids, Sphinx (Respect, perseverance, cooperation)

-- Mummies, pharaohs (Respect)

NEXT UNITS:

History: History of World Religions

Science: Food Chain