

FIRST GRADE CURRICULUM OVERVIEW 2020-2021



MATHEMATICS

Number and Operations

Count, write, and order numbers

- Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100's and 10's; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.
- Read and write numbers to 110 and relate them to the quantities they represent.
- Order numbers to 110; compare using phrases such as "same as", "more than", "greater than", "fewer than"; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.
- Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.
- Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.
- Count backward by 1's starting from any number between 1 and 100.

Explore place value

- Compose and decompose numbers through 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.

Add and subtract whole numbers

- List number facts (partners inside of numbers) for 2 through 10, e.g., $8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4$; $10 = 8 + 2 = 2 + 8$.
- Compare two or more sets in terms of the difference in number of elements.
- Model addition and subtraction for numbers through 30 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.*
- Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if $3 + 5 = 8$, we know that $8 - 3 = 5$ and $8 - 5 = 3$; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.
- Know all the addition facts up to $10 + 10$, and solve the related subtraction problems fluently.
- Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: $__ + 2 = 7$ and $10 - __ = 6$.
- Add three one-digit numbers.
- Calculate mentally sums and differences involving: a two-digit number and a one-digit

number without regrouping; a two-digit number and a multiple of 10.

- Compute sums and differences through 30 using number facts and strategies, but no formal algorithm. *

Data and Chance (Probability)

- Collect and organize data to use in pictographs.
- Read and interpret pictographs.
- Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., smiling face represents one child.

Measurement

- Measure the lengths of objects in non-standard units, e.g., pencil lengths, shoe lengths, to the nearest whole unit.
- Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.

Tell time

- Tell time on a twelve-hour clock face to the hour and half-hour.

Work with money

- Identify the different denominations of coins and bills. Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1 nickel.
- Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and cents.
- Add and subtract money in dollars only or in cents only.

Solve problems

- Solve one-step word problems using addition and subtraction of length, money and time, including "how much more/less", without mixing units.

Geometry

Create and describe shapes

- Create common two-dimensional and three-dimensional shapes, and describe their physical and geometric attributes, such as color and shape.
- Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.

Create and describe patterns involving geometric objects

- Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size.
- Distinguish between repeating and growing patterns.
- Predict the next element in a simple repeating pattern.
- Describe ways to get to the next element in simple repeating patterns.

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ENGLISH LANGUAGE ARTS

Reading

Reads at grade level

- Consistently demonstrates ability to read and comprehend grade level material (social studies books, periodicals, science materials, genre studies)

Uses Strategies to Decode Unknown Words

- Picture clues
- Beginning and ending sound or word chunks
- Context clues
- Uses word families

Demonstrate Comprehension of Narrative

Text/Informational Text

- Applies comprehension strategies before, during, and after reading (making connections, visualizing, asking questions, summarizing and making inferences)
- Demonstrates understanding of story elements (setting, characters, events, problem, solution, and ending)
- Identifies topic, main idea, and supporting details
- Identifies and utilizes text features (headings, captions, table of contents, bold faced text, maps, diagrams, glossary, and index)

Reads Fluently

- Attends to punctuation
- Reads smoothly without unnatural pauses
- Reads with expression

Initiates Independent Reading

- Enthusiastic about reading and learning how to read
- Reads on his/her own
- Uses individual reading time effectively and appropriately

Chooses Material That Can Be Read Independently

- Materials chosen are appropriate for child's reading level

Writing

Generates own Writing Ideas

- Demonstrates ability to brainstorm and organize ideas
- Utilizes graphic organizers

Organizes and Focuses Ideas

- Central idea is evident in topic sentence
- Stays on topic
- Has developed a clear beginning, middle, and end

Demonstrates Voice

- Awareness of audience when writing
- Exhibits personal style by expressing emotion, using details, and showing samples

Varies Word Choice

- Uses words correctly
- Uses strong verbs and adjectives

Demonstrates Sentence Fluency

- Writes complete sentences with subject and predicate.
- Sentences vary in both length and style
- Writing is smooth, natural and easy to read

Evaluates and Revises Own Writing

- Revises in response to suggestions
- Rereads for clarity, order of ideas, and word choice

