

First Grade Curriculum Handbook



Midland Public Schools
Inspiring Excellence



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Mission Statement

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public School's (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public School's elementary assessment policy can be found at: <http://midps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Knowledge** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectation
Not Yet (NY)	Does not yet exhibit the expected behavior

Literacy

Reading, writing, word study, listening, speaking and literature are included in literacy instruction in first grade. Although each subject may be taught separately at times, they are also integrated for learning into all other content areas and are mutually reinforcing.

Oral Language Development

1. Uses oral language to express thoughts, feelings and experiences

Ext: Independently and clearly uses oral language to communicate and adapts message according to audience.

Ach: Independently and clearly uses oral language to communicate.

Dev: With support, uses oral language to communicate.

NY: Not yet able to use oral language to communicate.

2. Participates in collaborative conversations

Ext: Initiates collaborative conversations, listens to others with care, asks questions to clarify, and builds upon others ideas.

Ach: Independently listens to others with care, asks questions to clarify, and builds upon others ideas.

Dev: With support, listens to others with care, asks questions to clarify and builds upon others ideas.

N Y: Even with support, not yet able to listen to others with care, ask questions to clarify and/or build upon others ideas.

Reading Foundational Skills

1. Demonstrates an understanding of the organization and basic features of print

Ext Consistently and independently applies knowledge of how spoken words are represented in text and expand knowledge of how print is organized (italics, paragraphing etc.) in order to read.

Ach: Consistently and independently applies knowledge of how spoken words are represented in text and how print is organized (left to right etc.) in order to read.

Dev: Inconsistently applies knowledge of how spoken words are represented in text and how print is organized (left to right etc.) in order to read.

NY: Has not yet developed an understanding of how spoken words are represented in text and/or how print is organized (left to right etc.) in order to read.

2. Knows and applies a variety of skills and strategies to unlock meaning of text

Ext: Applies a variety of strategies automatically so that problem-solving is unnoticeable.

Ach: Independently, consistently and automatically applies a variety of strategies to read. (Phonetic decoding, word analysis, rereading, noticing and correcting errors etc.)

Dev: Needs prompting to or inconsistently applies a variety strategies to read. (Phonetic decoding, word analysis, rereading, noticing and correcting errors etc.)

NY: Has little or no knowledge of strategies or is unable to apply strategies even with assistance.

3. Reads with sufficient accuracy and fluency to support comprehension

Ext Reader's rate, expression and phrasing demonstrate attention to print and an understanding of the text enhancing the listening experience. Reader rarely slows down to problem solve and self-correct.

Ach: Reader's rate, expression and phrasing demonstrate attention to print and an understanding of the text. Reader may slow down to problem solve and self-correct, but reading is generally smooth.

Dev: Reader frequently slows down to problem solve and/or self-correct or does not attend to print affecting understanding, reading rate, expression and phrasing. Reading is mostly in short phrases.

N Y: Reader does not attend to print details and must frequently problem solve and self-correct. Reading is word by word.

Reading Literature

1. Constructs meaning from narrative text

Ext Retells a story using all story elements, all of the important events in sequence and many key ideas. Retelling demonstrates a deep understanding of the central message. Reader asks and answers questions about key details in the text.

Ach Retells a story using all story elements, most of the important events in sequence and most key ideas. Retelling demonstrates an understanding of the central message. Reader asks and answers questions about key details in the text.

Dev Retells a story using some of the story elements, important events and key ideas. Retelling might not demonstrate an understanding of the central message. Reader can answer questions about key details in the text, but needs support to generate questions.

NY Attempts to retell a story but retelling omits many story elements and key ideas. Events are told in random order or are not included. Retelling does not demonstrate an understanding of the central message. Reader is unable to ask and answer questions about key details in the text.

2. Recognizes craft elements and structures in narrative text

Ext Identifies words and phrases that suggest feelings or appeal to the senses and identifies who is telling the story. Reader can explain how these elements affect the meaning or tone of the text.

Ach Identifies words and phrases that suggest feelings or appeal to the senses and identifies who is telling the story.

Dev With teacher support, identifies words and phrases that suggest feelings or appeal to the senses and identifies who is telling the story.

NY Even with teacher support, is not yet able to identify words and phrases that suggest feelings or appeal to the senses and/or is not yet able to identify who is telling the story.

