

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**August/September**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Phonemic Awareness, Word Recognition and Fluency</b></p> <p>1. Identify and distinguish between letters, words and sentences.</p> <p>4. Decode by using letter-sound matches.</p> <p>8. <i>Demonstrate a growing stock of sight words.</i></p> <p><b>Writing Conventions</b></p> <p>1. <i>Print legibly and space letters, words and sentences appropriately.</i></p> <p>4. Create phonetically-spelled written work that can usually be read by the writer and others.</p> <p>5. Spell unfamiliar words using strategies such as segmenting, sound out and matching familiar words and word parts.</p> <p><b>Communication: Oral and Visual</b></p> <p>3. Follow simple oral directions.</p> <p>2. Compare what is heard with prior knowledge and experience.</p> <p>1. Use active listening skills, such as making eye contact or asking questions.</p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b></p> <p>5. Compare information (e.g., recognize similarities) in texts with prior knowledge and experience.</p>	<p><b>Patterns, Functions, &amp; Algebra</b></p> <p>5. Describe orally and model a problem situation using words, objects or number phrase or sentence.</p> <p>4. Solve open sentences by representing an expression in more than one way using the commutative property; e.g., <math>4 + 5 = 5 + 4</math> or the number of blue balls plus red balls is the same as the number of red balls plus blue balls; <math>(R + B = B + R)</math>.</p> <p>2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns.</p> <p>For example:</p> <p>a. Analyze and describe patterns with multiple attributes using numbers and shapes; e.g., AA, B, aa, b, AA, B, aa, b,...</p> <p><b>Number, Number Sense and Operations</b></p> <p>3. <i>Read, and write the numerals for numbers to 100.</i></p> <p>10. <i>Model, represent and explain addition as combining sets (part + part = whole) and counting on. For example:</i></p> <p>(a) <i>Model and explain addition using Physical materials in contextual situations.</i></p> <p>(b) <i>Draw pictures to model addition.</i></p> <p>(c) <i>Write number sentences to represent addition.</i></p> <p>(d) <i>Explain that adding two whole numbers yields a larger whole number.</i></p> <p>4. <i>Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.</i></p> <p>12. Use conventional symbols to represent the operations of addition and subtraction.</p>	<p><b>Life Science</b></p> <p>1. <i>Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.</i></p> <p>Scott Foresman – Chapter 1</p>	<p><b>History</b></p> <p>1. Recite the months of the year.</p> <p><b>Government</b></p> <p>1. Recognize the role of authority figures in providing for the safety and security of individuals.</p> <p>4. <i>Recognize the need for rules in different settings and the need for fairness in such rules.</i></p> <p>5. Discuss the consequences of violating rules.</p> <p><b>Citizenship Rights/Responsibilities</b></p> <p>1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.</p> <p>2. Demonstrate self-direction in school tasks.</p> <p>3. <i>Demonstrate accountability for actions.</i></p> <p>4. Demonstrate pride in personal accomplishments.</p> <p>5. Demonstrate citizenship traits including:</p> <p>a. Trustworthiness;</p> <p>b. Fairness;</p> <p>c. Self-control;</p> <p>d. Respect for those in authority.</p> <p>(Embedded throughout the year)  Chapter 1 in Harcourt Book</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**October**

Language Arts	Math	Science	Social Studies
<p><b>Phonemic Awareness</b>            2. Identify and say the beginning and ending sounds in words.</p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>            2. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).            3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions.            4. <i>Make predictions while reading and support predictions with information from the text or prior experience.</i></p> <p><b>Writing Conventions</b>            7. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun I).            3. Spell high-frequency words correctly.</p> <p><b>Acquisition of Vocabulary</b>            3. <i>Classify words into categories.</i>            4. Recognize common sight words.</p> <p><b>Writing Applications</b>            4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.</p>	<p><b>Data Analysis &amp; Probability</b>            3. <i>Display data in picture graphs with units of 1 and bar graphs with intervals of 1.</i>            4. <i>Read and interpret charts, picture graphs and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions.</i>            7. <i>Answer questions about the number of objects represented in a picture graph, bar graph or table graph; e.g., category with most, how many more in a category compared to another, how many altogether in two categories.</i>            2. <i>Collect and organize data into charts using tally marks.</i>            5. <i>Construct a question that can be answered by using information from a graph.</i>            8. Describe the likelihood of simple events as possible /impossible and more likely/less likely; e.g., when using spinners or number cubes in classroom activities.</p> <p><b>Number, Number Sense &amp; Operations</b>            1. Use ordinal numbers to order objects; e.g., first, second, third. <b>OH pg. 20</b>            11. <i>Model, represent and explain subtraction as take-away and comparison. For example:</i>                <i>a. Model and explain subtraction using physical materials in contextual situations.</i>                <i>b. Draw pictures to model subtraction.</i>                <i>c. Write number sentences to represent subtraction.</i>                <i>d. Explain that subtraction of whole numbers yields an answer smaller than the original number.</i>            15. Demonstrate that equal means “the same as” using visual representations.            12. Use conventional symbols to represent the operations of addition and subtraction.</p>	<p><b>Life Science</b>            3. Explore that humans and other animals have body parts that help to seek, find and take in food when they are hungry (e.g., sharp teeth, flat teeth, good nose and sharp vision).            4. Investigate that animals eat plants and/or other animals for food and may also use plants or other animals for shelter and nesting.            Scott Foresman            Parts of Chapter 2, 3, &amp; 5</p>	<p><b>History</b>            2. Place events from one's own life in chronological order.            3. Distinguish among past, present and future.            4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.            5. Compare past and present, near and far, with emphasis on daily life including:                a. The roles of men, women and children;                b. The identification of basic human needs;                c. Various ways people meet human needs.</p> <p><b>Geography</b>            1. Identify and correctly use terms related to location, direction and distance including:                a. Left/Right;                b. Near/Far.</p> <p><b>Social Studies Skills/Methods</b>            3. Determine categories for sorting information.            (Embedded throughout the year in various subject areas)            Chapter 4 in Harcourt Book</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**November**

