



Grade 1 Science and Social Studies Year At-A-Glance

Science Theme: How I Interact with My World | Students investigate factors that affect their daily lives, such as patterns of our Earth and sun, living things, physical properties, and motion.

Social Studies Theme: The Commonwealth of Virginia | Students are introduced to the lives of leaders in the history of Virginia and their contributions to the Commonwealth, and study the economic concepts of goods and services, consumers and producers, and making economic choices.

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| Quarter 1 | <u>SOCIAL STUDIES</u> Unit 1: Good Citizenship (about 10 days) | <u>SCIENCE</u> Unit 1: Our Earth and Sun (about 13 days) | <u>SCIENCE</u> Unit 2: Weather and Seasons (about 12 days) | <u>SOCIAL STUDIES</u> Begin Unit 2: Geography (about 9 days) |
| +5 days for <u>SOCIAL STUDIES</u> : Famous Americans & Holidays | | | | |
| Quarter 2 | <u>SOCIAL STUDIES</u> Complete Unit 2: Geography (about 4 days) | <u>SOCIAL STUDIES</u> Unit 3: Virginia Government and People (about 12 days) | <u>SCIENCE</u> Unit 3: Animals (about 13 days) | <u>SCIENCE</u> Begin Unit 4: Plants (about 8 days) |
| +5 days for <u>SOCIAL STUDIES</u> : Famous Americans & Holidays | | | | |
| Quarter 3 | <u>SCIENCE</u> Complete Unit 4: Plants (about 5 days) | <u>SOCIAL STUDIES</u> Unit 4: Patriotic Symbols (about 14 days) | <u>SCIENCE</u> Unit 5: Natural Resources (about 14 days) | <u>SOCIAL STUDIES</u> Begin Unit 5: Economics (about 7 days) |
| +2 day for <u>SOCIAL STUDIES</u> : Famous Americans & Holidays | | | | |
| Quarter 4 | <u>SOCIAL STUDIES</u> Begin Unit 5: Economics (about 5 days) | <u>SCIENCE</u> Unit 6: Physical Properties (about 12 days) | <u>SCIENCE</u> Unit 7: Motion (about 13 days) | <u>SOCIAL STUDIES</u> Unit 6: Virginia's History and People (about 15 days) |
| +2 days for <u>SOCIAL STUDIES</u> : Famous Americans & Holidays | | | | |

Unit guides will be released prior to the start of each quarter.

Note: Science and Engineering Practices (SEPs), SOL 1.1a-f, and Social Studies essential skills, SOL 1.a-j, should be embedded throughout the year rather than taught in isolation. *Famous Americans & Holidays* will be taught throughout the year (15 days), in context and with proximity to major holidays.

| Quarter | Unit | Suggested Time | Standards of Learning |
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| Quarter 1 | <u>SOCIAL STUDIES</u> <u>Unit 1: Good Citizenship</u> | about 10 days | 1.1 The student will apply history and social science skills to practice citizenship in the classroom by <ol style="list-style-type: none"> practicing honesty and showing kindness to oneself and others; recognizing the purpose of rules and practicing self-control; being respectful of others and celebrating differences in ethnic origins, customs, and traditions; working respectfully with one another to achieve a goal; and participating in classroom decision-making by voting. |
| | <u>SCIENCE</u> <u>Unit 1: Our Earth and Sun</u> | about 13 days | 1.6 The student will investigate and understand that there is a relationship between the sun and Earth. Key ideas include <ol style="list-style-type: none"> the sun is the source of energy and light that warms the Earth's land, air, and water; and the sun's relative position changes in the Earth's sky throughout the day. |
| | <u>SCIENCE</u> <u>Unit 2: Weather and Seasons</u> | about 12 days | 1.7 The student will investigate and understand that there are weather and seasonal changes. Key ideas include <ol style="list-style-type: none"> changes in temperature, light, and precipitation occur over time; there are relationships between daily weather and the season; and changes in temperature, light, and precipitation affect plants and animals, including humans. |
| | <u>SOCIAL STUDIES</u> <u>Begin Unit 2: Geography</u> | about 9 days | 1.6 The student will apply history and social science skills to develop geographical skills by <ol style="list-style-type: none"> using basic map symbols, including referenced to land, water, cities and roads; using cardinal directions on maps; locating Virginia, the United States, continents, and oceans on maps and globes; and constructing simple maps and including a title, map legend or key, and a compass rose. 1.7 The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by <ol style="list-style-type: none"> identifying landforms and bodies of water of Virginia and describing how they affect the way people live; understanding that the location of Virginia determines its climate and its four distinct seasons; locating the site of the Jamestown colony; and locating Richmond and Washington, D.C. on Virginia and United States maps. |
| During Quarter 1 | <i>Learning experiences are embedded in respective units.</i> | about 5 days | 1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to a) Labor Day; b) Columbus Day (also known as Indigenous Peoples' Day*); and Yorktown Victory Day. |