Reading Informational Text

1. Constructs meaning from informational text

- Ext Identifies the main topic of an informational text and describes the key details; asks and answers questions about key details in the text. Questions demonstrate a deep understanding of the topic.
- Ach Identifies the main topic of an informational text and describes the key details; asks and answers questions about key details in the text.**
- Dev Attempts to identify the main topic and describe key details of an informational text, but includes some inaccuracies and/or omissions of important details. With teacher support can ask and answer questions about key details in the text.
- NY Is not yet able to identify the main topic and key details of an informational text. Is not yet able to ask and answer questions regarding the key details.

2. Recognizes and uses craft elements and text structures in informational text

- Ext Demonstrates an understanding of how text features, text structure, word choice and pictures are shaped by the author's purpose.
- Ach Uses various text features (headings, tables of contents etc.) to locate information in a text, works to determine or clarify the meaning of words and phrases in a text, and distinguishes between information provided by the words and provided by the pictures.**
- Dev Needs teacher support to use various text features (headings, tables of contents etc.) to locate information in a text, to work to determine or clarify the meaning of words and phrases in a text, and to distinguish between information provided by the words and provided by the pictures.
- NY Is not yet able to use text features to locate information in a text, work to determine or clarify the meaning of words and phrases in a text and/or distinguish between information provided by the words and provided by the pictures even with teacher support.

3. Compares, contrasts and makes connections within and across texts

- Ext Shows exceptional insight when comparing, contrasting and making connections within and across texts.
- Ach Independently and proficiently, compares, contrasts and makes connections within and across texts to foster deeper understanding.**
- Dev With teacher support, compares, contrasts and makes connections within and across texts to foster deeper understanding.
- NY Is not yet able to compare, contrast and make connections within and across texts to foster deeper understanding.

4. Reads at Grade Level

Writing

Writing is a way of thinking and communicating. It serves as a mode of learning in all curricular areas, and it can be a means of self-discovery for children as they explore what they understand and believe.

Students will work toward:

- independently choosing a topic
- using written language to communicate a message
- organizing ideas in a logical sequence
- including details to enhance meaning
- adding individual voice to written work

- evaluating, revising, and editing written work
- using conventional spelling of known words
- writing with an audience in mind

1. Writes narrative texts

Ext: Independently writes narratives in which s/he recounts well-elaborated events and includes relevant details to describe actions, thoughts and feelings.

Ach: Independently writes narratives in which s/he recounts events and includes some details to describe actions, thoughts and feelings.

Dev: Writes narratives in which s/he recounts events but may include some missteps. Writing may lack detail to describe actions, thoughts and feelings. Student may need moderate support from others.

NY: Requires high levels of support to write narrative pieces; not yet able to independently sequence events; writing includes little to no details or feelings.

2. Writes informative/explanatory texts; participates in shared research

Ext: Writes well-elaborated informative/explanatory texts in which s/he conveys complex ideas on topics, presents many relevant facts based on research to support in depth thinking and provides strong conclusions.

Ach: Writes informative/explanatory texts in which s/he names the topic, supplies facts about the topic based on research and provides some sense of closure.

Dev: Writes informative/explanatory texts in which s/he may name the topic, but uses limited facts from research about the topic and might not provide conclusions. Student may need moderate support from others.

NY: Requires high levels of support to write informative/explanatory texts; not yet able to independently name the topic or supply facts about the topic based on research; writing includes no sense of closure.

3. Writes opinion pieces

Ext: Writes opinion pieces that are well-developed, state clear and concise topics and opinions, supply valid reasoning and sufficient evidence to support the opinions, and provide strong conclusions.

Ach: Writes opinion pieces in which s/he introduces the topic, states an opinion, supplies a reason for the opinion, and provides some sense of closure.

Dev: Writes opinion pieces in which s/he makes an attempt to introduce the topic and state an opinion, but may lack a reason for the opinion and/or might not provide a sense of closure. Writer may need moderate support from others. Writer may need a moderate level of support.

NY: Requires high levels of support to write opinion pieces; not yet able to independently name the topic or supply facts about the topic based on research; writing includes no sense of closure.

4. Publishes and presents writing

Ext: In collaboration with others, will revise and edit writing in order to improve organization, interest and ease of reading and use a variety of tools to publish. Student may need minimal or no teacher support.

