First Grade Pacing Guide for Parents, 2016-2017 – Traditional

	Month	English Language Arts		Math		Science		Social Studies	
FIRST NINE WEEKS	**August**	**Unit 1: The ABC's of Learning**	**RL.1.1/RI.1.1:** Determine what the text says - inference/ evidence **RL.1.3:** Use key details to describe story components. **RI.1.3:** Describe connections (individuals, events, ideas) **RL.1.7/RI.1.7:** Integrate and evaluate content **W.1.1:** Write opinion pieces **W.1.3:** Write narratives **W.1.5:** Develop and strengthen writing (plan/revise/edit) **W.1.6:** Use digital tools to produce and publish writing. **SL.1.1a-c:** Peer conversation and collaboration **L.1.1a-e:** Conventions of standard English grammar and usage (upper- and lowercase letters; noun/pronoun usage; past, present, and future tense) **L.1.4a:** Unknown and multiple-meaning words and phrases; usage of context clues **RF.1.1**: Print concepts **RF.1.2a-c:** Phonological awareness **RF.1.3b,d,g:** Phonics and word recognition **RF.1.4a,b:** Read with sufficient accuracy and fluency to support comprehension.	**Unit 1: Addition and Subtraction Strategies Within 10**	**1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.OA.1:** Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. **1.OA.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Science Safety**	Students will identify and apply basic science classroom safety rules and procedures.	**Unit 1: Working Together; Working It Out**	**1.H.1:** Understand that history tells a story of how people and events changed society over time. • 1.H.1.1: Explain how and why neighborhoods and communities change over time. **1.G.1:** Use geographic representations, terms, and technologies to process information from a spatial perspective. • 1.G.1.2: Give examples showing location of places (home, classroom, school, and community). • 1.G.1.3: Understand the basic elements of geographic representation using maps (cardinal directions and map symbols). **1.C&G.1:** Understand the importance of rules. • 1.C&G.1.1: Explain why rules are needed in the home, school, and community. • 1.C&G.1.2: Classify the roles of authority figures in the home, school, and community (teacher, principal, parents, mayor, park rangers, game wardens, etc.).
	September								
	October				**1.OA.3:** Apply properties of operations to add and subtract. Example: If 8+3=11 is known, then 3+8=11 is also known (commutative property of addition). **1.OA.4:** Understand subtraction as an unknown-addend problem. Example: subtract 10-8 by finding the number that makes 10 when added to 8. **1.OA.7:** Understand meaning of the equal sign and determine if equations are true/false. For example, which of the following equations are false: 6=6, 7=8-1, 5+2=2+5; 4+1=5+2? **1.OA.8:** Determine the unknown whole number in addition or subtraction equations relating three numbers (e.g., 5=3+_____).	**Forces and Motion**	**1.P.1.1:** Explain the importance of a push or pull to changing the motion of an object.		
		Unit 2: Animals	**RL.1.2/RI.1.2:** Central ideas/themes/summary **RL.1.3:** Use key details to describe story components. **RI.1.3:** Describe connections (individuals, events, ideas) **RL.1.5/RI.1.5:** Analyze the structure of the text. **RL.1.9:** Compare and contrast **RI.1.9:** Similarities and differences **W.1.1:** Write opinion pieces (state an opinion and supply a reason) **W.1.2:** Write to inform/explain **W.1.5:** Develop and strengthen writing (plan/revise/edit) **W.1.6:** Use digital tools to produce and publish writing. **SL.1.2:** Integrate and evaluate information in diverse media				**1.P.1.2:** Explain how some forces (pushes and pulls) can be used to make things move without touching them, such as magnets.		
				Unit 2: Linear Measurement	**1.OA.1:** Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. **1.MD.4:** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		**1.P.1.3:** Predict the effect of a given force on the motion of an object, including balanced forces.		

