

Religion

GRADE 1

I. **GOAL:** To provide a general introduction to the Catholic Faith. The child will be helped to come to a knowledge of God: Father, Son and Holy Spirit.

II. INSTRUCTIONAL OBJECTIVES

REL.1.1 Profession of Faith - The Creed

- a. Introduction to the Trinity (CCC 249-267)
 - God the Father - Creator (CCC 198-242)
 - Creation as a sign of God's love and care for all (CCC 290-308)
 - Original Sin - going against God's Plan (CCC 309-324)
 - God the Son - Savior (CCC 512-686)
 - ❖ An age-appropriate overview of Jesus' life, death, and resurrection
 - God the Holy Spirit - Sent by the Father and Son to guide us (CCC 687-747)
- b. Mary, Mother of God (CCC 484-511)
- c. Angels (CCC 328-336)
 - Pure spirits who serve God and act as our Guardians
- d. The Church (CCC 748-945)
 - Established by Jesus to continue his work and presence in the world
 - God's family
 - The Body of Christ: Many members, different roles
- e. A study of the Saints - Heroes and examples for us (CCC 946-959; 828; 1717; 2030; 2683-2684)
- f. Heaven as our true home (CCC 1023-1029)

REL.1.2 The Celebration of the Christian Mystery - Liturgy and Sacraments

- a. An age-appropriate study of the sacraments in general (CCC 1210-1212)
- b. Study of the Sacrament of Baptism (CCC 1213-1284)
 - Takes away sin (Original Sin and personal sin)
 - Gives us Grace- a share in God's life
 - ❖ Grace helps us to live a good life here
 - ❖ Grace enables us eventually to live the life of Heaven
 - Makes us children of God
 - Makes us members of the Church

REL.1.3 Life in Christ - Commandments (CCC 2052-2557)

- a. The Ten Commandments as rules and guidelines from God, our loving Father, to keep us safe and happy.
- b. The two great commands-
 - FIRST: Love God with our whole heart, soul, mind, and strength.
 - ❖ Virtues to develop: Trust in God's promises, Love and reverence for God
 - SECOND: To love our neighbor as we love ourselves (out of love for God)

❖ **Virtues to develop: Generosity**

REL.1.4 **Christian Prayer**(CCC 2558-2865)

- a. **Learn that prayer is talking and listening to God:**
 - **Spontaneous and fixed formulas**

- b. **Memorize and learn the meaning of the following prayers:**
 - **Sign of the Cross**
 - **Our Father**
 - **Hail Mary**
 - **Glory Be**
 - **Grace Before Meals**
 - **Genuflection (method and meaning)**

- c. **Become familiar with the following prayers:**
 - **Morning Offering (simple version)**
 - **Prayer to Our Guardian Angel**
 - **Grace After Meals**

- d. **Celebrate and learn the meaning of the following liturgical seasons: (CCC 1163-1173)**
 - **Advent (CCC 524)**
 - **Christmas (CCC 525)**
 - **Lent**
 - **Easter (CCC 638-658, 1169)**

REL.1.5

TERMS TO KNOW

New to Grade

Advent
Angel
Children of God
Christmas
Easter
Faith
God the Father
God the Son

God the Holy Spirit
Guardian Angels
Lent
Love of God
Love of Neighbor
Mary, Mother of God
Original Sin
Sin
Trinity

Cumulative List

**Alleluia
Baptism
Bible
Church
Commandments
Creation
Eucharist
God
Grace**

**Heaven
Hero
Holy Family
Jesus
Obedience
Parable
Prayer
Respect
Saint/Sainthood
"Yes to God"**

REI.1.6

PRAYERS TO KNOW

New to Grade

**Glory Be
Rosary**

Cumulative List

**Genuflection (Method and Meaning)
Grace Before Meals
Hail Mary
Our Father (The Lord's Prayer)
Sign of the Cross**

Grade 1

REL.1.V.1 VIRTUE: FAITH AND TRUST IN GOD'S PROMISES

FAITH AND TRUST IN GOD'S PROMISES is a virtue by which we believe and trust "the very word of God who cannot lie."²

SCRIPTURE/OTHER READINGS:

Rm, 4:18-25; Jn 10:22-30; Heb 12:1-2; 2 Cor 5:6-9.

The Children's Book of Virtues, by William J. Bennett, "The Sermon of the Birds" and "Someone Sees You".

PRACTICE:

- Tell your mom/dad that you feel safe in their arms and that is how we should feel in God's love.
- God kept His promise to Abraham to make Him the Father of many nations. Think of ways in which God has kept His promises to you.
- At your Baptism you received the gifts of Faith, Hope and Love. Ask God to strengthen your faith and hope.
- Pray each day, "Jesus, I believe in you. I hope in you and I love you."
- Listen to or read the Bible Stories to know God in His words and deeds and then speak and do as He did.