Ach: In collaboration with others, will revise and edit writing in order to improve organization, interest and ease of reading and will use a variety of tools to publish. Student may need moderate teacher support.

Dev: In collaboration with others, will revise and edit writing in order to improve organization, interest and ease of reading and use a variety of tools to publish. Student needs high teacher support.

NY: Student is not yet showing the ability to revise and edit, collaborate with others on writing and/or use a variety of tools to publish.

Fine Motor Skills

Classroom activities and experiences will aid the development of fine muscles which are integrated throughout the day and are relevant to curriculum. Students will work towards:

- demonstrating fine motor skills.
- grasping a pencil and other utensils correctly.
- cutting out an intricate form.
- forming letters and numerals legibly.
- showing dexterity.

1. Demonstrates fine motor skills.

Ext Cuts out intricate forms smoothly and prints with precision.

Ach Cuts out simple forms, forms letters legibly.

Dev Demonstrates inconsistent ability to cut out simple forms, printing is legible but inconsistent.

NY: Grasps pencil and other utensils incorrectly, cannot cut out a simple form.

MATHEMATICS

The emphasis of mathematics instruction in first grade is focused on four critical areas; developing an understanding of addition and subtraction strategies, developing an understanding of whole number relationships and place value, developing an understanding of linear measurement, and reasoning about attributes of geometric shapes.

Operations and Algebraic Thinking (OA)

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties and operations and the relationships between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten (NBT)

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data (MD)

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry (G)

- Reason with shapes and their attributes.

Math Practices

The standards for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking (OA)

1. Represents and solves problems involving addition and subtraction

EXT Independently uses addition and subtraction strategies to solve word problems in a variety of contexts

ACH Consistently uses addition and subtraction strategies to solve word problems

DEV Inconsistently uses addition and subtraction strategies to solve word problems

NY Unable to use addition and subtraction strategies to solve word problems

2. Understands and applies the relationship between addition and subtraction

EXT Independently applies knowledge of properties of operations and the relationship between addition and subtraction (fact families).

ACH Understands and applies properties of operations and the relationship between addition and subtraction (fact families).

DEV Beginning to understand and apply properties of operations and the relationship between addition and subtraction (fact families), but needs teacher support.

NY Unable to demonstrate an understanding of properties of operations and the relationship between addition and subtraction (fact families).

3. Knows addition and subtraction facts within 20

EXT Quickly and accurately applies knowledge of number facts to problem solve in a variety of settings.

ACH Solves all addition facts up to 10+10 and their related subtraction facts fluently and accurately; adds three one digit numbers.

DEV Has errors when solving addition facts and related subtraction facts or is not yet fluent and/or cannot add three one digit numbers.

NY Is inaccurate when solving addition and subtraction facts.

Number and Operations in Base Ten (NBT)

4. Counts, reads and writes numbers

EXT Extends and applies knowledge of counting

ACH Count (by 1s, 2s, 5s, 10s); Read and writes numbers to 120 starting from any number

DEV Generally counting is correct; may have difficulty with transitions to decade (e.g. 79, 80) or needs prompting. Reads and writes many numerals but not all

NY Unable to count, read, or write numbers to 120 without teacher assistance

5. Demonstrates understanding of place value

EXT Applies knowledge of place value to problem solve

ACH Uses manipulatives to create, explain, and write numbers to 120: explains the relationship of digits

and numerical value (e.g. 45 is 4 tens, 5 ones).

- DEV Uses manipulatives to create numbers through 120, but has difficulty explaining the model; inconsistent in explaining relationship of digits and numerical value (e.g. 45 is 4 tens, 5 ones).
- NY Cannot create place value models for a given number; cannot explain the relationship of digits and numerical value (e.g. 45 is 4 tens, 5 ones).

6. Compares and order numbers

- EXT Extend and apply knowledge of comparing and ordering numbers
- ACH Accurately compare and orders numbers to 120 using $<$, $>$, $=$ symbols**
- DEV Inconsistently compare and order numbers to 120 and/or has difficulty using $<$, $>$, or $=$ symbols accurately
- NY Cannot compare and order numbers

Measurement and Data (MD)

7. Measures and compares length

- EXT Independently and accurately applies measurement skills to solve problems in a variety of contexts.
- ACH Independently and accurately measures and compares lengths with a given a unit**
- DEV Needs prompts to begin, makes minor errors, and/or has difficulty laying units end to end.
- NY Does not know how to approach the task, does not lay units end to end.