| Quarter | Unit | Suggested Time | Standards of Learning |
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| Quarter 2 | <p align="center"><u>SOCIAL STUDIES</u> <u>Complete Unit 2: Geography</u></p> | about 4 days | <p>1.6 The student will apply history and social science skills to develop geographical skills by</p> <ul style="list-style-type: none"> a) using basic map symbols, including referenced to land, water, cities and roads; b) using cardinal directions on maps; c) locating Virginia, the United States, continents, and oceans on maps and globes; and d) constructing simple maps and including a title, map legend or key, and a compass rose. <p>1.7 The student will apply history and social science skills to connect geography to historical events of Virginia and the United States by</p> <ul style="list-style-type: none"> a) identifying landforms and bodies of water of Virginia and describing how they affect the way people live; b) understanding that the location of Virginia determines its climate and its four distinct seasons; and c) locating the site of the Jamestown colony; and d) locating Richmond and Washington, D.C. on Virginia and Unites States maps. |
| | <p align="center"><u>SOCIAL STUDIES</u> <u>Unit 3: VA Government and People</u></p> | about 12 days | <p>1.1 The student will apply history and social science skills to practice citizenship in the classroom by</p> <ul style="list-style-type: none"> f) contributing one’s time and talents to help others in their homes, schools, and communities through jobs; and g) understanding that local and state government representatives are elected by citizens who vote. |
| | <p align="center"><u>SCIENCE</u> <u>Unit 3: Animals</u></p> | about 13 days | <p>1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include</p> <ul style="list-style-type: none"> a) animals need air, food, water, shelter, and space (habitat); b) animals have different physical characteristics that perform specific functions; and c) animals can be classified based on a variety of characteristics. |
| | <p align="center"><u>SCIENCE</u> <u>Begin Unit 4: Plants</u></p> | about 8 days | <p>1.4 The student will investigate and understand that plants have basic life needs and functional parts that allow them to survive. Key ideas include</p> <ul style="list-style-type: none"> a) plants need nutrients, air, water, light, and a place to grow; b) structures of plants perform specific functions; and c) plants can be classified based on a variety of characteristics. |
| During Quarter 2 | <p align="center"><i>Learning experiences are embedded in respective units.</i></p> | about 5 days | <p>1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to c) Election Day d) Veterans Day; e) Thanksgiving Day; f) Christmas Day; g) New Year’s Day.</p> |