Language Arts	Math	Science	Social Studies
<p><b>Phonemic Awareness</b>  6. Blend two to four phonemes (sounds) into words.  7. Add, delete or change sounds in a given word to create new or rhyming words.  5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.</p> <p><b>Literary Text</b>  2. Identify characters, setting and events in a story.</p> <p><b>Communication: Oral and Visual</b>  7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p> <p><b>Acquisition of Vocabulary</b>  9. Determine the meaning of unknown words using a beginner’s dictionary.</p>	<p><b>Patterns, Functions, &amp; Algebra</b>  1. Sort, classify and order objects by two or more attributes, such as color and shape, and explain how objects were sorted.</p> <p><b>Number, Number Sense &amp; Operations</b>  4. Count forward to 100, count backwards from 100, and count forward or backward starting at any number between 1 and 100.  16. Develop strategies for basic addition facts, such as:  a. counting all;  b. counting on;  c. one more, two more;  d. doubles;  e. doubles plus or minus one</p>	<p><b>Life Science</b>  5. Recognize that seasonal changes can influence the health, survival or activities of organisms.</p> <p>Scott Foresman  Parts of Chapter 2, 4, &amp; 7</p>	<p><b>Continue History</b>  4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.</p> <p>5. Compare past and present, near and far, with emphasis on daily life including:  a. The roles of men, women and children;  b. The identification of basic human needs;  c. Various ways people meet human needs.</p> <p><b>Government</b>  2. Explain how voting can be used to make group decisions.  3. Recognize symbols of the United States that represent its democracy and values including:  a. The bald eagle;  b. The White House;  c. The Statue of Liberty;  d. The national anthem.</p> <p>Chapter 3 in Harcourt Book  Chapter 5 in Harcourt Book  P. 210-219 (Thanksgiving)</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**December**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>            8. Read root words and their inflectional endings (e.g., walk, walked, walking).</p> <p><b>Phonemic Awareness</b>            3. <i>Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters.</i></p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>            7. Create and use graphic organizers such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension.</p> <p><b>Writing Conventions</b>            6. Use end punctuate correctly, including question marks, exclamation points and periods.</p> <p><b>Literary Text</b>            1. Provide own interpretation of story, using information from the text.</p>	<p><b>Measurement</b>            1. <i>Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.</i>            2. <i>Tell time to the hour and half hour on digital and analog (dial) timepieces.</i>            3. Order a sequence of events with respect to time; e.g., summer, fall, winter and spring; morning, afternoon, and night.</p> <p><b>Number, Number Sense &amp; Operations</b>            5. <i>Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:</i>            a. Develop a system to group and count by twos, fives and tens.</p> <p><b>Patterns, Functions, &amp; Algebra</b>            3. Describe orally the basic unit or general plan of a repeating or growing pattern.            2. Extend sequences of sounds, shapes or simple number patterns, and create and record similar patterns. For example:            b. Continue repeating and growing patterns with materials, pictures and geometric items; e.g., XO, XOO,XOOO, XOOOO. <b>OH pg. 38</b></p>	<p><b>Physical Science</b>            1. Classify objects according to the materials they are made of and their physical properties.            2. Investigate that water can change from liquid to solid or solid to liquid.            3. <i>Explore and observe that things can be done to materials to change their properties (e.g., heating, freezing, mixing, cutting, wetting, dissolving, bending and exposing to light)</i>            4. Explore changes that greatly change the properties of an object (e.g., burning paper) and changes that leave the properties largely unchanged (e.g., tearing paper).</p> <p>Scott Foresman Chapter 8</p>	<p><b>People In Societies</b>            1. <i>Describe similarities and differences in the ways different cultures meet common human needs including:</i>            a. <i>Food;</i>            b. <i>Clothing;</i>            c. <i>Shelter;</i>            d. <i>Language;</i>            e. <i>Artistic expressions.</i>            2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.            