REL.1.V.2 VIRTUE: GENEROSITY

Generosity is a virtue by which one willingly and unselfishly, shares one's self, talents, and time with other people. "It is one of the twelve fruits of perfection that the Holy Spirit forms in us as the first fruits of eternal glory."⁵

SCRIPTURE/OTHER READING:

Mt 5:1-12; Gal 5:22-23; Lk 6:36-38, 19:1-10.

The Children's Book of Virtues, by William J. Bennett, "The Lion and the Mouse," p. 76, "The Legend of the Dipper," p. 77, "God Make My Life a Little Light," p.87

PRACTICE:

- Jesus gave Himself to us in bread and wine in Eucharist to be with us always. Share your snack/lunch with someone in school who is hungry.
- Think of some ways you can freely give of your talents and time: kindness, charity, helpfulness, thoughtfulness, courtesy, understanding, compassion and unselfishness to those in your family and your friends.
- How can you share your talents with someone who is in need of patience, self-control, joy or gentleness?

- Do to others as you would like them to do to you. Say only kind things that will build people up. Be patient, I'm just learning. Smile, so I know you're friendly.

²⁻⁵ ***Catechism of the Catholic Church***

English



READING LANGUAGE ARTS GRADE 1

Overview

First grade students will be taught reading and writing together. When young children perceive a purpose for reading and writing, they achieve greater success. Therefore, integration of listening, speaking, reading and writing activities occur daily. Students will be using developmentally appropriate materials to foster fluency, expression and comprehension.

MASTERY OF SKILLS

- Recognize Dolch pre-primer sight words list with 80% accuracy
- Identify sounds in first, middle, and last position of one and one syllable words
- Listen and respond to questions in a complete sentence
- Utilize phonetic knowledge to write a sentence

Standard 1 – Oral Language

R/L.1.1 The student will develop listening skills

- a. Develop an appreciation for the value of listening to a variety of media including books, video and electronic media
- b. Respond to questions and stories presented orally
- c. Follow two-step oral directions and develop listening skills
- d. Identify story structure (beginning, middle and end of story)

R/L.1.2 The student will use oral communication skills

- a. Develop articulation skills by speaking clearly with appropriate volume at an understandable rate
- b. Participate in classroom discussions, oral language activities (choral speaking, recitation)
- c. Ask questions during instruction
- d. Speak in complete sentences including descriptive vocabulary
- e. Use singular and plural nouns

Standard 2 – Reading/Literature

R/L.1.3 The student will identify, produce and manipulate various speech sounds within words

- a. Create rhyming words
- b. Count phonemes (sounds) in one-syllable words
- c. Blend sounds to make one-syllable words
- d. Segment one-syllable words into individual speech sounds (phonemes)
- e. Add or delete phonemes (sounds) to make new words



R/L. 1.4

The student will utilize phonetic knowledge for spelling and reading words

- a. Divide and spell single-syllable words using beginning and ending consonants, two-letter consonant blends and consonant digraphs
- b. Decode and spell single-syllable words using short and long vowels (silent e, regular vowel digraphs, and r controlled vowels)
- c. Recognize short vowels (CVC)
- d. Recognize long vowels (CVCe) (CVVC) (CVV)
- e. Recognize consonant blends, clusters
- f. Recognize consonant digraphs
- g. Recognize R-controlled vowels (ir, er, ur, ar, or)
- h. Use beginning consonant digraphs to decode and spell single-syllable words
- i. Identify vowel digraphs regular (ai, ea, ie, ee, oa, ay)
- j. Identify vowel digraphs irregular (oo, au, aw, ow, ei, ea)
- k. Identify vowels influenced by *l* and *w*
- l. Identify vowel diphthongs (oi, oy, ou, ow, ew)
- m. Identify hard and soft *c* and *g*
- n. Identify silent letters (kn, wh)
- o. Blend beginning, middle, and ending sounds to recognize and read words
- p. Use initial, final, and medial consonants
- q. Use word patterns to decode unfamiliar words
- r. Read and spell simple two-syllable compound words
- s. Read and spell 1st grade sight words with 80% accuracy
- t. Identify word patterns (word families)
- u. Develop word meanings (synonyms, homonyms, and antonyms)
- v. Recognize and utilize structural analysis
- w. Recognize singular and plural words
- x. Form contractions
- y. Introduce base (root) words
- z. Utilize prefixes
- aa. Utilize suffixes
- bb. Utilize possessives

R/L. 1.5

Student will read fluently using reading strategies to achieve comprehension; use of picture, context and punctuation clues as a guide to sentence meaning

- a. Develop word meanings (synonyms, homonyms, antonyms, and multiple meaning words)
- b. Recognize and utilize structural analysis



R/L.1.6 The student will read and demonstrate comprehension with a variety of fictional texts