8. Tells and writes time

- EXT Applies concepts of time to daily life.
- ACH Accurately tells and writes time in hours and half-hours using analog and digital clocks.**
- DEV Inconsistently tells and writes time in hours and half-hours using analog and/or digital clocks.
- NY Cannot tell time to hour and half-hour.

9. Identifies U.S. coins and their values

- EXT Can determine the value of a small set of coins.
- ACH Independently identifies coins and bills and states their values.**
- DEV Inconsistently identifies coins and bills and/or inconsistently states their values.
- NY Does not identify coins and bills and/or cannot state their values.

10. Represents and interprets data

- EXT Independently applies knowledge of graphs to other areas of study.
- ACH Organizes, represents, and interprets data with up to three categories.**
- DEV Needs prompts to analyze, create, or interpret graphs.
- NY Does not offer statements or is unable to answer questions about a graph,

Geometry (G)

11. Identifies geometric shapes and their attributes

- EXT Applies knowledge of geometric shapes to other areas of study.
- ACH Accurately identifies geometric shapes and their attributes and is able to compose new shapes.**
- DEV Inconsistently identifies geometric shapes and their attributes and/or has difficulty composing new shapes.
- NY Cannot identify geometric shapes and their attributes and/or cannot compose new shapes.

12. Demonstrates an understanding of fractions

- EXT Extends and applies knowledge of fractions to other areas of study.
- ACH Identifies equal parts and divides shapes into equal parts (halves, quarters, fourths).**
- DEV Inconsistently identifies equal parts or inconsistently divides shapes into equal parts.
- NY No yet able to identify equal parts and/or divide shapes into equal parts.

SCIENCE

In first grade, students will be actively involved in scientific experiences. Through these activities, they will be working to attain the knowledge and process skills needed to make sense of the world around them. Students will study life, earth, and physical science through the following units: Scientific Thinkers, Egg to Chick, and Watching the Weather

Physical Science

In the Scientific Thinkers unit, students will use their senses to sort objects according to their physical attributes and begin to study properties of magnets. Students will:

- Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.
- Identify materials that are attracted by magnets.
- Observe that like poles of a magnet repel and unlike poles of a magnet attract.

In the Weather unit, students will begin to study states of matter. Students will:

- Demonstrate that water as a solid keeps its own shape (ice).
- Demonstrate that water as a liquid takes on the shape of various containers.

1. Demonstrates an understanding of physical science concepts

Ext Learner has developed physical science skills, demonstrates a deep understanding of physical science concepts, and makes connections to extend learning

Ach Learner demonstrates a solid understanding of physical science concepts and has developed physical science skills.

Dev Learner is beginning to develop skills and concepts in physical science.

NY Learner is not yet demonstrating an understanding of physical science concepts and/or has not yet developed physical science skills.

Life Science

In the Egg to Chick unit, students will explore living things and life processes. Students will:

- Identify the needs of animals.
- Describe the life cycle of animals including the following stages: egg, young, adult; larva, pupa, adult.
- Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.
- Classify young animals based on characteristics that are passed on from parents (dogs/puppies, cats/kittens, cows/calves, chicken/chicks).

2. Demonstrates an understanding of life science concepts

Ext Learner has developed life science skills, demonstrates a deep understanding of life science concepts and makes connections to extend learning.

Ach Learner has developed life science skills and demonstrates a solid understanding of life science concepts.

Dev Learner is beginning to develop life science skills and concepts.

NY Learner is not yet demonstrating an understanding of life science concepts and/or has not yet developed life science skills.

Earth Science

In the Weather unit, students will understand the importance of the sun and study weather and how it changes from day to day and over the seasons. Students will address the following objectives:

- Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.
- Demonstrate the importance of sunlight and warmth in plant growth.
- Compare daily changes in weather related to temperature.
- Describe and compare weather related to the four seasons.
- Describe severe weather events.
- Describe precaution that should be taken for human safety.
- Identify tools that might be used to measure temperature, precipitation, cloud cover, and wind.
- Observe and collect data of weather conditions over a period of time.

