



# 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.

<b><u>Quarter 1</u></b>	<b><u>SOCIAL STUDIES</u></b> Unit 1: Good Citizenship (about 15 days)	<b><u>SCIENCE</u></b> Unit 1: Our Earth and Sun (about 13 days)	<b><u>SCIENCE</u></b> Unit 2: Weather and Seasons (about 12 days)	<b><u>SOCIAL STUDIES</u></b> Begin Unit 2: Patriotic Symbols (about 10 days)
<b><u>Quarter 2</u></b>	<b><u>SOCIAL STUDIES</u></b> Complete Unit 2: Patriotic Symbols (about 5 days)	<b><u>SOCIAL STUDIES</u></b> Unit 3: VA Government and People (about 15 days)	<b><u>SCIENCE</u></b> Unit 3: Animals (about 13 days)	<b><u>SCIENCE</u></b> Begin Unit 4: Plants (about 6 days)
<b><u>Quarter 3</u></b>	<b><u>SCIENCE</u></b> Complete Unit 4: Plants (about 7 days)	<b><u>SOCIAL STUDIES</u></b> Unit 4: Economics (about 14 days)	<b><u>SCIENCE</u></b> Unit 5: Natural Resources (about 15 days)	<b><u>SOCIAL STUDIES</u></b> Begin Unit 5: Geography (about 9 days)
<b><u>Quarter 4</u></b>	<b><u>SOCIAL STUDIES</u></b> Begin Unit 5: Geography (about 5 days)	<b><u>SCIENCE</u></b> Unit 6: Physical Properties (about 12 days)	<b><u>SCIENCE</u></b> Unit 7: Motion (about 12 days)	<b><u>SOCIAL STUDIES</u></b> Unit 6: Virginia's History, People, and Holidays (about 17 days)

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 1.1a-j, should be embedded throughout the year rather than taught in isolation.

Quarter 1: August 19 – October 31 (50 days)

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	<p><b><u>SOCIAL STUDIES</u></b>  <u>Unit 1: Good Citizenship</u></p>	about 15 days	<p><b>1.10 The student will apply the traits of a good citizen by</b></p> <ul style="list-style-type: none"> <li>a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;</li> <li>b) recognizing the purpose of rules and practicing self-control;</li> <li>c) working hard in school;</li> <li>d) taking responsibility for one’s own actions;</li> <li>e) valuing honesty and truthfulness in oneself and others; and</li> <li>f) participating in classroom decision making through voting.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <u>Unit 1: Our Earth and Sun</u></p>	about 13 days	<p><b>1.6 The student will investigate and understand that there is a relationship between the sun and Earth. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) the sun is the source of energy and light that warms the Earth’s land, air, and water; and</li> <li>b) the sun’s relative position changes in the Earth’s sky throughout the day.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <u>Unit 2: Weather and Seasons</u></p>	about 12 days	<p><b>1.7 The student will investigate and understand that there are weather and seasonal changes. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) changes in temperature, light, and precipitation occur over time;</li> <li>b) there are relationships between daily weather and the season; and</li> <li>c) changes in temperature, light, and precipitation affect plants and animals, including humans.</li> </ul>
	<p><b><u>SOCIAL STUDIES</u></b>            Begin <u>Unit 2: Patriotic Symbols</u></p>	about 10 days	<p><b>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</b></p> <p><b>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</b></p> <ul style="list-style-type: none"> <li>a) identifying the Virginia flag, state capitol building, state bird, and state flower; and</li> <li>b) describing why people have symbols and traditions.</li> </ul>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	<p><b><u>SOCIAL STUDIES</u></b>  <b>Complete <u>Unit 2: Patriotic Symbols</u></b></p>	about 5 days	<p><b>1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.</b></p> <p><b>1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by</b></p> <ul style="list-style-type: none"> <li>a) identifying the Virginia flag, state capitol building, state bird, and state flower; and</li> <li>b) describing why people have symbols and traditions.</li> </ul>
	<p><b><u>SOCIAL STUDIES</u></b>  <b><u>Unit 3: VA Government and People</u></b></p>	about 15 days	<p><b>1.13 The student will understand that the people of Virginia</b></p> <ul style="list-style-type: none"> <li>a) have state and local government officials who are elected by voters;</li> <li>b) make contributions to their communities; and</li> <li>c) include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <b><u>Unit 3: Animals</u></b></p>	about 13 days	<p><b>1.5 The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) animals need air, food, water, shelter, and space (habitat);</li> <li>b) animals have different physical characteristics that perform specific functions; and</li> <li>c) animals can be classified based on a variety of characteristics.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <b>Begin <u>Unit 4: Plants</u></b></p>	about 6 days	<p><b>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</b></p> <ul style="list-style-type: none"> <li>a) plants need nutrients, air, water, light, and a place to grow;</li> <li>b) structures of plants perform specific functions; and</li> <li>c) plants can be classified based on a variety of characteristics.</li> </ul>