- a. Preview the selection
- b. Set the purpose for reading
- c. Recognize a selection as fiction
- d. Recall the sequence of story events, summarize
- e. Identify the main idea, characters and setting of a story
- f. Make and confirm predictions and inferences
- g. Identify cause and effect
- h. Identify the theme of a text
- i. Read familiar stories, poems, and passages with fluency accuracy, and meaningful expression

R/L.1.7 The student will read and demonstrate comprehension of a variety of nonfiction texts

- a. Preview the selection
- b. Use prior knowledge as context for new learning
- c. Set a purpose for reading
- d. Identify text features such as pictures, headings, charts and captions
- e. Make and confirm predictions
- f. Ask and answer questions about what is read
- g. Identify the main idea
- h. Read and reread passages with fluency, accuracy, and meaningful expression

Standard 3 – Writing/Grammar

R/L.1.8 The student will print legibly

- a. Form letters accurately
- b. Use correct letter formation and space within sentences
- c. Use phonetic spelling to write unknown words

R/L.1.9 The student will write to communicate ideas for a variety of purposes

- a. Brainstorm ideas
- b. Select one topic
- c. Edit by adding adjectives when writing about people, places, things and events
- d. Use complete sentences in published writing
- e. Begin each sentence with a capital letter and use ending punctuation in final copies
- f. Use correct spelling for commonly used sight words and phonetically regular words in published writing
- g. Share writing with others



- R/L.1.10** **Students will write sentences using correct sentence structure (simple, declarative, interrogative, exclamatory, and imperative)**
- a. Utilize parts of speech in writing (nouns, verbs, adjectives, pronouns, and articles)
 - b. Compose a paragraph 3-5 sentences in length

Standard 4 – Research

- R/L.1.11** **The student will locate information in reference books**
- a. Develop alphabetical sequence
 - b. Develop pictorial/dictionary skills
 - c. Note format and parts of books
 - d. Examine pictures, charts, maps and graphs

Standard 5 – Technology

- R/L.1.12** **The student will explore the uses of available technology in the Reading Language Arts program**
- a. Use available technology for reading
 - b. Use available technology to share writing with others
 - c. Use technology to locate, evaluate, gather, and organize information and data
 - d. Use a variety of technologies for learning and collaboration
 - e. Understand how technology can enhance learning
 - f. Understand how technology encourages collaboration

Math



MATHEMATICS FIRST GRADE

Overview

The first grade math curriculum is based on skills introduced in kindergarten, which will spiral to the second grade. Emphasis is placed on the following skills:

- Counting, sorting, and comparing sets of up to 100 objects;
- Recognizing and describing simple repeating and growing patterns;
- Drawing, sorting and describing certain two-dimensional figures;
- Applying the basic addition facts through the fives table;
- Applying the corresponding subtraction facts;
- Using non standard units to measure;
- Organizing and interpreting data;
- Recognizing fractions.



MATHEMATICS APPLICATION OF SKILLS

Standard 1 – Number Sense

- M.1.1 Apply the following strategies to solve real-life problems:
- Trial and error;
 - Lists and tables;
 - Diagrams;
 - Patterns;
 - Role playing;
 - Guess and test;
 - Use manipulatives;
 - Simplify the problem;
 - Write an equation/number sentence.
- M.1.2 Explain and justify answers.
- M.1.3 Problem solve in each math area as well as other curriculum areas.
- M.1.4 Create his/her own problems from every-day situations
- M.1.5 Relate physical materials, pictures, and diagrams to mathematical ideas.
- M.1.6 Express mathematical ideas orally and in writing, using proper vocabulary terms.
- M.1.7 Relate every-day language to mathematical language and symbols.
- M.1.8 Recognize and write numerals 0 through 100.
- M.1.9 Identify number words from zero to twenty.
- M.1.10 Count by 2, 5, and 10 to 100.
- M.1.11 Compare numbers using great than, less than, equal to.
- M.1.12 Identify equivalent and non-equivalent sets.
- M.1.13 Count objects in a set containing between ten and one hundred objects and name the corresponding numeral.
- M.1.14 Identify numbers before, after, and between to 100.
- M.1.15 Recognize zero quantity and use in number sentences, (ex. $3+0=3$).
- M.1.16 Group concrete objects by ones and tens to develop the idea of place value.
- M.1.17 Recognize place value through hundreds.



MATHEMATICS

Standard 2 - Computation and Fluency

- M.1.18 Understand the use of the calculator and computer for appropriate activities.
- M.1.19 Count a group of pennies, nickels, dimes, and quarters with total value of \$1.00 or less.
- M.1.20 Understand the basic relationship between addition and subtraction.
- M.1.21 Master basic facts, sums to 12 or less, and the corresponding subtraction facts.
- M.1.22 Use manipulatives to show addition and subtraction problems through 10.
- M.1.23 Use horizontal and vertical notation.
- M.1.24 Rename numbers by addition or subtraction.
- M.1.25 Understand the concept of missing numerals in addition and subtraction problems having sums or differences no greater than 9.
- M.1.26 Solve one-step story and picture problems using basic addition and subtraction facts.



