



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 1st	YEAR: 2018-2019
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Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/4	ELAGSE1W3 (Narrative) ELASE1L1a (upper and lowercase) RF1- understands basic print and features of a sentence.	Pre-Writing Assessment Pre-assessment of upper & lower case letters		Neighborhood Map Stories/Incorporate. Introducing idea of storytelling, we all have stories
8/7-8/11	ELAGSE1W3 (Narrative) ELASE1L1k (spacing)	Conferencing and Checklists		Neighborhood Map Stories/Incorporate Continue to talk about storytelling & sharing our stories
8/14-8/18	ELAGSE1W3 (Narrative) ELAGSE1L2b (end punctuation)	Conferencing and Checklists		Bend1: 1-5 - how to write a story: planning, using pictures, spelling, zooming in on small moments
8/21-8/25	ELAGSE1W3 (Narrative) ELAGSE1L1b (common, proper nouns) ELAGSE1L2a (Capitalization)	Conferencing and Checklists		Bend 1 into 2: 5-9 - zooming in/adding detail, working with partners, character

				development & detail
8/28-8/31	ELAGSE1W3 (Narrative) ELAGSE1L1b (common, proper nouns) ELAGSE1L2a (Capitalization)	Conferencing and Checklists		Bend 2: 10-13 - continue with character development, adding detail, using an editing checklist
9/5-9/8	ELAGSE1W3 (Narrative) ELAGSE1L1c (singular and plural nouns)	Student critique - self assess capitalization, spacing, punctuation.		Bend 3: 14-16 - Learning how authors make their writing special, trying out craft moves (exact actions, pop-out words, etc)
9/11-9/15	ELAGSE1W3 (Narrative) ELAGSE1L1c (singular and plural nouns)	Conferencing and Checklists		Bend 4: 18-21 - revising and editing, working towards publishing
9/18-9/22	ELAGSE1W3 (Narrative)	Assess Grammar standards - Test on nouns (singular & plural, common & proper)		Review as needed in conferences, work towards publishing a piece
9/25-9/29	ELAGSE1W3 (Narrative)	Post-Writing Assessment		Editing/revising & review
10/2-10/6	ELAGSE1W3 (Narrative)	End Celebration		Continue to revise and edit. Publishing Party

Reading				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/12	Creating Classroom Culture	Pre-Asessment: Foundations for RF2, & RF3		

		F&P to pre-assess RL1, & 2 & RF4,		
8/14-8/18	RL 1, asking and answering questions. RF2bcd(blend, segment and pronounce single syllable words) RF4-reading with accuracy and fluency, will be on-going.	Observation & notes from class discussion		Read Aloud: Discuss what a question is ask questions and find answers - who, what, when, where, why, how
8/21-8/25	RL2. Retelling stories with details RF2bcd(blend, segment and pronounce single syllable words)	informal check in of RL1, using graphic organizer from a read aloud Observations and discussion of students ability to retell stories		Read Aloud: Retell the story using the who, what, when, where, why, how questions. include: Naming the character, describing main events, explaining the problem & the solution
8/28-8/31	RL.2 understanding central message. RF2bcd(blend, segment and pronounce single syllable words)	FUNdations check ins to assess RF2 ongoing		Read Aloud: model and focus on understanding central message of stories,
9/5-9/8	RL.3- describes setting RF3-digraphs and decode one syllable words ELA Vocabulary 5 a(sort words by meaning)	Informal check in of RL2 using graphic organizer from a read aloud		Read Aloud: Review retelling - discuss central message, key details. New Focus: What is a setting? Discuss the setting of the story read, discuss how settings change

				as we read the story
9/11-9/15	RL3- describes characters RF3-digraphs and decode one syllable words ELA Vocab. 5b(define words by category by one or more attributes)	FUNDations check ins to assess RF3 ongoing Informal check in of RL 3 using graphic organizer from a read aloud		When talking about characters make connections to the use of describing words and how characters can change
9/18-9/22	RL3- describes major events RF3-digraphs and decode one syllable words ELA Vocab 5c(identify connections between words and their use)	formal assessment of RL1 and RL2 Observations and discussion of students ability to describe major events and characters		using students F&P level a book from Raz Kids will be assigned to assess their understanding of central message, retelling and answering questions
9/25-9/29	RL1-3 Review RF1-3 Review ELA Vocab 5 Review	formal assessment of RL3 , if ready		using students F&P level a book from Raz Kids will be assigned to assess their understanding of major events and characters

