

First Grade Curriculum Information

Revised: August 2017

ART

I. Overview/Course Description

Students in first grade will learn about art elements and principles in a way that prepares them for art throughout Lower School. The students will be led in art activities by their homeroom teacher and will be allowed to creatively express themselves while displaying their knowledge of art in both in the classroom as well as application to real-world situations.

II. Course Outline/Primary Units of Study

- A. Art Elements
 - 1. Line: Spiral, intersecting
 - 2. Color: Review color words, color wheel focus, primary and secondary colors, color spectrum (ROY G BIV), dull and bright
 - 3. Shape: Review shapes learned in K, organic shapes, shapes in nature
 - 4. Value: Light and dark lines
 - 5. Space
 - a. Negative space
 - b. Patterns in 2 dimensions (rows and columns)
 - 6. Texture: Real (touch)
- B. Art Principles
 - 1. Variety: Using more than one type of line to create feelings
 - 2. Emphasis: The main idea of your artwork
 - 3. Rhythm/Movement: Repeating shapes/lead the eyes around the paper
 - 4. Harmony: Stressing similarities
 - 5. Proportion/Pattern: Size relationship in objects/repeating elements to create patterns
 - 6. Unity: Creating “oneness” using similarities

III. Materials, Resources, Books, Textbooks

- A. Art mediums including tempera paint, clay, watercolors, pencil, colored pencils, crayons, markers (washable and permanent)
- B. Paper: construction paper, watercolor paper, tissue paper
- C. Paintbrushes and sponges
- D. Teacher-created resources and lesson plans
- E. Google art gallery, BrainpopJr.com, printable color wheel at <http://mrprintables.com/printable-color-wheel.html>

IV. Objectives/Skills

- A. Identify the elements of art and the principles of design
- B. Create artwork that is orderly
- C. Identify ideas found in collections such as real or virtual art museums, or portfolios by viewing original artwork
- D. Identify simple ideas expressed in artworks through different media
- E. Relate visual art concepts to other disciplines
- F. Discuss the use of art in everyday life
- G. Relate visual art concepts to other disciplines
- H. Identify similarities, differences, and variations among subjects in the environment using the senses
- I. Identify elements in nature and man-made objects
- J. Demonstrate an understanding that art is created globally by all people throughout time
- K. Learn important vocabulary

1. *Line* – a mark drawn by a tool such as a pencil, pen, or paintbrush as it moves across the surface. It is one-dimensional and can vary in width, direction, and length.
2. *Variety* – the principle of art that is concerned with difference
3. *Color wheel* - a circle that shows relationships between colors
4. *Secondary color* – a color resulting from mixing two primary colors
5. *Emphasis* - the principle of design that stresses one area in artwork over another area
6. *Organic shapes* – free-form shape, unpredictable in flowing appearance. These shapes, as well as organic forms, visually suggest the natural world of animals, plants, sky, sea, etc.
7. *Rhythm* – the principle of design that organized the elements in a work of art by repeating elements and/or objects

V. Assessments

- A. Student artwork
- B. Teacher-created assessment
- C. Teacher observations
- D. Student participation

LANGUAGE ARTS

I. Overview/Course Description

Through modeled, shared, small group and one-on-one reading, students develop skills in re-telling, making connections, making predictions, sequencing, and synthesizing. A large variety of book-study units on fiction, non-fiction, poetry, and multicultural books are used to help students learn to read for meaning. Phonemic awareness is emphasized through letter/sound association, hard-consonant sounds, hard and soft-vowel sounds, and digraphs and blends. By using guided reading, independent work, sight-word practice, and comprehension exercises, the children will increase their confidence and reading abilities. Through creative writing projects, students will build spelling, punctuation, and grammar skills. Students practice descriptive, narrative, and expository writing throughout the year. The students will have many opportunities to write creatively and work through the writing process. Writing is integrated into science, social studies, and math.

II. Course Outline/Primary Units of Study

Reading

- A. Opportunities for independent reading
- B. Building fluency and comprehension
- C. Sight words
- D. Book/Author study units
- E. Small reading groups and individual reading groups
- F. Using simple non-fiction texts for research
- G. Teacher guided phonics workstations

Writing

- A. Daily journaling
- B. Using sight words correctly in writing
- C. Focus on development of basic writing skills
- D. Writing portfolios capture student development
- E. Writing to express learning in social studies and science
- F. Writing as response to reading activities and books
- G. Units on descriptive writing, poetry, non-fiction writing, procedural writing, friendly letter writing, and narrative writing
- H. Writing in response to life experiences