MATHEMATICS

Standard 3 - Measurement

- M.1.27 Describe the proximity of objects in space (near, far close by, below, up, down, beside, next to).
- M.1.28 Tell time by hour, half hour using analog or digital clock.
- M.1.29 Identify days, weeks, months on calendar.
- M.1.30 Identify number of pennies equivalent to a nickel, a dime, and a quarter.
- M.1.31 Count collections of coins up to \$1.00 and compare value.
- M.1.32 Use standard and nonstandard units to measure length.
- M.1.33 Use standard and nonstandard units to measure weight.
- M.1.34 Measure temperature in degrees Fahrenheit.
- M.1.35 Measure length to the nearest inch and nearest centimeter and measure volume capacity to the nearest pint, quart, liter.
- M.1.36 Compare the volume capacities of two given containers by using concrete materials (e.g. jelly beans, sand, water, rice).
- M.1.37 Compare the weight of two objects using a balance scale.



MATHEMATICS

Standard 4 - Geometry

- M.1.38 Identify and represent concepts of one-fourth, one-third, and one half using appropriate materials or a drawing.
- M.1.39 Identify and describe triangles, squares, rectangles and circles according to number of sides, sides with the same length, corners and square corners.
- M.1.40 Identify and describe objects in the environment that depict geometric figures (triangle, rectangle, square and circle)
- M.1.41 Identify geometric solids (pyramid, sphere, cone, cylinder, cube, rectangular solid).
- M.1.42 Recognize symmetry in two-dimensional objects.
- M.1.43 Connect line segments to form basic figures using numbers up to 100.



MATHEMATICS

Standard 5 - Data Analysis and Probability

- M.1.44 Use estimation with quantities, measurement and problem solving.
- M.1.45 Investigate, identify, and describe various forms of data collection in real world (e.g. recording daily temperature, lunch count, attendance, favorite foods).
- M.1.46 Create and interpret line graphs, bar graphs, pictographs.
- M.1.47 Interpret information displayed in a picture or object graph using vocabulary: more, less, fewer, greater than, less than.
- M.1.48 Understand the concept of chance at a basic level.



MATHEMATICS

Standard 6 - Patterns, Functions and Algebra

- M.1.49 Sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.
- M.1.50 Recognize, describe, extend, and create various patterns including rhythmic, color, shape and numeric using concrete materials.

Science



**SCIENCE
FIRST GRADE**

Standard 1 – Scientific Investigation, Reasoning and Logic

- S.1.1** With teacher guidance, the student will plan and conduct investigations in which
- a) differences in physical properties are observed using the senses and simple instruments to enhance observations (magnifying glass, thermometer, ruler, balance)
 - b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy
 - c) length, mass, volume and temperature are measured using standard and nonstandard units
 - d) objects or events are classified and arranged according to characteristics or properties
 - e) a question is developed from one or more observations
 - f) observations and data are communicated orally and with simple graphs, pictures, written statements and numbers
 - g) inferences are made and conclusions are drawn about familiar objects and events
 - h) predictions are based on patterns of observation rather than random guesses
 - i) simple experiments are conducted to answer questions

Standard 2 – Physical Science

- S.1.2** The student will investigate and develop an understanding that moving objects exhibit different kinds of motion.
- Concepts include:**
- a) the position of an object can be described by locating it relative to another object or to the background
 - b) objects may have straight, circular and back and forth motions
 - c) pushes and pulls can change the motion of an object; the change is related to the strength of the motion
 - d) objects may vibrate and produce sound; changing the rate of vibration changes the pitch of the sound



Standard 3 – Earth Science

- S.1.3** The student will explore and investigate the basic relationship of the sun and the earth.
- the sun is the source of energy and light that warms the land, air and water
 - the rotation of the Earth causes night and day
 - objects in the sky have patterns of movement (sun rises in the east and sets in the west; monthly phases of the moon result in observable changes in its shape)
- S.1.4** The student will investigate and understand weather and seasonal changes.
Concepts include:
- changes in temperature, light and precipitation affect plants and animals, including humans
 - there are relationships between daily and seasonal changes
 - changes in temperature, light and precipitation can be observed and recorded over time
- S.1.5** The student will be able to identify and discuss the ways living things affect and are affected by the environment.
Concepts include:
- identification and use of natural resources (renewable and non-renewable)
 - conservation of resources (recycling, reusing and reducing consumption)
 - factors that affect the quality of land air and water (pollution)

Standard 4 – Life Science

- S.1.6** The student will identify and describe the basic needs and structures of plants.
Concepts include:
- needs of plants: air, water, light, nutrients and a place to grow
 - observations of structures: seeds, roots, stems, leaves, flowers
 - seeds develop into plants, then flowers and then fruits which contain seeds
 - characteristics of plants: flowering/non-flowering, evergreen/deciduous, edible/non-edible
 - seasonal changes
- S.1.7** The student will identify and describe the basic needs and structures of animals.
Concepts include:
- needs of animals: air, nutrients, water, a place to grow (habitat) and shelter
 - physical characteristics: shape, size, locomotion and appendages
 - classify animals according to one or more properties
 - seasonal adaptations (hibernation, camouflage and migration)



S.1.8

The student will be able to identify the basic characteristics and needs of the human body.

