

# FIRST GRADE CURRICULUM

## RELIGION

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### CREED

The student will be able to:

*Demonstrate an understanding of the human need for God based on revelation and faith*

- Understand that God loves us and wants us to respond to that love

*Recognize the Trinity as God*

- Understand that God wants us to be happy by living as he taught us
- Understand that God is forgiving
- Understand that Jesus, the Son of God, teaches us about God the Father
- Understand that the Holy Spirit can help us to live together in peace

*Exercise responsible stewardship for the gift of creation*

- Understand that creation is a gift of God
- Understand that we care about our world and other people

*Read, listen, understand, and apply Scripture to life*

- Understand that God speaks to us through the Bible

*Illustrate a basic understanding of Catholic doctrine in light of the creed*

- Understand that God the Father is Creator of all
- Understand that Jesus is the Son of God, Second person in the Trinity
- Understand that the Holy Spirit is the Spirit of God, Third person in the Trinity
- Understand that the Catholic Church is a family of believers
- Understand that Mary is the mother of God

*Illustrate a basic understanding of the Church*

- Understand that our Church celebrates the liturgical seasons of Advent, Christmas, Lent, Easter, and ordinary time

*Demonstrate an appreciation for prayer as the primary way we come to know God and the community as the context for sharing faith within and beyond itself*

- Understand that we are Catholic Christians
- Understand that our church building is a sacred place
- Understand that our parish is a community

### SACRAMENTS

The student will be able to:

*Understand the importance of sacraments, with an emphasis on the centrality of the Eucharist, in the life of Catholics*

- Understand that, in baptism, we become members of God's family
- Understand that Jesus shares himself with us in a special meal
- Understand that at Mass, we come together to celebrate

### CHRISTIAN LIVING

The student will be able to:

*Examine a variety of Christian vocation as a response to the baptismal call*

- Understand that Jesus shows us how to live

*Acknowledge and affirm the dignity of the human person and community*

- Understand that we care for all people of different cultures and races at every stage of life

*Apply Catholic principles to interpersonal relations*

- Understand that we love our family

*Know, critique and apply social justice principles to personal and societal situations*

- Understand that we care for the poor and the suffering

*Engage in service to the community in response to the Gospel call*

- Understand that we are helpful and loving to our parents, teachers, and friends

*Develop a moral conscience informed by Church teaching*

- Understand that we live good lives with the help of the Holy Spirit

## PRAYER

The student will be able to:

*Know and participate in the Catholic tradition of prayer*

- Understand that prayer is listening to and talking with God
- Understand that Jesus teaches us how to pray
- Make the sign of the Cross
- Recite the Lord's Prayer
- Recite Hail Mary
- Recite mealtime, morning and night prayers

## READING

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### Word Recognition and Word Study

*Phonemic Awareness*

- Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- Recognize that words are composed of sounds blended together and carry meaning.

*Phonics*

- Understand the alphabetic principle - that sounds in words are expressed by the letters of the alphabet.
- Use structural cues to recognize one-syllable words, blends, and consonant digraphs
  - Letter/sound
  - Onset and rimes
  - Whole word chunks
  - Word families
  - Digraphs th, ch, sh

*Word Recognition*

- Recognize grade one frequently encountered words in print and out of context automatically.
- Use strategies to identify unknown words and construct meaning: letter- and word-level cues (ie., prefixes, suffixes, rimes) more than other cues to recognize the word.
- Use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings)

*Vocabulary*

- Know the meanings of words encountered frequently in grade one reading and oral language contexts.
- Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts.
- In context, determine the meaning of words and phrases using strategies and resources
- Use context clues, mental pictures, and questioning.

## Fluency

- Automatically recognize identified grade one high frequency words whether encountered in or out of context.
- Read aloud using intonation, pauses and emphasis.
- Use punctuation cues (periods and question marks).
- Independently read aloud unfamiliar text with 95% accuracy inappropriately leveled books.