3. Describe family and local community customs and traditions.            4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.</p> <p>Chapter 5 in Harcourt Book            P. 220-247</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**January**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Informational, Technical and Persuasive Text</b>            2. Identify the sequence of events in informational text.            1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.            3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).            4. Identify central ideas and supporting details of informational text with teacher assistance.</p> <p><b>Acquisition of Vocabulary</b>            2. <i>Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</i></p> <p><b>Writing Applications</b>            2. Write responses to stories by comparing text to other texts, or to people or events in their lives.</p>	<p><b>Number, Number Sense and Operations</b>            2. Recognize and generate equivalent forms for the same number using physical models, words and number expressions; e.g., concept of ten is described by “10 blocks,” full tens frame, numeral 10, <math>5 + 5</math>, <math>15 - 5</math>, one less than 11, my brother’s age.            6. <i>Identify and state the value of a penny, nickel, dime, quarter and dollar.</i></p> <p><b>Measurement</b>            1. <i>Recognize and explain the need for fixed units and tools for measuring length and weight; e.g., rulers and balance scales.</i>            4. <i>Estimate and measure weight using non-standard units; e.g., blocks of uniform size.</i>            5. <i>Estimate and measure lengths using non-standard and standard units, i.e., centimeters, inches and feet.</i></p> <p><b>OH Book pg. 32</b>  <b>Data Analysis &amp; Probability</b>            6. Arrange five objects by an attribute, such as size or weight, and identify the ordinal position of each object.</p>	<p><b>Earth and Space</b>            3. Explain that all organisms can cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks)</p> <p><b>Scientific Inquiry</b>            6. Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, timers and simple balances and other appropriate tools).</p> <p>Scott Foresman            #3 P. 145-159            #3 Chapter 7</p>	<p><b>Geography</b>            2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).            3. <i>Identify and use symbols to locate places of significance on maps and globes.</i>            4. Locate the local community, state and the United States on maps or globes.            5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.</p> <p><b>Social Studies Skills and Methods</b>            2. <i>Sequence information.</i>  <i>(Embedded throughout the year)</i>            Refer to index for information on maps.            Chapter 2 in Harcourt.</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
**February**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b>            5. Recognize that words can sound alike but have different meanings (e.g., homophones such as hair and hare).            6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop).</p> <p><b>Writing Conventions</b>            2. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name).</p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>            6. Recall the important ideas in fictional and non-fictional texts.</p> <p><b>Reading Applications: Informational, Technical and Persuasive Text</b>            6. Follow multiple-step directions.</p>	<p><b>Geometry &amp; Spatial Sense</b>            3. Identify the shapes of the faces of three-dimensional objects.            5. Copy figures and draw simple two-dimensional shapes from memory  <b>OH Book pg. 35.</b></p> <p><b>Number, Number Sense and Operations</b>            8. Show different combinations of coins that have the same value.            7. Determine the value of a small collection of coins (with a total value up to one dollar) using 1 or 2 different type coins, including pennies, nickels, dimes and quarters.</p>	<p><b>Physical Science</b></p> <p>5. Explore the effects some objects have on others even when the two objects might not touch (e.g., magnets).</p> <p>6. Investigate a variety of ways to make things move and what causes them to change speed, direction and/or stop.</p> <p style="text-align: right;">Scott Foresman            Chapter 9 P. 246-259</p>	<p><b>History</b></p> <p>6. Relate stories of the heroism and the achievements of the people associated with state and federal holidays.            (Embedded throughout the year)</p>