Concepts include:

- a) appendages and major organs (heart, lungs, brain and stomach)
- b) nutritional requirements for a healthy active lifestyle (ChooseMyPlate.gov)
- c) hygiene needs: teeth (structure, care, correlation of diet), hand washing
- d) seasonal needs: clothing, shelter

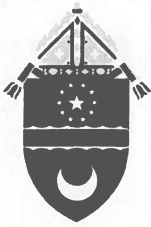
Social Studies



SOCIAL STUDIES FIRST GRADE

Overview

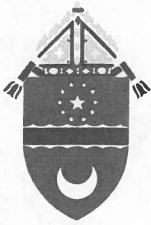
The first grade curriculum begins to explore neighborhoods and communities. Students should be able to make meaningful connections between being a citizen at home and in the classroom and the traits of a good citizen in a diverse community. They should recognize that people who have diverse ethnic origins and traditions all make a valuable contribution to their communities. Students will be introduced to the lives of important American leaders and their contributions to our national community. Patriotic symbols and common national principles should be stressed. Students should understand the differences between buyers and sellers, goods and services and making economic choices. Students should recognize basic map symbols and be able to use a compass rose to locate key symbols on a map. Current events are stressed throughout the year. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.



SOCIAL STUDIES APPLICATION OF SKILLS

Standard 1 – Catholic Identity

- SS.1.1 The student will demonstrate skills that will complement the scope of social studies, including the ability to:
- a) incorporate the Seven Tenets of Catholic Social Teachings and civic responsibilities throughout the curriculum with an emphasis on:
 1. Care for God's creation
 - b) employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics
 - c) incorporate virtues designated for this grade level as outlined in the Religion Guidelines (Faith and Trust in God's Providence, Love and Reverence for God [Charity], Generosity)



SOCIAL STUDIES

Standard 2 – Map Skills

- SS.1.2 The student will use globes and develop map skills by:
- a) Location:
 1. applying cardinal directions using a compass rose
 2. locating and identifying key areas:
 - i. United States and Virginia on a map and globe
 - ii. Washington D.C., the capital of the United States, and Richmond, the capital of Virginia on a map and globe
 - iii. seven continents on a map and globe
 - iv. names associated with individual place location: *Town, City, State, Country and Continent*
 3. using map symbols, including references to *land, water, cities, and roads*
 4. using and drawing simple maps
- SS.1.3 The student will gather and interpret information from:
- a) Place:
 1. pictures
 2. charts
 3. simple graphs
- SS.1.4 The student will describe how location, climate and physical surroundings affect the way people live, including:
- a) Human Characteristics:
 1. food
 2. clothes
 3. shelter
 4. transportation
 5. recreation



SOCIAL STUDIES

Standard 3 - Civics

SS.1.5

The student will recognize symbols and patriotic practices by:

- a) Place:
 1. identifying local, state, and national symbols, including the American flag, bald eagle, Washington Monument, and Statue of Liberty
 2. identifying patriotic songs
 3. reciting the Pledge of Allegiance with respect
 4. identifying and describing stories of prominent Americans including George Washington, Benjamin Franklin, Abraham Lincoln, Thomas Jefferson, George Washington Carver and Martin Luther King
 5. appreciating holiday themes, including lives of people associated with Presidents' Day, Columbus Day and the events of Independence Day (Fourth of July)
 6. Voting (reasons to participate)

SS.1.6

The student will identify the area's memorials related to national holidays:

- a) Presidents' Day: Washington, Lincoln, Jefferson, and Roosevelt
- b) Veterans Day: Vietnam, Korean, Iwo Jima
- c) Memorial Day: Tomb of the Unknown Soldier



SOCIAL STUDIES

Standard 4 – Neighborhoods

- SS.1.7 The student will be able to recognize aspects of HIS/HER neighborhood, including:
- a) Location:
 1. neighborhood of student
 - i. understanding location: Where are they?
 - ii. understanding place: What is it like there? (including weather, landforms, climate and environment)
 - b) Place:
 1. basic needs and wants of family in neighborhood
 2. introduce major ethnic diversity of neighborhoods/schools
 3. neighborhood members help one another and share places to shop, to learn, to worship, and to have fun
 4. importance of rules in neighborhoods
 - i. extending rules from family to neighborhood
 - ii. how and why rules protect rights and property
 5. classroom is like a neighborhood
- SS.1.8 The students will apply traits of good citizenship by:
- a) Place/Human Characteristics:
 1. practicing fair play, good sportsmanship, helping others and treating others with respect
 2. recognizing the purpose of rules and practicing self-control
 3. working hard in school
 4. taking responsibility for one's own actions
 5. valuing honesty and truthfulness in oneself and others