- I. Writing for real purposes such as letters to pen pals
- J. End of unit writing projects

Handwriting

- A. Guided practice forming letters in handwriting workbook
- B. Independent practice properly forming letters in daily work

Spelling/Vocabulary

- A. Use of weekly words lists
- B. Use of leveled readers for vocabulary development
- C. Practice of spelling words and patterns in daily writing and spelling/phonics lessons
- D. Practice of new vocabulary in daily writing and group lessons

Grammar

- A. Whole group grammar lessons on weekly skills
- B. Guided practice of correct grammar in daily independent writing
- C. Independent grammar practice in hands-on centers
- D. Units of study on adjectives, adverbs, capitals, verbs, compound words, end-punctuation, pronouns, syllables, types of sentences

III. Materials, Resources, Books, Textbooks

- A. A wide variety of picture books, leveled readers, poetry, non-fiction texts and beginner chapter books used independently, in small groups, and as a whole class
- B. *Handwriting Without Tears* Workbook, Grade 1
- C. *Lakeshore Learning Draw and Write* Journals
- D. *Everyday Spelling* curriculum and work book grade 2
- E. Teacher-created grammar units and text excerpts
- F. Stories and text excerpts to supplement reading, social studies, and science
- G. Spelling and sight-words lists
- H. Teacher-created phonics, spelling, writing, and grammar workstations
- I. A collection of language arts tools such as letter blocks, phonics games, flashcards and writing prompts

IV. Objectives/Skills

Reading

- A. Correctly reading and using grade level sight words
- B. Accurate, fluent and expressive reading of grade level non-fiction and fiction texts
- C. Making predictions, making connections, making inferences, synthesizing, summarizing, and sequencing
- D. Using and identifying short and long vowel sounds, phonics sounds, blends, and digraphs
- E. Applying a range of strategies to comprehend, interpret, evaluate and appreciate texts
- F. Using new vocabulary in own speech and writing
- G. Describing the characters, settings, problem and solution of a text
- H. Identifying beginning, middle, and end of a text
- I. Demonstrating reading comprehension orally and in writing

Writing

- A. Writing complete sentences with capitals and end-punctuation
- B. Writing for a variety of creative and real life purposes
- C. Expressing thoughts, feelings, and opinions with writing
- D. Adjusting written language to communicate for a variety of purposes
- E. Writing approximately six sentences independently

Handwriting

- A. Correctly and legibly forming letters and words
- B. Fluent writing of letters at a grade level appropriate pace
- C. Using handwriting correctly in daily work

Spelling/Vocabulary

- A. Using new spelling and vocabulary in own speech and writing
- B. Using conventional spelling words with common pattern
- C. Spelling untaught words phonetically
- D. Learning the given list of spelling words and using these in daily writing
- E. Applying taught spelling patterns, digraphs, and blends to new words

Grammar

- A. Using learned grammar points properly in own work
- B. Applying learned grammar points in work stations

V. Assessments

- A. Formative assessment through teacher observation and small group and individual meetings
- B. Daily assessment of student work for command of learned skills and areas for improvement
- C. Weekly spelling tests
- D. Assessment of short daily phonics activities
- E. Assessment of student participation in lessons
- F. Individual and small-group reading assessment
- G. Individual sight word and phonics skills assessments
- H. Teacher observation

MATHEMATICS

I. Overview/Course Description

Our *Singapore Math* program focuses on concrete, pictorial, and abstract skills, as well as model drawing and problem-solving strategies. This allows the students to approach math in a meaningful way and understand mathematical concepts first and then learn and use formulaic expressions. The curriculum introduces and reinforces counting, number bonds, addition and subtraction, numerical patterns, money, time, non-standard measurement, capacity, and beginner multiplication and division. Students are given daily opportunities to apply their skills to word problem and problem-solving activities.

II. Course Outline/Primary Units of Study

- A. Numbers to 10: Counting
- B. Number Bonds: Making number stories
- C. Addition and Subtraction
 - 1. Making addition/subtraction stories
 - 2. Addition/subtraction with number bonds
 - 3. Other methods of addition/subtraction
- D. Position
 - 1. Position and direction
 - 2. Ordinal numbers, naming position
- E. Numbers to 20
 - 1. Counting and comparing
 - 2. Addition, subtraction
- F. Shapes: Common 2-dimensional and 3-dimensional shapes
- G. Length: Comparing and measuring lengths using nonstandard units
- H. Weight: Comparing and measuring weights using nonstandard units
- I. Capacity: Comparing and measuring capacities using nonstandard units
- J. Comparing Numbers
 - 1. Comparing numbers