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**INTEGRATED CURRICULUM MAP**  
**March**

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Acquisition of Vocabulary</b></p> <p>7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.).</p> <p><b>Reading Applications:</b></p> <p><b>Informational, Technical and Persuasive Text</b></p> <p>5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b></p> <p>9. Monitor comprehension of independently- or group-read texts by asking and answering questions.</p> <p>11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p> <p><b>Literary Text</b></p> <p>3. Retell the beginning, middle and ending of a story, including its important events.</p> <p>4. Distinguish between stories, poems, plays, fairy tales and fables.</p>	<p><b>Number, Number Sense and Operations</b></p> <p>9. Represent commonly used fractions using words and physical models for halves, third and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.</p> <p><b>Number, Number Sense &amp; Operations</b></p> <p>5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:</p> <p>b. Identify patterns and groupings in a 100's chart and relate to place value concepts.</p> <p>c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.</p>	<p><b>Physical Science</b></p> <p>7. Explore how energy makes things work (e.g., batteries in a toy and electricity turning fan blades).</p> <p>8. Recognize that the sun is an energy source that warms the land, air and water.</p> <p>9. Describe that energy can be obtained from many sources in many ways (e.g., food, gasoline, electricity or batteries).</p> <p><b>Science and Technology</b></p> <p>4. Explore ways people use energy to cook their food and warm their homes (e.g., wood, coal, natural gas and electricity).</p> <p>5. Identify how people can save energy by turning things off when they are not using them (e.g., lights and motors).</p> <p><b>Scott Foresman Chapter 10 &amp; 11</b></p>	<p><b>Geography</b></p> <p>6. Compare areas within the local community to identify similarities.</p> <p>7. Describe human adaptations to variations in the physical environment including:</p> <ol style="list-style-type: none"> <li>a. Food;</li> <li>b. Clothing;</li> <li>c. Shelter;</li> <li>d. Transportation;</li> <li>e. Recreation.</li> </ol>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
April

Language Arts	Math	Science	Social Studies
<p><b>Writing Applications</b>            1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.</p> <p><b>Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>            10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p><b>Writing Conventions</b>            8. Use nouns, verbs and adjectives (descriptive words).</p> <p><b>Acquisition of Vocabulary</b>            1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p> <p><b>Phonemic Awareness</b>            9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes.            10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning.</p>	<p><b>Number, Number Sense and Operations</b>            9. Represent commonly used fractions using words and physical models for halves, third and fourths, recognizing fractions are represented by equal size parts of a whole and of a set of objects.</p> <p><b>Number, Number Sense &amp; Operations</b>            5. Use place value concepts to represent whole numbers using numerals, words, expanded notation and physical models with ones and tens. For example:            b. Identify patterns and groupings in a 100's chart and relate to place value concepts.            c. Recognize the first digit of a two-digit number as the most important to indicate size of a number and the nearness to 10 or 100.</p>	<p><b>Earth and Space</b>            1. Identify that resources are things that we get from living (e.g., forests) and non-living (e.g., minerals, water) environment and that resources are necessary to meet the needs and wants of a population.            2. Explain that the supply of many resources is limited but the supply can be extended through careful use, decreased use, reusing and/or recycling).</p> <p><b>Science and Technology</b>            3. Identify some materials that can be saved for community recycling projects (e.g., newspapers, glass and aluminum).</p> <p>Scott Foresman            Chapter 6 P. 160-167</p>	<p><b>Economics</b>            1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.            2. Describe the ways people produce, consume and exchange goods and services in their community            3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.</p> <p>Chapter 6 in Harcourt</p>

**GRADE 1**  
**INTEGRATED CURRICULUM MAP**  
May

<b>Language Arts</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>Research</b></p> <ol style="list-style-type: none"> <li>1. Discuss ideas for investigation about a topic or area of personal interest.</li> <li>2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library or community resources).</li> <li>3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.</li> <li>4. Recall important information about a topic with teacher assistance.</li> <li>5. Report information to others.</li> </ol> <p><b>Communication: Oral and Visual</b></p> <ol style="list-style-type: none"> <li>5. Deliver brief informational presentations that: (a) demonstrate an understanding of the topic; (b) include and sort relevant information and details to develop topic; (c) organize information with a clear beginning and ending; and (d) express opinions.</li> <li>6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</li> </ol> <p><b>Concepts of Print</b></p> <ol style="list-style-type: none"> <li>8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. (Embedded throughout the year)</li> </ol>	<p><b>Number, Number Sense and Operations</b></p> <p><b>OH Book pg. 22 and 25</b></p> <ol style="list-style-type: none"> <li>13. Model and represent multiplication as repeated addition and rectangular arrays in contextual situations; e.g., four people will be at my party and if I want to give 3 balloons to each person, how many balloons will I need to buy?</li> <li>14. Model and represent division as sharing equally in contextual situations; e.g., sharing cookies.</li> </ol> <p><b>OH Book pg. 28</b></p>	<p><b>Life Science</b></p> <ol style="list-style-type: none"> <li>2. Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests).</li> </ol>	<p><b>Social Studies Skills and Methods</b></p> <ol style="list-style-type: none"> <li>1. Obtain information about a topic using a variety of oral and visual sources.</li> <li>4. Identify main ideas from oral, visual and print sources. (Embedded throughout the year)</li> <li>5. Communicate information orally or visually.</li> <li>6. Display courtesy and respect for others in group settings including:             <ol style="list-style-type: none"> <li>a. Staying on the topic;</li> <li>b. Focusing attention on the speaker.</li> </ol>             (Embedded throughout the year)           </li> </ol>