SOCIAL STUDIES

Standard 5 – Economics and Environment

SS.1.9

The student will be able to understand the basic neighborhood economics of:

a) Movement:

1. earning a living (spending money on goods and services as well saving money and why this is important)
2. basic need for shelter (types of housing)
3. basic need for food (Where does it come from? What kind of food is grown in neighborhood? Where do you buy food?)
4. basic need for clothing (Where does it come from? Are clothes made in your neighborhood? What does it take to make clothes? Where do you buy clothes?)
5. services of a neighborhood
 - i. identifying difference between goods and services and describe how people are both buyers and sellers of goods and services
 - ii. identifying that people make choices (God's gift) because they cannot have everything they want. They need to *save* money for future purchases of goods and services
 - iii. identifying different means of transportation: airplanes, boats, buses, cars, trains, etc.
 - iv. identifying different ways people communicate: talking, telephone, mail, radio, television, computers
 - v. identifying use of the media to gather information: TV, radio, newspapers & magazines
 - vi. identifying adaptations for those with special needs
 - vii. identifying services offered by safety, health and utility personnel

SS.1.10

The student will describe the environment of their neighborhood and explain:

a) Place:

1. natural resources of their community: water, soil, energy resources
2. landmarks and other historical and geographical features in the neighborhood
3. ecology
 - i. pollution
 - ii. conservation
 - iii. recycling



SOCIAL STUDIES

Standard 6 – History of Neighborhoods Past and Present

- SS.1.11 The students will be able to make reasonable interpretations of information presented in picture time lines to show sequence of events and will distinguish between past and present. (Human and Environmental Interaction)
- SS.1.12 The student will explain the difference between neighborhoods in the past with today including:
- a) Human and Environmental Interactions:
 - 1. biblical
 - 2. past (native Americans, pioneers, immigrants)
 - 3. recent (parents, grandparents)



SOCIAL STUDIES

Standard 7 – Current Events

- SS.1.13 The student will read and understand about current events in our world through a regular classroom resource such as *Scholastic News*, *Weekly Reader* or *Time for Kids*. (Human and Environmental Interactions)
- SS.1.14 The student will learn more about holidays in North America through the above cultural curriculum as well as through integration with the Liturgical Calendar in Religion. (Place/Human Characteristics)



Standard 8 – Technology

SS 1.15

Instructor plans and implements lessons that integrate technology to meet the diverse needs of learners in a variety of educational settings

- a) Engages students in exploring real-world issues and solving authentic problems using digital tools and resources

P.E.

Grade One Grade Level Objectives

(Refer to monitoring sheets for guided breakdown skills.)

Skilled Movement

- P.1.1 The student will demonstrate the correct critical elements (isolated, small parts of the whole skill or movement) of locomotor, non-locomotor and manipulative skills.
- a) Demonstrate critical elements used in all of the locomotor skills.
 - b) Demonstrate critical elements used in manipulative skills performed alone (e.g., toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand, volley).
 - c) Demonstrate critical elements for manipulative skills while moving.
 - d) Demonstrate **basic** tumbling sequences, on a mat, when appropriate, that contain a variety of balance, roll, transfer of weight, and flight.
 - e) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).

Movement Principles and Concepts

- P.1.2 The student will demonstrate improvement in locomotor, non-manipulative, and manipulative skills while applying the movement concepts.
- a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.
 - c) Demonstrate force, levels, and direction when performing manipulative skills.

Personal Fitness

- P.1.3 The student will participate in sustained, moderate-to-vigorous physical activities that cause increased heart and respiration rates.
- P.1.4 The student will identify changes in the body that occur during moderate-to-vigorous physical activity.

Responsible Behaviors

- P.1.5 The student will apply, independently, safe and cooperative behaviors in physical activity settings.

Physically Active Lifestyle

- P.1.6 The student will participate regularly in physical activities that require physical exertion and skill.

Health

Grade One

Students in grade one continue to recognize the dignity and self-worth of the human person as a child of God. They will learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They develop a respect and appreciation of God's environment.

Essential Health Concepts

1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health

- a) Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach).
- b) Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
- c) Describe correct posture for sitting, standing, and walking.
- d) Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices.
- e) Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
- f) Identify that medicines can be both helpful and harmful.
- g) Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.
- h) Describe characteristics that are unique to each individual.
- i) Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.
- j) Identify items and materials that can be reduced, recycled, or reused.