- 2. Comparison by subtraction
- K. Graphs: Reading, drawing
- L. Numbers to 40
 - 1. Counting
 - 2. Tens and ones
 - 3. Addition, subtraction
 - 4. Adding three numbers
 - 5. Counting by 2s
- M. Multiplication and Division
 - 1. Adding equal groups
 - 2. Making multiplication, division stories
 - 3. Multiplication within 40
 - 4. Sharing and grouping
- N. Halves and Fourths: Making halves and fourths
- O. Time
 - 1. Parts of a clock
 - 2. Telling and estimating time
- P. Numbers to 100
 - 1. Tens and ones
 - 2. Estimation
 - 3. Order of numbers
 - 4. Comparing numbers
 - 5. Addition within 100
 - 6. Subtraction within 100
- Q. Money
 - 1. Bills and coins
 - 2. Shopping

III. Materials, Resources, Books, Textbooks

- A. *Singapore Math* 1A, 1B textbook
- B. *Singapore Math* 1A, 1B student workbook
- C. Assortment of manipulative materials for classroom use

IV. Objectives/Skills

- A. Knows addition and subtraction facts
- B. Develops skills in number recognition 0-100
- C. Can write numbers to 100
- D. Orders and compares numbers
- E. Identifies odd and even numbers
- F. Recognizes and counts coins
- G. Counts by 1s, 2s, 5s, and 10s
- H. Identifies place value to hundreds place
- I. Makes reasonable estimates
- J. Accurately measures by inch and centimeter
- K. Interprets data on a graph
- L. Completes patterns with numbers and shapes
- M. Uses a calendar
- N. Tells time by the hour, half hour, and quarter hour
- O. Understands and can use symbols for greater than, less than, and equal
- P. Estimates temperature, length, weight, and capacity
- Q. Identifies fraction, including halves, fourths, and one whole
- R. Solves word problems

V. Assessments

- A. Unit reviews
- B. Teacher observation
- C. Completion of student workbook activities

MUSIC

I. Overview/Course Description

First graders learn how express a steady beat in a variety of ways, as well as how to read and write simple rhythm patterns. They learn how to play percussive instruments in a way that accompanies their singing, learn how to sing, create and read simple melodies, learn a variety of common folk songs and other repertoire appropriate to their age, and perform songs from a variety of cultural heritages.

II. Course Outline/Primary Units of Study

The following units of study are built upon in each music lesson. Children gradually experience and then can intuitively feel the expression and elements of music such as tempo, dynamics, steady beat, and pitch. Through their experience children also learn how to develop a proper singing voice.

- A. *Pitch Exploration*: Sliding sounds help children engage the vocal muscles used to sing in head voice. These are the preferred muscles to use when singing at this age. These exercises help children to exercise and train these vocal muscles.
- B. *Echo Songs, Call-and-Response Songs*: In these exercises, children learn how to sing a short phrase alone as a group, and then as a soloist. Echo Songs invite the children to repeat the same tune and words, while Call-and-Response Songs require children to have pre-learned their part.
- C. *Simple Songs*: Simple songs have two purposes- to present American folk songs and various new repertoire to students, and to encourage independent singing of these songs from children.
- D. *Arioso*: Just as children develop a repertoire of words and are able to create original sentences to express themselves based on those words, children should be encouraged to make up original tunes and songs. These activities invite children to create their own tunes in their singing voice.
- E. *Song Tales*: Song Tales are stories put to music. These songs are excellent examples of music literature and are sung *for* the children. Not only do they help develop listening skills, but they can provide an opportunity for children to hear the expressiveness music should include.
- F. *Movement Exploration*: Through these whole body movement activities children develop body coordination as well as expressive sensitivity. These activities are carefully coordinated with recorded classical music that complements the expressive quality of the movement.
- G. *Movement for Form and Expression*: These activities help children experience expressive qualities in music through movement. At the same time, they also enable children to experience musical form through organized movement. Classical music examples, songs, and rhymes are used.
- H. *Movement with the Beat*: Having an intuition for the beat in music is central to all later rhythmic development. Children first listen and imitate a beat, and then can intuitively set a beat for the class to sing along with.
- I. *Distinguish between beat and rhythm in simple songs*: Once children have a well-

established concept of the steady beat, songs and rhymes are used to teach children the difference between beat and rhythm. Children learn to pat the beat, and clap the rhythm of the words in the song or rhyme many times to introduce this concept.