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SECOND NINE WEEKS	**November**	**Unit 2: Animals**	**L.1.f-j:** Conventions of standard English grammar and usage (adjectives; conjunctions; determiners; prepositions; declarative, interrogative, imperative, and exclamatory sentences) **L.1.4b:** Use frequently occurring affixes as a clue to the meaning of a word. **RF.1.2a-c:** Phonological Awareness **RF.1.3b,d,g:** Phonics and word recognition **RF.1.4b:** Fluency	**Unit 3: Addition and Subtraction Strategies Within 20**	**1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.OA.1:** Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. **1.OA.5:** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	**Earth in the Universe**	**1.E.1.1:** Recognize differences in the features of the day and night sky and apparent movement of objects across the sky as observed from Earth.	**Unit 2: Out on the Town**	**1.G.1:** Use geographic representations, terms, and technologies to process information from a spatial perspective. • 1.G.1.1: Use geographic tools to identify characteristics of various landforms and bodies of water. **1.G.2:** Understand how humans and the environment interact within the local community. • 1.G.2.2: Explain how people use natural resources in the community. **1.E.1:** Understand basic economic concepts. • 1.E.1.1: Summarize the various ways in which people earn and use money for goods and services. • 1.E.1.2: Identify examples of goods and services in the home, school, and community. • 1.E.1.3: Explain how supply and demand affects the choices families and communities make. **1.C&G.1:** Understand the importance of rules. • 1.C&G.1.1: Explain why rules are needed in the home, school, and community.
	December	**Unit 3: Morals, Manners, and Lessons**	**RL.1.2/RI.1.2:** Central ideas/ themes/summary **RL.1.4:** Identify sensory words and phrases in stories or poems **RI.1.4:** Ask and answer questions to determine or clarify **RL.1.6/RI.1.6:** Point of view/purpose **RI.1.8:** Identify the reasons an author gives to support points in a text. **W.1.1:** Write opinion **W.1.3:** Write narratives **W.1.5:** Develop and strengthen writing (plan/revise/edit) **W.1.6:** Produce and publish writing **SL.1.3:** Speaker's point of view **SL.1.6:** Adapt speech/ command of formal English		**1.OA.1:** Use addition and subtraction within 20 to solve problems involving adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions. **1.OA.2:** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.3:** Apply properties of operations as strategies to add and subtract. **1.OA.4:** Understand subtraction as an unknown-addend problem.		**1.E.1.2:** Recognize patterns of observable changes in the Moon's appearance from day to day.		
	January		**L.1.2a-c:** Conventions of standard English capitalization, punctuation, and spelling **L.1.4c:** Identify frequently occurring root words and their inflectional forms **RF.1.2c,d:** Phonological awareness **RF.1.3a,b,c,g:** Phonics and word recognition **RF.1.4a,c:** Read with accuracy and fluency		**1.OA.6:** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction, and creating equivalent but easier or known sums. **1.OA.7:** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6=6, 7=8-1, 5+2=2+5, 4+1=5+2. **1.OA.8:** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8+?=11, 5=___-3, 6+6=___.				

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THIRD NINE WEEKS	January	Unit 4: The Cause and Effect of Change	**RL.1.2/RI.1.2:** Central ideas/ themes/summary **RL.1.4:** Identify sensory words and phrases in text **RI.1.4:** Question to determine or clarify **RL.1.6/RI.1.6:** Point of view/purpose **W.1.1:** Write opinion pieces **W.1.2:** Write to inform/explain **W.1.7:** Research projects **W.1.8**: Recall to answer a question. **SL.1.4:** Present information **L.1.4a:** Unknown and multiple-meaning words and phrases; usage of context clues **L.1.4b:** Use frequently occurring affixes as clues **L.1.4c:** Identify frequently occurring root words and their inflectional forms **L.2.d,e:** Conventions of standard English capitalization, punctuation, and spelling **L.1.1e,i:** Conventions of standard English-grammar **L.1.2d:** Conventions of standard English-mechanics **L.1.5d:** Word relationships (figurative language) **RF.1.2c,d:** Print concepts **RF.1.3e,f,g:** Phonics and word recognition **RF.1.4a,b:** Fluency	Unit 4: Whole Number Relationships and Place Value	**1.NBT.1:** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT.2:** Understand that the two digits of a two-digit number represent amounts of tens and ones. **1.NBT.3:** Compare two 2-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and ,<.	Earth Systems, Structures, and Processes	**1.E.2.1:** Summarize the physical properties of earth materials, including rocks, minerals, soils, and water, that make them useful in different ways.	Unit 3: From the Mountains to the Coast	**1.H.1:** Understand that history tells a story of how people and events changed society over time. • 1.H.1.3: Explain why national holidays are celebrated (Constitution Day, Independence Day, Martin Luther King, Jr., Memorial Day, Presidents' Day, etc.). **1.G.2:** Understand how humans and the environment interact within the local community. • 1.G.2.1: Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.). **1.C&G.1:** Understand the importance of rules. • 1.C&G.1.3: Summarize various ways in which conflicts could be resolved in homes, schools, classrooms, and communities
	February								
	March				**1.NBT.4:** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **1.NBT.5:** Given a two-digit number, mentally find 10 more or 10 less than the number without having to count; explain the reasoning used. **1.NBT.6:** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used		**1.E.2.2:** Compare the properties of soil samples from different places, relating their capacity to retain water, nourish, and support the growth of certain plants.		