Healthy Decisions

1.2 The student will explain that good health is related to healthy decisions.

- a) Describe the importance of having a healthy heart, brain, and lungs.
- b) Select behaviors that help keep the heart, brain, and lungs healthy.
- c) Practice correct posture for sitting, standing, and walking.
- d) Discuss the importance of personal hygiene, to include care of one's teeth.
- e) Recognize that physical activity is a form of healthy entertainment.
- f) Determine how sleep habits affect mood and academic performance.
- g) Compare and contrast healthy and less-healthy food choices.
- h) Explain the importance of making healthy decisions and how unhealthy decisions affect the body.

- i) Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.
- j) Compare and contrast personal safety behaviors at home, at school, and in the community.
- k) Explain the harmful effects of misusing medicines and drugs.
- l) Explain how medications may look similar but have different functions.
- m) Identify appropriate ways a person may express the emotions of happy, unhappy, or mad.
- n) Explain the role of listening in building and maintaining friendships.
- o) Explain the importance of responsible behaviors when interacting with others.
- p) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.

Advocacy and Health Promotion

1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

- (a) Identify home safety rules and guidelines for emergencies.
- (b) Practice fire safety procedures.
- (c) Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street.
- (d) Explain ways to stay safe when riding in a bus and automobile.
- (e) List playground safety rules, and report hazards on the playground.
- (f) Explain how protective gear reduces injuries.
- (g) Describe water safety and ways to reduce risks around water.
- (h) Identify the importance of sun safety.
- (i) Create safety rules for medications in the home.
- (j) Identify individuals or community agencies that keep people safe.
- (k) Describe how to report a dangerous situation.
- (l) Demonstrate ways to express emotions appropriately.
- (m) Demonstrate cooperation with friends and classmates.
- (n) Demonstrate responsible behaviors when interacting with others.
- (o) Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.

Spanish

1st Grade Spanish

- _____ S. 1.1 Introducing oneself
- _____ S. 1. 2 Basic Greetings
- _____ S. 1. 3 Colors
- _____ S. 1. 4 Shapes
- _____ S. 1. 5 Fruit and Beverages
- _____ S. 1. 6 Numbers 1-20
- _____ S. 1. 7 Weather
- _____ S. 1. 8 Seasons
- _____ S. 1. 9 Days of the week/months of the year
- _____ S. 1. 10 Parts of the body
- _____ S. 1. 11 Parts of the Face
- _____ S. 1. 12 Family
- _____ S. 1. 13 Animals
- _____ S. 1. 14 Opposite pairs (grande/pequeño, arriba/abajo, adentro/afuera, limpio/sucio, bueno/malo, alto/bajo)
- _____ S. 1. 15 Clothes
- _____ S. 1. 16 I like/ I do not like
- _____ S. 1. 17 I want (Yo quiero...)
- _____ S. 1. 18 Alphabet
- _____ S. 1. 19 Holidays
- _____ S. 1. 20 Classroom objects
- _____ S. 1. 21 Prayers

Music



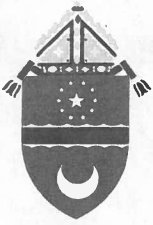
APPLICATION OF SKILLS: FIRST GRADE

Standard 1 – Performance

- 1.1 The student will demonstrate steady beat by playing instruments and/or body percussion.
 - 1.1.1 Demonstrate the difference between different types of meter using body percussion and/or movement. (i.e. a walking beat vs. a waltz or galloping beat)
- 1.2 The student will sing songs and play instruments individually and in groups.
 - 1.2.1 Sing songs that contain so, mi, and la pitches
 - 1.2.2 Identify pitched and percussive classroom instruments, using sight and sound
 - 1.2.3 Sing liturgical songs and parts of the Mass
- 1.3 The student will perform rhythmic patterns.
 - 1.3.1 Identify and perform rhythmic patterns that include quarter notes
 - 1.3.2 Identify and perform rhythmic patterns that include paired eighth notes
 - 1.3.3 Identify and perform rhythmic patterns that include quarter rests
- 1.4 The student will respond to music with movement.
 - 1.4.1 Perform dances and games from American and other cultures
 - 1.4.2 Demonstrate locomotor, non-locomotor, fine and gross motor movements
 - 1.4.3 Create body movements to enhance songs, stories, and/or poems

Standard 2 – Compose & Improvise

- 1.5 The student will create music through a variety of musical experiences.
 - 1.5.1 Create music using traditional and/or non-traditional notation including quarter notes, eighth notes, and quarter rests
 - 1.5.2 Improvise musical sounds by using classroom instruments, body percussion, and/or movement



Standard 3 – Music Theory

- 1.6 The student will begin to recognize form in music by identifying contrasting sections.
 - 1.6.1 Identify ABA form in simple songs (i.e. “Twinkle, Twinkle”)
 - 1.6.2 Identify verse/refrain (or verse/chorus) form in songs

- 1.7 The student will recognize and describe changes in musical expression.
 - 1.7.1 Demonstrate dynamic or tempo changes vocally, instrumentally, or with movement
 - 1.7.2 Demonstrate and use musical terms of *piano* and *forte* in music
 - 1.7.3 Demonstrate and use musical terms to describe fast and slow tempos (*presto/largo*)

- 1.8 The student will visually identify high pitches and low pitches on the staff.
 - 1.8.1 Identify that notes can be on lines or spaces
 - 1.8.2 Demonstrate high and low pitches vocally or instrumentally and with movement (La, So, Mi)
 - 1.8.3 Demonstrate the melodic direction of a song

Standard 4 – Analysis and Critique

- 1.9 The student will distinguish between accompanied and *a capella* vocal music.