Math				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/11	Creating Classroom Culture MAP Assessment Number Sense Review(number line practice, before and after,	Pre-Assessment: Writing numbers 1-20 What is 1 more and 1 less? Putting numbers in		Introduce students to responsible use of math tools Practice rotating between

	skip counting, hundreds chart)	order (within 20) Identifying which is more and which is less (within 20) solving simple word problems		stations, using technology, and expectations for stations
8/14-8/18	OA.5(counting up from another number to add with pictures and manipulatives) OA.1(adding and subtracting within 20)	Informal Assessment: Exit Tickets & Problem sets completed, guided math observation notes		<u>Module 1 (Sums & Differences to 10</u> <u>Lessons 1-4</u> *Understand that numbers are composed of other numbers (5 is made of a 2 and a 3, or a 4 and a 1, etc) *count on from a number (start at 4, count two more - 5, 6 to figure out that $4+2=6$)
8/21-8/25	OA.5(counting up from another number to add with pictures and manipulatives) OA.1(adding and subtracting within 20) OA.6(fluidly adding sums of 10)	Informal Assessment: Exit Tickets & Problem sets completed, guided math observation notes		<u>Module 1</u> <u>Lessons 5-8</u> *Count on from one embedded number/part to reach the totals of 6-10 *Identify all parts of 10 ($9+1$, $8+2$, $7+3$, etc) *Begin to understand number bonds and part/whole relationships
8/28-8/31	OA.5(counting up from another number to add with pictures and manipulatives) OA.1(adding and subtracting within 20)	Informal Assessment: Exit tickets and problem sets completed, guided math observation		<u>Module 1:</u> <u>Lessons 9-13</u> Focus on addition word problems - add to and put

	<p>OA.6(fluently adding sums of 10) Intro OA8 (counting on to find the missing number in a problem, using number bonds)</p>	notes		<p>together with result unknown Begin change unknown problems Result Unknown Example: 3 rabbits join 2 rabbits, how many all together? Change Unknown Example: Paul has some pieces of gum. His mom gives him 4 more pieces. Now he has 6. How many did he have to start?</p>
9/5-9/8	Continue with OA1,5,6 OA8(counting on to find the missing number in a problem, using number bonds)	Formal Assessment: OA1, 5 & 6		<p>Module 1: Lessons 14-16 Focus on addition word problems and equations - add to and put together with change unknown Applying understanding of part/whole relationships</p>
9/11-9/15	OA.3(fact families) OA.7(understanding the meaning of the equal sign)	Informal Assessment: Exit tickets & problem sets completed, guided math observation notes		<p><u>Module 1:</u> <u>Lessons 17-24</u> *Understand the = sign means “the same as” *compare equivalent equations using the = sign (5+2=3+4) *Understand 3+4 is the same as 4+3</p>
9/18-9/22	OA.3(fact families) OA.6(fluently adding sums of 10)	Informal Assessment: Exit tickets and problem sets		<p><u>Module 1:</u> <u>Lessons 25-30</u> (pull additional resources from</p>

		completed, guided math observation notes		31-39 as needed) *Apply concepts learned to subtraction *Practice adding & subtracting fluency *Review concepts
9/25-9/29	Review of OA 1,3,5,6,7	Formal Assessment: OA 1, 3, 5, 6, 7, & 8		Review any concepts needed

Science			
Date	Standard	Assessment	Additional Info.

Social Studies				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/11	Creating Classroom Culture			
8/14-8/18	G2(locate city, state, map basics)	Pre Assessment Can student identify city, county, state, nation & continent on a map or globe		
8/21-8/25	G2(county, city state)	Check-ins and		(incorporate

		class observation		PBL)
8/28-8/31	G2(country, cardinal directions)	Final assessments Can student identify city, county, state, nation & continent on a map or globe?		
9/5-9/8	G3(continent and oceans)	observations and discussions around continents and oceans		
9/11-9/15	G3(continent and oceans)	observations and discussions around continents and oceans		Brain Pop Pebble Go Using Atlas Globes/ Maps
9/18-9/22	G3(basic landforms)	observations and discussions of landforms around Georgia, then expanding across the country		using the song "America the Beautiful"
9/25-9/29	G3(landforms, continents and oceans)	create continent with landform as final formal assessment		mini PBL In pairs students will create their own continent. Having various landforms.