| Quarter | Unit | Suggested Time | Standards of Learning |
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| Quarter 3 | SCIENCE Complete Unit 4: Plants | about 5 days | 1.4 The student will investigate and understand that plants have basic life needs and functional parts that allow them to survive. Key ideas include <ol style="list-style-type: none"> plants need nutrients, air, water, light, and a place to grow; structures of plants perform specific functions; and plants can be classified based on a variety of characteristics. |
| | SOCIAL STUDIES Unit 4: Patriotic Symbols | about 14 days | 1.3 The student will apply history and social science skills to describe the symbols and traditions that honor and foster patriotism in the United States by <ol style="list-style-type: none"> learning the Pledge of Allegiance and the national anthem and the ways people express respect for the American flag; explaining the symbolism of the colors, stars and stripes of the American flag; identifying the Virginia flag, state capitol building, the cardinal as the state bird, and the dogwood as the state flower; and explaining why people use symbols and have traditions. |
| | SCIENCE Unit 5: Natural Resources | about 14 days | 1.8 The student will investigate and understand that natural resources can be used responsibly. Key ideas include <ol style="list-style-type: none"> most natural resources are limited; human actions can affect the availability of natural resources; and reducing, reusing, and recycling are ways to conserve natural resources. |
| | SOCIAL STUDIES Begin Unit 5: Economics | about 7 days | 1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by <ol style="list-style-type: none"> identifying the difference between good and services; describing how people can be both consumers and producers; describing ways people work to earn and save money to purchase goods and services; describing goods produced and services provided in Virginia; and describing ways people work to earn and save money to purchase goods and services. |
| During Quarter 3 | <i>Learning experiences are embedded in respective units.</i> | about 2 day | 1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to <ol style="list-style-type: none"> Martin Luther King, Jr. Day and George Washington Day. |

| Quarter | Unit | Suggested Time | Standards of Learning |
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| Quarter 4 | <u>SOCIAL STUDIES</u> <u>Complete Unit 5: Economics</u> | about 5 days | <p>1.8 The student will apply history and social science skills to explain how individuals make economic choices to meet their basic needs by</p> <ul style="list-style-type: none"> a) identifying the difference between good and services; b) describing how people can be both consumers and producers; c) describing ways people work to earn and save money to purchase goods and services; d) describing goods produced and services provided in Virginia; and e) describing ways people work to earn and save money to purchase goods and services. |
| | <u>SCIENCE</u> <u>Unit 6: Physical Properties</u> | about 12 days | <p>1.3 The student will investigate and understand that objects are made from materials that can be described by their physical properties. Key ideas include</p> <ul style="list-style-type: none"> a) objects are made of one or more materials with different physical properties and can be used for a variety of purposes; b) when a material is changed in size most physical properties remain the same; and c) the type and amount of material determine how much light can pass through an object. |
| | <u>SCIENCE</u> <u>Unit 7: Motion</u> | about 13 days | <p>1.2 The student will investigate and understand that objects can move in different ways. Key ideas include</p> <ul style="list-style-type: none"> a) objects may have straight, circular, spinning, and back-and-forth motions; and b) objects may vibrate and produce sound. |
| | <u>SOCIAL STUDIES</u> <u>Unit 6: Virginia's History, People, and Holidays</u> | about 15 days | <p>1.4 The student will apply history and social science skills to understand Virginia's history by</p> <ul style="list-style-type: none"> a) identifying and describing important events and locations throughout the early history of the Commonwealth including, but not limited to Werowocomoco and the first English colony in North America at Jamestown; b) describing how life in various Virginia communities has changed over time; and c) identifying local cities or counties on a map of Virginia. <p>1.5 The student will apply history and social science skills to describe contributions of Virginia's diverse people and the stories of changemakers in the history of Virginia and their contributions to our Commonwealth including, but not limited to a) Indigenous people: Chief Powhatan and Pocahontas; b) Explorers: John Smith and Christopher Newport; c) Presidents: George Washington, Thomas Jefferson, James Madison, and James Monroe; and d) Barrier breakers: John Mercer Langston, Booker T. Washington, Maggie L. Walker, Barbara Johns, Arthur R. Ashe Jr., and L. Douglas Wilder.</p> |
| During Quarter 4 | <i>Learning experiences are embedded in respective units.</i> | about 2 days | <p>1.2 The student will apply history and social science skills to explain how communities honor local and national traditions and recognize designated Virginia holidays, including but not limited to j) Memorial Day; k) Juneteenth; and l) Independence Day.</p> |