

Grade 1 Curriculum Map

Knowledge Domain 1: Fables and Stories

Unit Summary

UNIT LENGTH: 10 days

Students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktale of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.

Unit Components

Anchor Text:	<i>Fables and Stories</i> (Read-Aloud) Literary * 770L
Trade Book:	<i>Tunjur! Tunjur! Tunjur! A Palestinian Folktale</i> by Margaret Read MacDonald Literary * 420L
	<i>The Tortoise and the Hare</i> by Aesop (FL Text)
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Vocabulary Lesson:	Synonyms and Antonyms

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and understand the meaning behind sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

Big Ideas

- Fables and stories have delighted generations of people around the world and are essential for cultural literacy.
- They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.
- This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.1.3 ELA.1.R.2.2 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3		ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.2.2 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3		ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.4.1							

Grade 1 Curriculum Map

Knowledge Domain 2: The Human Body

Unit Summary

UNIT LENGTH: 10 days

Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.

Unit Components

Anchor Text:	<i>The Human Body</i> (Read-Aloud) Informational * 790L
Trade Book:	<i>The Busy Body Book: A Kid's Guide to Fitness</i> by Lizzy Rockwell Literary * 680L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 1: Introducing Narrative Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing through collecting and synthesizing information in a group and then recording it into a body systems booklet
- Domain Assessment

Big Ideas

- The body is a network of systems that comprises organs that work together to perform vital jobs.
- There are many parts and functions related to the skeletal, muscular, digestive, circulatory, and nervous systems.
- Germs can cause disease; some activities will help stop the spread of germs.
- The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2a ELA.1.R.3.2b	ELA.1.C.1.2 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1	ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2a ELA.1.R.3.2b	ELA.1.C.1.2 ELA.1.C.1.4 ELA.1.C.1.5	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.5.1			

Grade 1 Curriculum Map

Knowledge Domain 3: Different Lands, Similar Stories

Unit Summary

UNIT LENGTH: 9 days

Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.

Unit Components

Anchor Text:	<i>Different Lands, Similar Stories</i> (Read-Aloud) Literary * 770L
Trade Book:	<i>Lon Po Po: A Red-Riding Hood Story from China</i> by Ed Young Literary * 670L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 2: Developing Narrative Writing
Vocabulary Lesson:	Context Clues

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and make text-to-text connections
- Retell stories using story grammar and a correct sequence of events
- Compare and contrast fairy tales and folktales
- Domain Assessment

Big Ideas

- The fairy tales and folktales we’ve grown up with are known throughout the world; each culture has its own unique retelling.
- There are many common themes in these tales, such as people who are treated unfairly and ultimately find happiness, supernaturally small characters, and cunning animals who try and trick children.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.2 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.5.1	ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.2 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.5.1			

Grade 1 Curriculum Map

Knowledge Domain 4: Early World Civilizations

Unit Summary

UNIT LENGTH: 16 days

What is needed to build a civilization? Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.

Unit Components

Anchor Text:	<i>Early World Civilizations</i> (Read-Aloud) Informational * 950L
Trade Book:	<i>Gilgamesh The King</i> by Ludmila Zeman Literary * 660L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 3: Introducing Opinion Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph
- Domain Assessment

Big Ideas

- Civilizations have fundamental features, including cities and government, forms of communication, and religion.
- The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.
- Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.1.3 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.1 ELA.1.R.3.2b	ELA.1.C.1.2 ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.4.1	ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.1 ELA.1.R.3.2b	ELA.1.C.1.2 ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.3.1 ELA.1.C.4.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.1.1			

Grade 1 Curriculum Map

Knowledge Domain 5: Early American Civilizations

Unit Summary

UNIT LENGTH: 11 days

Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists, who unearth artifacts of ancient civilizations.

Unit Components

Anchor Text:	<i>Early American Civilizations</i> (Read-Aloud) Informational/Literary * 950L
Trade Book:	<i>Rain Player</i> by David Wisniewski Literary * 690L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 4: Developing Opinion Writing
Vocabulary Lesson:	Abbreviations

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph
- Domain Assessment

Big Ideas

- The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion.
- Despite having common features, these civilizations were all unique in their own ways.
- Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.1 ELA.1.R.3.2a ELA.1.R.3.2b	ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.4.1 ELA.1.C.5.1	ELA.1.V.1.3		ELA.1.R.2.2 ELA.1.R.3.1 ELA.1.R.3.2b	ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.4.1 ELA.1.C.5.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.4.1			

Grade 1 Curriculum Map

Knowledge Domain 6: Astronomy

Unit Summary

UNIT LENGTH: 9 days

In this introduction to the solar system, students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.

