



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 2:	Grade: 1st	YEAR: 2018-2019
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Language Arts				
Date	Standard	Assessment	Extensions	Additional Info.
10/15-10/19	ELAGSE1W2 (information) ELAGSE1L1e identifying verbs	Informational Writing Pre Assessment	Students will create a informational writing piece using a variety of text features.	Pre-Assess on Monday/ Mini-Unit - writing "how to" sections or books Telling step by step using drawings to help Students will identify and use verbs correctly.
10/22-10/26	ELAGSE1W2 (information) ELAGSE1L1e (verbs)	Informal Assessment	Continued from above	Mini-unit continued Including important details Answering reader's questions
10/29-11/2	ELAGSE1W2 (information) ELAGSE1L1j	Informal Assessment	Students will use a variety of sentence types	Informational Text - teaching books

	Simple and compound sentences - declarative, interrogative, imperative, exclamatory		to enhance their writing.	Lessons 1 - 4 Text Feature Focus: How to add a table of contents to our books? Students recognize and read different types of sentences.
11/5-11/9	ELAGSE1W2 (information) ELAGSE1L1j Simple and compound sentences - declarative, interrogative, imperative, exclamatory	Informal Assessment	N/A	Lessons 5-8 Using an editing checklist & peer editing to help improve writing Text Feature Focus: Adding bold words to help our readers learn
11/12-11/16	ELAGSE1W2 (information) ELAGSE1L1b Proper Nouns - Understanding when to use capitals	Informal Assessment	N/A	Lesson 9-12 Text Feature Focus: using our bold words and making a glossary
11/26-11/30	ELAGSE1W2 (information) Review all grammar standards covered this quarter.	Informal Assessment	Students will write a "news article for the Westside News" using all grammar taught in this quarter.	Lessons 13-16 Text Feature Focus: Adding captions to make our pictures really teach
12/3-12/7	ELAGSE1W2 (information) Review all grammar standards covered	Grammar Assessment	Students will write a "news article for the Westside News"	Lessons 17-19 Text Feature Focus: Creating an index

	this quarter.		using all grammar taught in this quarter.	
12/10-12/14	ELAGSE1W2 (information)	Post-Writing Assessment - Write a teaching book in one sitting		Monday: Writing assessment Tuesday- Friday - Work on Final teaching book for PBL *Using electronic menus and electronic features to help us type and publish our work
12/17-12/21	ELAGSE1W2 (Informational)	Turn in Final Teaching book for assessment		Finalize & present teaching book for PBL (publish)

Reading				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19 10/22-10/26	ELACC1RI 1, 2, & 3 ELACC1RL 1,2, & 3	using a graphic organizer students will show understanding of main idea and key details in a non-fiction text.	*Work on identifying events that are important to the story, vs. those that are minor. *Work on summarizing skills. Work on identifying topic sentences and supporting details. *Work on telling how the outcome	Main Idea Asking and answering questions Retell Characters, Setting, Beginning, Middle, and End

			of the story would be different if one of the events changed. *Create an alternate ending for a story.	
10/22-10/26 10/29-11/2	ELACC1R3 ELACC1RI4	pre-assess cause and effect using graphic organizers	Students will write a story with characters, supporting details, problem and solution	Cause and Effect
10/22-10/26 10/29-11/2 11/5-11/9	ELACC1RI4&5	pre-assess text features (captions, index, table of contents, glossary, labels, bold words, electronic menus)	Students will create a non-fiction text on a topic of their choice including no fewer than 5 different text features	Introduce Text Features discuss 1-2 features per week Week 1: Table of Contents & labels Week 2: bolded words & glossary Week 3: captions & index
11/12-11/16	ELACC1RI5&6	Formal Assessment of text features		using a nonfiction text students will point out various text features
11/26 - 11/30	ELACC1RI6&7			Information from pictures versus information told in text
12/3-12/7	ELACC1RI4,5,6,&7	Final		Retell

		assessment of identifying main idea and key details in a nonfiction text and RI4,5,6,&7		Main Idea Key Details
12/10-12/14	MAP Testing Week			
12/17-12/21	Review all standards from the quarter			Students will create a nonfiction book about a topic of their choice in which they are an expert

Math				
Date	Standard	Assessment	Extension	Additional Info.
10/15-10/19	Review OA.4, OA.5, OA.6	Assess Fact Fluency	1.Create a paper chain of equations that result in a certain number. Hang the paper chain in the classroom for others to review. 2.Create a chart that shows how to solve one problem multiple ways. Can be used in the classroom.	Review commutative property, & unknown addend problems. Work on fact fluency with subtraction focusing on using what we know (0 less, 1 less, a number minus itself, etc. to help us)
10/22-10/26	OA 1 Represent and solve problems involving addition	End of Module 1 Assessment (2 Days)		Module 2: Lessons 1-2