## Narrative Text

- Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit.
- Identify and describe a variety of narrative genre including: realistic fiction, fantasy, and folktales.
- Identify problem/solution, sequence of events, and sense of story (beginning, middle, and end).
- Identify how authors/illustrators use: illustrations to support story elements, transitional words to indicate a sequence of events and sense of story.
- Respond to multiple texts read by discussing, drawing, and/or writing to reflect, make connections, take a position, and share understanding.

## Informational Text

- Identify and describe a variety of informational genre: simple how-to books, science and social studies magazines.
- Discuss informational text patterns: sequential, enumerative.
- Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas: headings, titles, labeled photographs, illustrations.
- Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.

## Comprehension

- Activate prior knowledge
- Connect personal knowledge and experience to ideas in texts
- Retell up to three important ideas and details of familiar simple oral and written text in sequence.
- Make text-to-self and text-to-text connections and comparisons.
- Compare and contrast relationships among characters, events, and key ideas within and across texts to create deeper understanding.
- Map story elements across texts.
- Graphically represent key ideas and details across texts.
- Ask questions as they read.
- Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and math texts.

## Metacognition

- Self-monitor comprehension when reading grade level appropriate text.
- Recognize when meaning is breaking down.
- Use simple fix-up strategies to increase comprehension.

- Make credible predictions based on preview of book cover and pictures.
- Ask questions before, during, and after reading.
- Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
- Use a graphic organizer to sequence events in a story.
- Discuss most important ideas and themes in a text.
- Identify author's perspective.
- Sort and order information with teacher guidance.
- Discuss which comprehension strategies worked and did not work with extensive teacher guidance.

## Reading Attitude

- Become enthusiastic about reading and learning how to read.
- Do substantial reading and writing on their own during free time, in school, and at home.

## WRITING

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### Writing Genres

- Write a personal narrative using illustrations and transitional words (before, after, now, finally) to indicate: sequence of events, sense of story, physical features of characters.
- Write poetry based on reading a wide variety of grade level appropriate poetry.
- Write an informational piece that addresses a focus question using descriptive, enumerative, and sequence patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
- Write a prayer using drawings, words, word-like clusters, and/or sentences as support.
- Use a teacher-selected topic to: write one research question, locate and begin to gather information from teacher-gathered sources, organize information, use steps in writing process to approximate a published piece.

### Writing Process

- With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text.
- Write five or more connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in word.
- Incorporate literary language (once upon a time).
- Read drafts of their work to clarify meaning and attempt some revision.
- Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.
- Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including: a word wall, a class-developed checklist.

### Personal Style

- Develop personal style in oral, written, and visual messages: narrative - natural language, specific action, emotion. Informational - sequence, specific vocabulary, visual representation.

### Grammar and Usage

- In the context of writing, use simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point.
- Identify singular/plural nouns, verbs, modifiers, compound words.

## Spelling

- Correctly spell the first grade list of high frequency words, as well as personally meaningful words.
- For other words, rely on structural cues and environmental sources.

## Handwriting

- Write upper and lower case manuscript letters legibly.
- Correctly space between words.

## Writing Attitude

- Enthusiastic about writing and learning to write.

## SPEAKING

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### Conventions

- Use singular and plurals nouns.
- Use contractions (isn't, aren't, can't, won't).
- Use singular possessive pronouns (my/mine, his/her, hers, your/s).
- Use conjunctions to express relationships (because, if, after).
- Use inflected endings (-s, -es, -ed, -ing, -er, -est).
- Explore and use language to communicate with a variety of audiences and for different purposes: requests, problem-solve, look for solutions, construct relationships, courtesies, prayer.
- In spoken informational and narrative presentations: speak clearly and audibly in complete, coherent sentences, use props (photographs and illustrations), maintain appropriate posture, eye contact, and position.
- Be aware that language is to be used in appropriate and respectful ways.