Unit Components

Anchor Text:	<i>Astronomy</i> (Read-Aloud) Informational * 1020L
Trade Book:	<i>Once Upon a Starry Night: A Book of Constellations</i> by Jacqueline Mitton Literary * 990L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers
- Explore opinion writing by stating an opinion and supplying reasons to support it

Big Ideas

- The Earth is one of many different celestial bodies within our solar system.
- The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.
- The sun is a star and the source of light, heat, and energy for the earth.
- NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.1.4 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.2.4 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.3 ELA.1.C.3.1 ELA.1.C.4.1	ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.2.2 ELA.1.R.3.2a ELA.1.R.3.2b	ELA.1.C.1.3	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1				ELA.K12.EE.3.1 ELA.K12.EE.5.1			

Grade 1 Curriculum Map

Knowledge Domain 7: The History of the Earth

Unit Summary

UNIT LENGTH: 8 days

Students learn about the geographical features of the earth’s surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.

Unit Components

Anchor Text:	<i>The History of the Earth</i> (Read-Aloud) Informational * 1020L
Trade Book:	<i>A Rock is Lively</i> by Dianna Hutts Aston and Sylvia Long Literary * 1110L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Domain Assessment

Big Ideas

- The Earth is composed of various layers, each with its own characteristics.
- Geographical features such as volcanoes and geysers give us information about these layers.
- Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.
- There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.1.F.1.2e	ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.3.2b	ELA.1.C.1.4 ELA.1.C.2.1 ELA.1.C.5.2	ELA.1.V.1.3		ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.3.2b	ELA.1.C.1.3 ELA.1.C.1.4	ELA.1.V.1.1 ELA.1.V.1.3
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.5.1			

Grade 1 Curriculum Map

Knowledge Domain 8: Animals and Habitats

Unit Summary

UNIT LENGTH: 9 days

Students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.

Unit Components

Anchor Text:	<i>Animals and Habitats</i> (Read-Aloud) Informational * 1010L
Trade Books:	<i>I Wonder</i> by Tana Hoban (FL Text) Literary * 505L
	<i>The Slug</i> by Elise Gravel (FL Text) Literary * 670L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 5: Introducing Informative Writing
Vocabulary Lesson:	Compound Words

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers
- Domain Assessment

Big Ideas

- All living things are interconnected to both their environments and to other living things.
- Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
- Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.3 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.2.4 ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.4.1	ELA.1.V.1.3		ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.4.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.4.1				ELA.K12.EE.4.1			

Grade 1 Curriculum Map

Knowledge Domain 9: Fairy Tales

Unit Summary

UNIT LENGTH: 9 days

Students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales.

Unit Components

Anchor Text:	<i>Fairy Tales</i> (Read-Aloud) Literary * 830L
Trade Book:	<i>The Great Fairy Tale Disaster</i> by David Conway Literary * 560L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 6: Developing Informative Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension by identifying the elements of a fairy tale
- Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain
- Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale
- Domain Assessment

Big Ideas

- Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.
- Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.
- The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.1.2 ELA.1.R.2.2 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.2 ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.4.1	ELA.1.V.1.1 ELA.1.V.1.3		ELA.1.R.1.1 ELA.1.R.2.2 ELA.1.R.3.2a ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.2 ELA.1.C.1.3 ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.4.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.1.1 ELA.K12.EE.5.1			

Grade 1 Curriculum Map

Knowledge Domain 10: A New Nation: American Independence

Unit Summary

UNIT LENGTH: 12 days

Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph

Big Ideas

- Several important historical figures and events led to how the thirteen colonies determined and gained their independence from Britain to become the United States of America.
- The British imposed taxes on the thirteen colonies, which led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- The roles of women, Native Americans, and African Americans during this time period are highlighted.

Unit Components

Anchor Text:	<i>A New Nation: American Independence</i> (Read-Aloud) Informational/Literary * 950L
Trade Books:	<i>A Picture Book of Benjamin Franklin</i> by David Adler (FL Text) Literary * 730L
	<i>Now and Ben: The Modern Inventions of Benjamin Franklin</i> by Gene Barretta (FL Text) Literary * 640L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Vocabulary Lesson:	Alphabetizing

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.1.1 ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.2.3 ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.4 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.5.2	ELA.1.V.1.3		ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.3.2b ELA.1.R.3.3	ELA.1.C.1.4 ELA.1.C.3.1	ELA.1.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.2.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1							

Grade 1 Curriculum Map

Knowledge Domain 11: Frontier Explorers

Unit Summary

UNIT LENGTH: 11 days

Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.

Unit Components

Anchor Text:	<i>Frontier Explorers</i> (Read-Aloud) Informational * 1060L
Trade Book:	<i>Lewis and Clark: Explorers of the American West</i> by Steven Kroll Literary * 920L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 7: Purposeful Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph
- Domain Assessment

Big Ideas

- The American frontier, explorers, and important events all pave the way for westward expansion of the United States.
- The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.
- Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.3.2b	ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.3.1 ELA.1.C.4.1 ELA.1.C.5.2	ELA.1.V.1.3		ELA.1.R.2.1 ELA.1.R.2.2 ELA.1.R.3.2b	ELA.1.C.1.4 ELA.1.C.1.5 ELA.1.C.2.1 ELA.1.C.4.1	ELA.1.V.1.1 ELA.1.V.1.3
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.3.1 ELA.K12.EE.5.1			