		Unit 5: Events/People in America	**RL.1.3/RI.1.3:** Determine what the text says – inference/ evidence **RL.1.5/RI.1.5:** Analyze the structure of the text **RL.1.7/RI.1.7:** Integrate and evaluate content in diverse media **RI.1.8:** Delineate and evaluate arguments/evidence **W.1.2:** Write to inform/explain **W.1.3:** Write narratives **W.1.7:** Research projects **W.1.8:** Gather relevant information/synthesize **SL.1.5:** Understanding of presentations **L.1.5a,b:** Demonstrate understanding of word relationships (word categories, word attributes)						

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FOURTH NINE WEEKS	**April**	**Unit 5:Events/ People in America**	**L.1.6:** Use acquired words and phrases to signal simple relationships **RF.1.2c,d:** Phonological awareness **RF.1.3b,c,e,f:** Phonics and word recognition **RF.1.4a,b:** Fluency	**Unit 5: Shapes, Attributes, and Partitioning**	1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	**Ecosystems**	**1.L.1.1:** Recognize that plants and animals need air, water, light (plants only), space, food, and shelter and that these may be found in their environment.	**Unit 4: From Sea to Shining Sea**	**1.H.1:** Understand that history tells a story of how people and events changed society over time. • 1.H.1.2: Explain the importance of folklore and celebrations and their impact on local communities. **1.G.2:** Understand how humans and the environment interact within the local community. • 1.G.2.3: Explain how the environment impacts where people live (urban, rural, weather transportation, etc.). **1.C.1:** Understand the diversity of people in the local community. • 1.C.1.1: Compare the languages, traditions, and holidays of various cultures. • 1.C.1.2: Use literature to help people understand diverse cultures.
	May	**Unit 6: Same Story/Different Culture**	**RL.1.1/RI.1.1:** Determine what the text says - inference/ evidence **RL.1.9/RI.1.9:** Analyze topic/theme of texts/authors **W.1.1:** Write arguments/ opinion **W.1.3:** Write narratives **W.1.8:** Gather relevant information/synthesize **SL.1.6:** Adapt speech/ command of formal English **L.1.5c,d:** Word relationships (figurative language); distinguish shades of meaning among verbs **L.1.6:** Use acquired words and phrases to signal simple relationships **RF.1.2.c,d:** Phonological awareness **RF.1.3c,e,f,g:** Phonics and word recognition **RF.1.4c:** Fluency		**1.G.1:** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **1.G.2:** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape (students do not need to learn formal names such as right rectangular prism). **1.G.3:** Partition circles and rectangles into two and four equal shares; describe the shares using the words *halves, fourths,* and *quarters*; and use the phrases *half of, fourth of*, and *quarter of*. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		**1.L.1.2:** Give examples of how the needs of different plants and animals can be met by their environments in North Carolina or different places through the world. **1.L.1.3:** Summarize ways that humans protect their environment and/or improve conditions for the growth of the plants and animals that live there (e.g., reuse or recycle products to avoid littering).		
					1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	**Molecular Biology**	**1.L.2.1:** Summarize the basic needs of a variety of different plants (including air, water, nutrients, and light) for energy and growth.		
	June						**1.L.2.2:** Summarize the basic needs of a variety of different animals (including air, water, and food) for energy and growth.		