3. Demonstrates an understanding of earth science concepts

Ext Learner has developed earth science skills, demonstrates a deep understanding of life science concepts and makes connections to extend learning.

Ach Learner has developed earth science skills and demonstrates a solid understanding of earth science concepts.

Dev Learner is beginning to develop skills and concepts in earth science.

NY Learner is not yet demonstrating an understanding of earth science concepts and/or has not yet developed earth science skills.

Scientific Processes

Students will work towards making purposeful observations in order to generate questions, conduct investigations, and develop solutions to problems. Students will learn to communicate their findings.

- Make purposeful observations of the natural world using appropriate senses.
- Generate questions based on observations.
- Plan and conduct simple investigations.
- Manipulate simple tools that aid in observation and data collection.
- Construct simple charts and graphs from data and observations.
- Share ideas through purposeful conversation and present findings supported by evidence.
- Reflect on knowledge gained in order to apply learning to new and different situations.

4. Uses scientific processes effectively

Ext Makes purposeful observations in order to independently generate questions, conduct investigations and develop solutions to complex problems. Able to communicate findings and integrate new knowledge into daily life.

Ach Consistently makes purposeful observations in order to generate questions, conduct investigations and develop solutions to problems. Able to communicate findings to others.

Dev Needs adult support in order to make purposeful observations, generate questions, conduct investigations, and develop solutions to problems. Able to communicate findings with some guidance.

NY Unable to make purposeful observations, lacks questioning and investigation skills and/or needs significant support to develop solutions to problems and communicate findings.

SOCIAL STUDIES

In first grade, students will focus on acquiring social studies knowledge and skills in five areas: history, geography, civics and government, economics and public discourse.

History

Students will use historical thinking to understand the past. Students will:

- Demonstrate chronological thinking by distinguishing between past, present, and future.
- Use a calendar to distinguish among days, weeks, months.
- Investigate a family history for at least two generations.
- Retell important ideas and details in sequence from stories about families or schools.
- Use historical records and artifacts to draw conclusions about family or school life in the past.
- Compare life today with life in the past.
- Identify the events or people celebrated during United States national holidays and why they are celebrated.

1. Demonstrates historical knowledge and thinking skills

Ext Learner demonstrates exemplary understanding of historical knowledge and is able to independently apply historical thinking skills in a variety of contexts.

Ach Learner demonstrates a solid understanding of historical knowledge and thinking skills.

Dev Learner is in the process of building historical knowledge and thinking skills.

NY Learner is not yet building historical knowledge and thinking skills.

Geography

Students will explore the physical features of the earth and the relationship between humans and the environment. Students will:

- Construct simple maps of the classroom to demonstrate aerial perspective.
- Give examples of places that have absolute locations (home address etc.).
- Use personal directions (left, right, front, back) to describe the relative locations.
- Distinguish between landmasses and bodies of water.
- Distinguish between physical (clouds, trees, etc.) and human characteristics (building, sidewalks, etc.) of places.
- Describe the unifying characteristics and/or boundaries of different schools regions.
- Use components of culture (food, language, etc.) to describe diversity in family life.
- Describe ways in which people modify and adapt to the environment.

2. Demonstrates geographic knowledge and geospatial skills

Ext Learner demonstrates exemplary understanding of geographic knowledge and is able to independently apply geospatial skills in a variety of contexts.

Ach Learner demonstrates a solid understanding of geographic knowledge and can use geospatial skills.

Dev Learner is in the process of building an understanding of geographic knowledge and geospatial skills.

NY Learner does not understand geographic knowledge and/or does not use geospatial skills.

Civics and Government

Students will explore the purpose of government, values and principles of American democracy, and the roles of citizens in American democracy. Students will:

- Identify some reasons for rules in school.
- Give examples of the use of power with and without authority in school.
- Explain how decisions can be made or how conflicts can be resolved.
- Identify important symbols of the United States of America.
- Describe some responsibilities people have at home and at school.
- Identify situations in which people act as good citizens in the school community.