Applies Grade-level Conventions

- Demonstrates a developing sense of a paragraph (topic sentence, supporting details, conclusion)
- Utilizes effective grammar(subject/verb agreement, verb tenses, and possessives)
- Utilizes effective punctuation (periods, exclamation points, question marks, comma, and quotation marks)
- Utilizes proper capitalization

Applies Spelling Conventions

- Spells grade level words correctly
- Correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compounds, common homophones)
- for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic)

Forms letters and writes legibly in cursive

- Fluently and legibly write the cursive alphabet

Listening and Speaking

Listens attentively in large and small groups

- Looks at the speaker
- Asks questions/comments
- Listens to the comments of a peer and responds to the topic by adding a connected idea

Responds appropriately to material read/heard

- Actively contributes to class discussions
- Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
- Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experiences.

Speaks clearly when sharing information

- Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.
- Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.

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SCIENCE

Science Process

Inquiry Process

- Make purposeful observation of the natural world using the appropriate senses.
- Generate questions based on observations.
- Plan and conduct simple investigations

Inquiry Analysis

- Students will be able to classify and compare data.
- Communicate and present findings of observations and investigations.
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Life Science

Plants and Animals

- Students will be able to explain the differences between living and nonliving things.
- Students will be able to explain the plant parts and structure.
- Students will be able to explain animal structure and function, what animals need to live, and how animals meet their needs.
- Students will be able to explain that animals and plants have parts that protect them or capture and convey information needed for growth and survival.
- Students will be able to explain how plants grow and change.
- Students will be able to explain how plants are like their parents.
- Students will be able to explain how animals are alike and different.
- Students will be able to explain how animal young are alike and unlike their parents.
- Students will be able to explain patterns of behavior parents and offspring that help the offspring survive.

Earth Science and Space Systems

Earth Science

- Students will be able to explain what causes the pattern of day and night.

- Students will be able to identify the seasons and patterns.
- Students will be able to observe, describe, and predict seasonal patterns of sunrise and sunset.
- Students will be able to describe patterns of the motion of the moon.
- Students will be able to use observations to describe the Sun and moon.

Physical Science

Energy and Sound

- Students will be able to explain how sound can make matter vibrate, and that vibrating matter can make sound.
- Students will be able to explain that sound can change in volume or pitch.
- Students will be able to plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Students will be able to explain what light is. They will also be able to explain how light affects shadows.
- Students will be able to determine how light travels through different materials.
- Students will be able to explain the effect of mirrors on the path of light.
- Students will be able to explain how light and sound can be used to communicate over a distance and how people use a variety of devices to send and receive information.
- Students will be able to explain how communication has changed over time and how new communication technologies help people solve problems.

Health

- Health: Importance of forming healthy habits.
- Students will be able to identify healthy exercise habits
- Students will be able to compare and contrast between healthy food and junk food.

Writing

- Students will be able to integrate writing with Science.

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SOCIAL STUDIES

Living and Working Together in Families and Schools

- Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
- Use a calendar to distinguish among days, weeks, and months.
- Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
- Retell in sequence important ideas and details from stories about families or schools.
- Use historical records and artifacts (e.g. Photos, diaries, oral histories, and videos) to draw possible conclusions about family or life in the past.
- Compare life today with life in the past using the criteria of family, school, jobs, or communications.
- Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day and Presidents Day).
- Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

Geography

- Construct simple maps of the classroom to demonstrate aerial perspective.
- Give examples of places that have absolute locations (e.g., home address, school address).
- Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
- Distinguish between landmasses and bodies of water using maps and globes.

Places and Regions

- Distinguish between physical (e.g., clouds, trees, and weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
- Describe the unifying characteristics and /or boundaries of different school regions (e.g.,

playground, reading corner, library, and restroom).

Environment and Society

- Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to environment (e.g., clothing, housing, transportation).
- Students will be able to list and describe ways of having a positive impact on environment by reusing, reducing, recycling.
- Understand ways how humans affect the environment in negative ways.

Civics and Government

Explain why people create governments.

- Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
- Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
- Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

Values and Principles of American Democracy

- Understand values and principles of American Constitutional democracy.
- Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
- Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, and Bald Eagle).

Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

- Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).
- Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the right of others, respect for rule of law)

Economics

Use fundamental principles of economics to understand economic activity in a market economy.

- Distinguish between producers and consumers of goods and services.
- Describe ways in which families consume goods and services.