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	<b>SCIENCE</b> <b>Complete <u>Unit 4: Plants</u></b>	about 7 days	<p><b>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</b></p> <ul style="list-style-type: none"> <li>a) plants need nutrients, air, water, light, and a place to grow;</li> <li>b) structures of plants perform specific functions; and</li> <li>c) plants can be classified based on a variety of characteristics.</li> </ul>
	<b>SOCIAL STUDIES</b> <b><u>Unit 4: Economics</u></b>	about 14 days	<p><b>1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.</b></p> <p><b>1.8 The student will explain that people make choices because they cannot have everything they want.</b></p> <p><b>1.9 The student will recognize that people save money for the future to purchase goods and services.</b></p>
	<b>SCIENCE</b> <b><u>Unit 5: Natural Resources</u></b>	about 15 days	<p><b>1.8 The student will investigate and understand that natural resources can be used responsibly. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) most natural resources are limited;</li> <li>b) human actions can affect the availability of natural resources; and</li> <li>c) reducing, reusing, and recycling are ways to conserve natural resources.</li> </ul>
	<b>SOCIAL STUDIES</b> <b>Begin <u>Unit 5: Geography</u></b>	about 9 days	<p><b>1.5 The student will develop map skills by</b></p> <ul style="list-style-type: none"> <li>a) recognizing basic map symbols, including references to land, water, cities, and roads;</li> <li>b) using cardinal directions on maps;</li> <li>c) identifying the shapes of the United States and Virginia on maps and globes;</li> <li>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and</li> <li>e) constructing simple maps, including a title, map legend, and compass rose.</li> </ul> <p><b>1.6 The student will develop a geographic understanding that</b></p> <ul style="list-style-type: none"> <li>a) the location of Virginia determines its climate and results in four distinct seasons; and</li> <li>b) the landforms of Virginia affect the places people live.</li> </ul>

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Quarter 4	<p><b><u>SOCIAL STUDIES</u></b>  <b><u>Complete Unit 5: Geography</u></b></p>	about 5 days	<p><b>1.5 The student will develop map skills by</b></p> <ul style="list-style-type: none"> <li>a) recognizing basic map symbols, including references to land, water, cities, and roads;</li> <li>b) using cardinal directions on maps;</li> <li>c) identifying the shapes of the United States and Virginia on maps and globes;</li> <li>d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map; and</li> <li>e) constructing simple maps, including a title, map legend, and compass rose.</li> </ul> <p><b>1.6 The student will develop a geographic understanding that</b></p> <ul style="list-style-type: none"> <li>a) the location of Virginia determines its climate and results in four distinct seasons; and</li> <li>b) the landforms of Virginia affect the places people live.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <b><u>Unit 6: Physical Properties</u></b></p>	about 12 days	<p><b>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</b></p> <ul style="list-style-type: none"> <li>a) objects are made of one or more materials with different physical properties and can be used for a variety of purposes;</li> <li>b) when a material is changed in size most physical properties remain the same; and</li> <li>c) the type and amount of material determine how much light can pass through an object.</li> </ul>
	<p><b><u>SCIENCE</u></b>  <b><u>Unit 7: Motion</u></b></p>	about 12 days	<p><b>1.2 The student will investigate and understand that objects can move in different ways. Key ideas include</b></p> <ul style="list-style-type: none"> <li>a) objects may have straight, circular, spinning, and back-and-forth motions; and</li> <li>b) objects may vibrate and produce sound.</li> </ul>
	<p><b><u>SOCIAL STUDIES</u></b>  <b><u>Unit 6: Virginia's History, People, and Holidays</u></b></p>	about 17 days	<p><b>1.2 The student will demonstrate knowledge of Virginia history by describing important events and people in the history of the Commonwealth, including</b></p> <ul style="list-style-type: none"> <li>a) the settlement of Virginia at Jamestown;</li> <li>b) famous Virginians, such as George Washington and Thomas Jefferson, who helped form a new nation; and</li> <li>c) life in Virginia today, including food, clothing, shelter, transportation, and recreation.</li> </ul> <p><b>1.3 The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on</b> a) Powhatan; b) Pocahontas; c) Christopher Newport; d) Maggie L. Walker; and e) Arthur R. Ashe, Jr.</p> <p><b>1.4 The student will describe the lives of people associated with major holidays, including</b> a) George Washington (Presidents' Day); b) Independence Day (Fourth of July); and c) Martin Luther King, Jr. Day.</p>