3. Demonstrates an understanding of civics and government

Ext Learner demonstrates exemplary performance and understanding of knowledge and skills in civics and government

Ach Learner demonstrates a solid performance and understanding of knowledge and skills in civics and government

Dev Learner is in the process of building knowledge and skills in civics and government

NY Learners is showing improvement in building knowledge and skills in civics and government

Economics

Students will explore fundamental principles and concepts of economics in order to understand activity in a market economy. Students will:

- Distinguish between producers and consumers of good and services.
- Describe ways in which families consume goods and services.
- Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
- Describe reasons why people voluntarily trade.
- Describe ways in which people earn money.
- Describe how money simplifies trade.

4. Demonstrates an understanding of economic principles and concepts

Ext Learner demonstrates an exemplary understanding of economic principles and concepts and applies those understandings in a variety of contexts.

Ach Learner demonstrates a solid understanding of economic principals and concepts.

Dev Learner is building and understanding of economic principals and concepts.

NY Learner does not yet demonstrate an understanding of economic principals and concepts.

Public Discourse, Decision Making, and Citizen Involvement

Students will identify, analyze, and communicate public issues. Students will also act constructively to further the public good. Students will:

- Identify public issues in the school community.
- Use graphic data to analyze information about a public issue in the school community.
- Identify alternative resolutions to a public issue in the school community.
- Express a position on a public issue in the school community and justify position with a reasonable argument.
- Develop and implement an action plan to address or inform others about a public issue.
- Participate in projects to help or inform others.

5. Demonstrates an understanding of the citizen involvement process

Ext	Learner demonstrates exceptional skills for citizen involvement and an exemplary understanding of the citizen involvement process. Learner initiates projects for the greater good.
Ach	Learner demonstrates a solid understanding of the citizen involvement process and has acquired the necessary skills for successful citizen involvement. Learner made significant contributions to a citizen involvement project(s).
Dev	Learner is beginning to understand the citizen involvement process and is in the process of building skills for successful citizen involvement. Learner contributed to a citizen involvement project.
NY	Learner does not understand the citizen involvement process, has not yet developed the necessary skills for successful citizen involvement, and/or did not contribute to a citizen involvement project.

ART

Young children benefit from a strong program of instruction in art that focuses on their natural abilities to perceive, create and appreciate the visual arts. Learning about art can be a catalyst for the development of language and vocabulary skills, knowledge about shapes, colors and patterns and classification of concepts.

The curriculum is based on what children need to do, what they can do, their interests and is integrated into the various disciplines. Students receive instruction from an art specialist as well as the classroom teacher.

1. Shows cooperative behavior

Ext	Encourages others to follow directions, use supplies appropriately and respect the work of others.
Ach	Follows directions, uses supplies appropriately, respects the work of others.
Dev	Follows directions, uses supplies appropriately, respects the work of others, with reminder.
NY	Has difficulty following directions, respecting the work of others or using supplies appropriately.

2. Acquiring skills and concepts

Ext	Demonstrates self motivation to expand concepts and techniques taught.
Ach	Consistently demonstrates an understanding of concepts and techniques taught.
Dev	Generally demonstrates an understanding of concepts and techniques taught.
NY	Rarely demonstrates an understanding of concepts and techniques taught

GENERAL MUSIC

Children have opportunities for aesthetic expression and appreciation through music. The first grade curriculum provides lessons that develop enjoyment in listening, that use body movement to experience music and that allow students to experience musical instruments and singing.

The music curriculum and instruction are designed to develop children's musical abilities, provide awareness and gain knowledge, foster a sense of competence and complement other curricular areas. The music specialist and the classroom teacher work in mutually supportive roles to allow and encourage musical expression.

Students will work toward:

- showing cooperative behavior
- handling instruments with care and concern
- working well with others
- following directions
- participating actively in music activities
- building skills and concepts
- distinguishing between high-low; loud-soft; fast-slow
- matching pitches
- keeping a steady beat

1. Shows cooperative behavior

Ext	Demonstrates to other students the proper techniques for the use of instruments; consistently serves as a positive role model for other students; encourages other students to follow directions and value vocal music; participates with an enthusiasm and maturity beyond their age.
Ach	Shows care and concern for proper handling of instruments; works well with others; consistently follows directions; participates with enthusiasm.
Dev	Demonstrates an understanding of the use of instruments but does not always use good judgment; learning to work with other students; generally follows directions; participates.
NY	Misuses instruments; mistreats other students; does not follow directions; does not participate.