- J. *Identify and notate Ta (Quarter Note), Ti-ti (eighth notes), and Rest (quarter rest)*: By the end of first grade, students can notate and manipulate these simple rhythmic structures. They learn to read, write, play, and sing using this rhythmic notation.
- K. *Performances*: First graders have two performance opportunities during the school year. For the month prior to each performance, students learn to rehearse responsibly. Vocal technique and performance posture are also developed during this time.
 - 1. Veterans Day (November)
 - 2. Grandparents Day (April)

III. Materials, Resources, Books, Textbooks

- A. *First Steps in Music Curriculum* John M. Feierabend
- B. *Musicplay Grade 1 Music*, Denise Gagne
- C. *Gameplan Grade 1* Jeff Kriske, Randy Delelles

IV. Objectives/Skills

- A. Interacts respectfully with others
- B. Displays appropriate listening habits
- C. Uses materials responsibly
- D. Follows classroom procedures
- E. Duplicates simple rhythmic patterns
- F. Developing proper vocal technique
- G. Understands and imitates simple melodic fragments using solfege (sol-mi)
- H. Distinguishes between beat and rhythm
- I. Describes music using words such as high/low, loud/soft, fast/slow, same/different, long/short
- J. Uses gross-motor movement and singing as a means of creative expression

V. Assessments

- A. Teacher observation
- B. Class participation
- C. Performance participation

PHYSICAL EDUCATION

I. Overview/Course Description

The focus of first grade physical education is to continue to develop physical and large gross motor skills. Locomotor skills are revisited and refined. Manipulative skills continue to be practiced and refined. Students also learn to piece different skills together to form more difficult sequences. A student's spatial awareness is enhanced through a variety of movement activities. Game concepts begin to become a focus during instruction and game play. Fitness concepts are taught and practiced, targeting cardio-respiratory endurance in a weekly-running program and station workout.

II. Course Outline/Primary Units of Study

- A. Gross-Motor Development
- B. Basketball and Jump Roping
- C. Low-Organizational Games

III. Materials, Resources, Books, Textbooks

- A. *Shape America*
- B. *Indoor/Outdoor Games*
- C. Mr. Gym.com

IV. Objectives/Skills

- A. Moves with appropriate large gross motor skills (walk, run, skip, hop, gallop)
- B. Displays appropriate fundamental skills (chase, flee, dodge, kick)
- C. Displays appropriate jumping, landing, and balance skills
- D. Displays appropriate eye/hand coordination
- E. Works appropriately in partner and group settings

V. Assessments

- A. Teacher observation
- B. Peer observation
- C. Performance tasks

SCIENCE

I. Overview/Course Description

The first grade science curriculum is based on Pearson's *Interactive Science, Texas Edition*. It provides students with the foundations for observing, communicating, measuring, comparing, describing, classifying, predicting, collecting and interpreting data. It is built to foster curiosity, inventiveness, persistence, and enthusiasm. Children learn by doing and reflecting upon this active learning. Materials from a variety of programs are utilized to explore the scientific method, states of matter, air and weather, magnets, the water cycle, animals, habitats, light and sound, the five senses, food nutrition, and living and non-living things.

II. Course Outline/Primary Units of Study

- A. Science, Engineering, and Technology
 - 1. What questions do scientists ask?
 - 2. What skills do scientists use?
 - 3. How do scientists use tools?
 - 4. How do scientists find answers?
 - 5. How do scientists share data?
- B. Physical Science
 - 1. What is matter?
 - 2. Solids, Liquids, and Gases
 - 3. Heat and its impact on a state of matter
- C. Earth Science
 - 1. What is on Earth?
 - 2. Rocks and soil
 - 3. Natural resources
 - 4. Day and night
 - 5. Water Cycle
 - 6. Weather
 - 7. The four seasons
 - 8. How are soils different?
- D. Life Science
 - 1. Living and nonliving things
 - 2. What do living things need?
 - 3. Parts of a plant

4. Animal life cycles
5. How are living things like their parents?
6. Food chains

III. Materials, Resources, Books, Textbooks

- A. Pearson *Interactive Science, Texas Edition* Student Textbook/Workbook
- B. Pearson *Interactive Science, Texas Edition* online material: pearsontexas.com
- C. Teacher-created supplemental materials
- D. Materials for labs defined in the Pearson *Interactive Science* Teacher's Edition & Resource book

IV. Objectives/Skills

- A. Identifies the characteristics of a scientist and explain what a scientist does
- B. Describes matter
- C. Explains what energy does and describes the ways objects move
- D. Describes the Earth, sky, and weather and its changes throughout the seasons
- E. Compares and contrasts living and nonliving organisms
- F. Explains how living things adapt to their environment to survive

V. Assessments

- A. Student activities in Pearson workbook found at the end of each lesson
- B. Student involvement in Quick Labs and lab response sheets
- C. Teacher observations

SOCIAL STUDIES

I. Overview/Course Description

In first grade social studies, students learn about charts, maps, and globes to explore the earth's geographic features. Students develop the awareness of others as they come to understand their role within the family unit, the community, and our country. We also study goods and services, Native Americans, presidents, Canada, and important figures in American history.