### Spoken Discourse

- Engage in substantive conversation: remaining focused on subject matter, with interchanges building on prior responses, in the context of literature discussions, paired conversations, or other interactions.
- Tell/retell familiar stories (realistic fiction, fantasy, folktale) using a problem solution pattern, appropriate story grammar, proper sequence, and/or a prop while maintaining appropriate posture and eye contact.
- Respond to multiple text types by reflecting, making meaning, and making connections.
- Plan and deliver presentations or reports: using an informational organizational pattern; with appropriate text features, pictures, and illustrations; an appropriate prop; and providing several facts and details to make their point while maintaining appropriate posture and eye contact.
- Engage in daily spoken prayers while maintaining appropriate posture and eye contact.

## LISTENING & VIEWING

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### Conventions

- Give, restate, and follow two-step directions.
- Ask appropriate questions during a presentation or report.
- Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- Listen to the comments of a peer and respond on topic and add a connected idea: eye contact, attentive, supportive.

- Use effective and respectful listening and viewing behaviors in large and small group settings.
- Experience messages from a variety of media and differentiate between sender, receiver, and message.

## Response

- Listen to or view and discuss a variety of genres.
- Select, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.

## MATH

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Students will be able to:

Demonstrate an Understanding of Numbers/Counting

- Can Identify Numbers 1-100
- Can Count On: Number After
- Can Count Back: Number Before
- Can Count by Fives
- Can Count by Twos

Demonstrates an Understanding of Addition and Subtraction

- Can Write and Solve Addition Facts to 18
- Can Write and Solve Subtraction Facts to 18.

Demonstrate an Understanding of Geometry

- Identifies Plane Figures
- Identifies Space Figures
- Identifies Symmetry

Demonstrates an Understanding of Fractions and Measurement

- Halves/Thirds/Fourths
- Equal Parts
- Estimate and Measure
- Inches/Feet
- Cups/Pints/Quarts
- Temperature

Demonstrates an Understanding of Money and Time

- Identify Coins
- Counting Mixed Coins
- Using Money
- Tell Time by Half Hour
- Time Patterns
- Using the Calendar

Demonstrate Problem-Solving Skills

- Find a Pattern
- Draw a Picture
- Use a Graph
- Choose an Operation
- Guess and Test

## SCIENCE

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Students will Demonstrate an Understanding of Living Things:

- Where plants and animals live
- How plants are alike/different
- How animals are alike/different
- Differences in animal homes
- Grouping animals

Students will Demonstrates an Understanding of Matter and Energy

- Solids and liquids
- Sinking and floating
- Dissolving solids in liquids
- Changing matter
- Sounds
- How sounds are different

Students will Demonstrate an Understanding of Weather and Seasons

- Daily weather changes
- Sun/warmth
- Air movement
- Changing seasons
- People adjusting to seasons
- Animals adjusting to seasons
- Plants adjusting to seasons

Students will Demonstrate an Understanding of Earth's Land and Water

- Types of soil/composition
- Properties of soil
- Water movement/gathering
- Grouping rocks
- Hardness of rocks
- Size
- Recycling

## SOCIAL STUDIES

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Students will Demonstrate an Understanding of Culture:

- How families meet basic needs
- Special family celebrations
- Human need for shelter
- Family rules
- Transportation moves people and things
- How appliances change the way people live

Students will Demonstrates an Understanding of Geography

- People live, work and play in communities
- Identifying parts of our country on a map
- Identify significant places in our world
- Physical characteristics of land and water
- Physical characteristics of weather
- Natural resources in the community, state and country

Students will Demonstrate an Understanding of Citizenship

- Groups of people
- Rules and laws in home, school, and community
- Leadership roles in community, state, and country
- Qualities of good citizens

- Voting as a way to make decisions
- Symbols of national identity

Students will Demonstrate an Understanding of Economics

- Differences between needs and wants
- Identify variety of jobs that people perform
- Identify various goods that are made or grown
- Identify ways people exchange goods and services
- How technology affects the way people work
- Identify historical inventors

Students will Demonstrate an Understanding of History

- Identify Native Americans as the first people to live in America
- Identify various people that settled in America
- Identify the contributions of George Washington
- Identify the contributions of Sacajawea
- Identify the contributions of Abraham Lincoln
- Identify the contributions of Susan B. Anthony
- Identify the contributions of Martin Luther King, Jr.