2. Acquiring pitch skills

Ext	Is able to exceed the grade level standard for pitch matching and can make proper adjustments to intonation errors.
Ach	Is able to achieve the grade level standard for pitch matching.
Dev	Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.
NY	Is not yet able to match pitch and struggles in making progress toward this goal.

3. Acquiring rhythm skills

Ext	Is able to exceed the grade level standard for keeping a steady beat and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard.
Ach	Is able to achieve the grade level standard for keep a steady beat and rhythmic subdivision.
Dev	Shows an understanding of the challenges in keeping a steady beat and is working toward achieving the grade level standard.
NY	Is not yet able to keep a steady beat and struggles in making progress toward this goal.

Physical Education

Physical action is essential for first grade students to refine their developing skills, like balancing on a beam or jumping rope. Self-esteem and cognitive growth are also enhanced by physical activity. The certified physical education teacher provides lessons, activities and experiences that help students develop their gross motor skills and knowledge of healthy behaviors. The students are assessed by the physical education teacher on knowledge and skills in the following areas:

- Following the rules of a game
- Displaying good sportsmanship
- Working well with teammates
- Participating in physical activities
- Demonstrating body control
- Showing dexterity
- Acquiring gross motor skills
- Skipping smoothly
- Galloping smoothly
- Balancing on a balance beam
- Jumping rope 20-30 times
- Moving with assurance
- Hopping in a pattern
- Engaging in healthy habits
- Discussing illness prevention
- Being safe as a pedestrian
- Becoming cognizant of the difference(s) between medicines and illegal drugs

1. Acquiring gross motor skills.

EXT Combines skipping, galloping and hopping in a rhythmic pattern; throws and catches with proper technique

ACH Skips smoothly, gallops smoothly, hops on either foot in a pattern

DEV Occasionally misses a step when skipping, occasionally misses a step when galloping, can only hop on one foot

NY Does not have skipping pattern, does not have galloping pattern, cannot hop consistently

2. Demonstrate body control

EXT Anticipates space needs of self and others; avoids inappropriate body contact with others and objects

ACH Understands concepts of space (own, other, room); avoids body contact with others; shows dexterity

DEV Beginning to judge space appropriately; sometimes collides with others; improving dexterity

NY Bumps into others, falls or slides frequently, trips self or others, lacks dexterity

3. Demonstrates cooperate behavior

EXT Actively demonstrates kindness and courtesy to others

ACH Follows directions, follow rules of games, works well with classmates

DEV Generally follows directions, understands use of equipment but does not always use good judgement, learning to play with classmates, occasionally makes negative remarks

NY Misuses equipment, use inappropriate language, disrespectful of others

4. Participates

EXT Participates with enthusiasm.

ACH Consistently involved in appropriate activity.

DEV Timid about joining activities, avoids some activities.

NY Refuses to join in physical activities.

SPANISH

Children today learn a world language through an approach different from when their parents were in school. All world language instruction is presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The first grade Spanish program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science. Activities take into account different learning styles and abilities and include cultural games, songs, rhymes, story telling, physical expression and drawing.

Developing listening comprehension in first grade is a very important part of the communication process. Listening comprehension and speaking build the language base necessary to move into pre-reading and writing. Students work toward some sound and sight word recognition.

Students will work toward:

- naming, classifying, sorting, comparing, and describing people, animals, items, etc. in the curricular units
- describing their family, comparing it to a Hispanic family (age, characteristics, pets)
- graphing likes/dislikes
- identifying time: today's date, tomorrow and yesterday using a Hispanic culture calendar
- asking permission for personal needs
- responding to Spanish cues and directions

1. Demonstrates listening comprehension (following directions, repeating and responding)

Ext Applies prior learning in new situations; follows verbal directions, repeats or responds independently; responds accurately to verbal, total physical response or concrete clues.

Ach Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently.

Dev Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues.

NY Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues.

2. Comprehends and uses vocabulary on familiar topics

- Ext Comprehends general information and vocabulary with ease when using objects, visuals, gestures and illustrations in speaking; uses words and phrases independently; begins to apply learned structures to new situations.
- Ach Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently.**
- Dev Comprehends general information and some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases.
- NY Is not able to comprehend general information and vocabulary when using objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases.

3. Is a cooperative learner

- Ext Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities.
- Ach Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities.**
- Dev Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting.
- NY Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teachers and classmates.