II. Course Outline/Primary Units of Study

- A. Civic Studies
 1. School responsibilities
 2. Family unit, the community, community helpers
 3. American symbols
 4. Needs and Wants
 5. Saving and Spending
 6. Goods and Services
 7. Earth Day and taking care of the environment
- B. Geography
 1. Charts, maps, and globes
 2. Cities, states, and our country
 3. Oceans, Continents and Countries
 4. Canada
- C. History
 1. Johnny Appleseed
 2. Christopher Columbus
 3. Veterans
 4. Thanksgiving history
 5. Native American history and culture

6. President's Day, Abraham Lincoln and George Washington
7. Martin Luther King Jr./Black History Month

III. Materials, Resources, Books, Textbooks

- A. *Social Studies Alive!* Grade 1 textbook and curriculum
- B. A variety of story books, texts, and excerpts to supplement units
- C. Interactive social studies workbooks
- D. Hands-on tools such as globes, maps, and games

IV. Objectives/Skills

- A. Participation in social studies lessons and ability to ask questions and give opinions
- B. Communication of thought about social studies topics orally and in written/drawn work
- C. Completion of end of unit projects
- D. Ability to show understanding of concepts learned in a variety of ways

V. Assessments

- A. Daily formative assessment through discussion, work observation, and group lessons
- B. Teacher assessment daily student work
- C. Teacher assessment of end of unit student projects

SPANISH

I. Overview/Course Description

The first grade Spanish curriculum is largely based on oral development as students are introduced to the sounds of Spanish through carefully selected vocabulary thus providing students with opportunities for successful communication in the target language. The program continues to development an awareness of cultural similarities and differences of the Spanish-speaking world. Students develop and expand this awareness through songs, dialogues, role playing, skits, puppets, and games. The structure of the Spanish program creates a safe and fun environment for students to learn.

II. Course Outline/Primary Units of Study

- A. Program largely aural/oral by design
- B. Introduction to authentic pronunciation
- C. Development of reading comprehension
- D. Describing Hispanic cultures through speaking and writing
- E. Songs, brief dialogues, role playing, skits, puppets and games

III. Materials, Resources, Books, Textbooks

- A. Resource book, *Teach Them Spanish!*
- B. Recordings of native Spanish speakers
- C. Basic Spanish and bilingual books
- D. Cultural videos with basic Spanish dialogue
- E. Short texts (basic Spanish or bilingual)
- F. Spanish vocabulary games

IV. Objectives/Skills

- A. Oral and written comprehension
- B. Reading comprehension of basic texts
- C. Development of writing words and phrases
- D. Describe Hispanic cultures
- E. Make connections between lesson content and other subject areas

V. Assessments

- A. Skits and conversations to demonstrate oral comprehension
- B. Individual activities, such as short narratives or creating a Venn diagram, to show reading comprehension, writing skills, and understanding of vocabulary
- C. Open-ended questions in which students describe other cultures and make connections with other subject areas
- D. Oral and written questions to demonstrate reading comprehension

TECHNOLOGY

I. Overview/Course Description

In first grade we build upon and reinforce all of the technology skills learned in kindergarten. Students expand their use of technology through more work with activity centers and stations in their classrooms.

II. Course Outline/Primary Units of Study

- A. Foundational Skills - basic computer and iPad operations
- B. Classroom Technology Integration Projects - collaborative projects which enhance core classroom subjects using technology
- C. Computer, iPad use in centers/stations to enhance the academic work of language arts, math, science, and social studies

III. Materials, Resources, Books, Textbooks

- A. HP laptops, chromebooks, iPads

IV. Objectives/Skills

Foundational Skills

- A. Review skills learned in Kindergarten
- B. Minimizing, maximizing, managing windows and views
- C. Identify and understand components of the computer
- D. Basic file naming and saving
- E. Introduction to keyboard shortcuts - copy, paste, undo, quit
- F. Introduction to keyboarding - 'Home Row' technique, correct posture, eye position

V. Assessments

- A. Teacher observation
- B. Student participation
- C. Student-created projects and digital artifacts