	<p>and subtraction</p> <p>OA2 Represent and solve problems involving addition and subtraction</p> <p>OA 3 Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>OA 6 Add and Subtract within 20</p>			<p>Focus on solving problems involving 3 addends, 2 of which make a ten. Using the commutative and associative properties.</p>
10/29-11/2	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>OA2 Represent and solve problems involving addition and subtraction</p> <p>OA 3 Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>OA 6 Add and Subtract within 20</p>	Exit tickets for Lessons 4 and 8	<p>1. Using addition, write and illustrate a math word problem about any topic of choice.</p> <p>2. Create a word problem book. each page should show a different way to solve each problem.</p>	<p>Module 2: Lessons 3-9</p> <p>Making a 10 when one addend is 9, using the commutative property to make 10, make a 10 with 8, compare strategies of counting on vs. making a ten.</p>
11/5-11/9	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>OA2 Represent and solve problems involving addition and subtraction</p> <p>OA 3 Understand and apply properties of operations and</p>	Mid-Module Assessment (2 days)	<p>1. Using addition, write and illustrate a math word problem about any topic of choice.</p> <p>2. Create a word problem book. each page should show a different way to solve each problem.</p>	<p>Module 2: Topic A - Lessons 10 and 11</p> <p>Review day</p> <p>Mid-Module Assessment</p>

	<p>the relationship between addition and subtraction</p> <p>OA 6 Add and Subtract within 20</p>			
11/12-11/16	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>OA 3 Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>OA4 Understand subtraction as an unknown-addend problem</p> <p>OA6 Add and Subtract within 20</p>	<p>Informal assessment from in-class observation</p>		<p>Module 2: Topic B. Lessons 12-18 -word problems subtracting 9 from 10 -subtracting 9 from teen numbers -connect counting on to making ten and taking from ten -subtracting 8 from teen numbers</p>
11/26-11/30	<p>OA 1 Represent and solve problems involving addition and subtraction</p> <p>OA 3 Understand and apply properties of operations and the relationship between addition and subtraction</p> <p>OA4 Understand subtraction as an unknown-addend problem</p> <p>OA6 Add and Subtract within 20</p>	<p>Exit tickets from lesson 20 and lesson</p>		<p>Module 2: Topic B: lessons 19-21 Topic C: Lessons 22-24 -subtracting 7, 8 and 9 from teen numbers -compare efficiency of different strategies -solving word problems efficiently with these strategies</p>
12/3-12/7	<p>OA 1 Represent and solve problems</p>	<p>Informal assessment</p>		<p>Topic C: Lesson 25</p>

	involving addition and subtraction OA 3 Understand and apply properties of operations and the relationship between addition and subtraction OA4 Understand subtraction as an unknown-addend problem OA6 Add and Subtract within 20	using exit tickets and problem sets as well as group observation		Topic D: Lessons 26-29 -Understanding the equal sign -Understanding 10 as a unit -understand teen numbers as a ten and some ones -solve addition and subtraction problems using 10 as a unit -use two-step processes to solve problems
12/10-12/14	MAP Testing	.End of Module Assessment		Review concepts taught Complete Assessment
12/17-12/21	Review Standards	Re-assessment after review as needed & as time allows		Review more difficult concepts & those needing remediation.

Science			
Date	Standard	Assessment	Additional Info.
10/15-10/19	S1E1.a different types of weather	Pre-Assessment, weather test	Introduce weather words and types of weather. Discuss types of weather & features of each type.
10/22-10/26	S1E1.a	Informal check ins on	Discuss what factors

	Discuss types of weather and what impacts weather	identifying types of precipitation	impact weather - seasons, sun, moon, pollution, etc. Read stories about weather events. Carefully observe and record our own weather.
10/29-11/2	S1E1.b precipitation types	Informal check ins on identifying types of precipitation	Discuss different types of precipitation. Understand them all as forms of water. Understand the conditions that create them.
11/5-11/9	S1E2.c Weather tools and recording weather	Informal check ins	Introduce what meteorologists are and the tools they use to measure weather and get information. build our own weather tools.
11/12-11/16	S1E2.c	Assess weather tool construction and use as well as data collection	Work in small groups to collect data on the weather all week and record the data.
11/26-11/30	S1E2d Analyzing data		Look at our data and compare to other data from other seasons. Make generalizations about weather in certain seasons. Discuss ways weather is helpful and harmful.
12/3-12/7	PBL S1E2a-d weather and analyzing data	informal observations	Using what we've learned and discussed so far students will explore some of the

			problems created by weather and brainstorm ways to solve those problems or help with them.
12/10-12/14 12/17-12/21	PBL S1E2a-d	Rubric on final project self-assessment and peer assessment	Students will design and present their solution.