

# First Grade Interconnections

## Unit I

### Explore My School

#### **Enduring Understanding:**

We explore many new things in first grade. As we explore, we learn about our school and our neighborhood.

#### **Essential Questions**

- *How are things both similar and different at school?*
- *How do living things meet their needs at school?*
- *How do we explore the natural world at school?*
- *What is my role and responsibility at school?*

**Core Curriculum Concepts/Skills:** culture, citizenship, geography, financial literacy, change over time, generating and communicating scientific evidence, compare/contrast

#### **Core Standards**

##### Social Studies

Standard I: Students will recognize and describe how schools and neighborhood are both similar and different.

Objective 1: Recognize and describe examples of differences within school and neighborhood.

Objective 2: Recognize and identify the people and their roles in the school and neighborhood.  
Explain how these roles change over time.

Standard II: Students will recognize their roles and responsibilities in the school and neighborhood.

Objective 1: Describe and demonstrate appropriate social skills for working in a group.

Objective 2: Identify and list responsibilities in the school and in the neighborhood.

Objective 3: Name school, neighborhood, Utah State, and national symbols, landmarks and documents.

Standard III: Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.

Objective 2: Recognize and use a map or a globe.

##### Science

Standard II: Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.

Objective 1: Investigate the natural world including rock, soil and water.

Objective 3: Compare and contrast seasonal weather changes.

Standard IV: Students will gain an understanding of Life Science through the study of changes in organisms over time and the nature of living things.

Objective 1: Communicate observations about the similarities between offspring and between populations.

**Social Studies language students should use:** role, principal, teacher, librarian, custodian, bus driver, crossing guard, secretary, cafeteria workers, police officer, firefighter, respect, friend, responsible, service, landmark, custom, cooperation, peer, Pledge of Allegiance, school, choice, citizen, compass, cardinal directions, physical features, compass rose, landmark

**Science language students should use:** populations, similarities, differences, clay, compare, contrast, data, evidence, silt, similarity soil, sort, texture

Essential Question #1:

How are things both similar and different at school?

Lessons:

- First Grade Rules
- Working Together
- Student and Teacher Roles
- My School Community
- Changes at School
- People: Same and Different