Standard 5 – Music Culture

- 1.10 The student will explore music from non-western folk music.

Standard 6 – Cross-Curricular Connection

- 1.11 The student will identify the relationships between music and other disciplines.



Standard 7 – Citizenship

- 1.12 The student will exhibit respect for the contributions of self and others in a music setting.
 - 1.12.1 Contribute to a group effort of making music
 - 1.12.2 Contribute to a group effort of listening to music
 - 1.12.3 Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship

Art

Examples are given as suggestions and not meant as requirements.

Visual Art – 1st Grade

The standards for kindergarten, first and second grades serve as building blocks for further visual arts instruction. Students will learn that art is a personal expression, has value, teaches us about other times and places. Skills and concepts can vary among these three grade levels, with all achieved by the end of second grade.

The standards for grade one continues to emphasize that the visual arts are about ideas. Students will continue to build on their existing art vocabulary. Art production focuses on increased communication, self-expression and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Emphasis should be placed on the artistic process including idea development, production and reflection to achieve a final piece of art.

Skills

- A.1.1. Demonstrate safety and stewardship of materials
- A.1.2. Identify and use the elements of art
 - A.1.2.a. Color – Primary, secondary, warm, cool
 - A.1.2.b. Shape – Geometric, introduce organic
 - A.1.2.c. Space – Horizon line, size variation
 - A.1.2.d. Recognize size relationships big, small, near and far
 - A.1.2.e. Texture – Create implied or actual texture in a work or art (*Example: collage*)
- A.1.3. Identify and use the principles of design
 - A.1.3.a. Pattern – Alternating, repeating-
- A.1.4. Refine 3D motor skills

Creative Expression

Students should be encouraged to incorporate their own unique style and elements in their artwork to emphasize their individuality and avoid “cookie cutter art work.”

- A.1.5. Create a work of art based on:
 - A.1.5.a. the Catholic faith
 - A.1.5.b. a social or cultural event

- A.1.5.c. service to a community (*Example: placemats for a nursing home, cards for veterans, school auction item, mini sketchbooks for hospitals, origami flower bouquets, joke books, etc. as community outreach*)
- A.1.6. Create works of art inspired by:
 - A.1.6.a. Literary sources (*Example: bible, fairy tales, myths, poems and folktales*)
 - A.1.6.b. Use masterpieces/famous works as inspiration to create a work of art
- A.1.7. Create a 3D work of art (*Example: use curl, pleat, and fringe paper sculpture techniques*)
- A.1.8. Identify architecture as a type of art (*Example: warm/cool cities, house drawings*)
- A.1.9. Use thumbnail sketches to initiate creative process
- A.1.10. Discuss artistic choices made in the creation of your artwork

Art Heritage

- A.1.11. Identify and discuss meanings of symbols/symbolism used in Catholic Sacred Art (*Example: dove as a symbol of the Holy Spirit, or lilies as the symbol for Mary*)
- A.1.12. Understand works of art belong to particular cultures, historical times and places
- A.1.13. Identify American cultural symbols (*Example: flag, bald eagle*)

Aesthetic Judgment

- A.1.14. Use age appropriate art vocabulary to:
 - A.1.14.a. Recognize the elements of art in a work of art
 - A.1.14.b. View works of art and describe similarities and differences between them
 - A.1.14.c. Discuss the reasons why works of art have value
 - A.1.14.d. Recognize that viewers have different responses to works of art
 - A.1.14.e. Recognize emotions communicated in works of art
- A.1.15. Learn about careers in the visual arts

Library



LIBRARY

First Grade

- L.1.1.A.1 (I) Explain that libraries (school, public, other) are places to store and retrieve ideas and information
- L.1.1.B.1 (D) Locate circulation area
- L.1.1.B.2 (I) Identify different sections of the library as grade appropriate (Fic, NF, Ref, Easy, Biography, according to local organization)
- L.1.1.C.1 (D) Replace materials (books, etc.) in proper place when finished
- L.1.1.C.2 (D) Use and care for library materials appropriately
- L.1.1.C.3 (D) Follow local circulation procedures
- L.1.1.D.1 (I) Define and use grade appropriate library/media center terminology (library, librarian, early reader and picture book)
- L.1.1.D.2 (I) Define library operating systems terminology (circulation, checkout, renew, borrow)
- L.1.1.D.4 (I) Identify book components (title, author, illustrator, spine, cover, etc)
- L.1.2.A.1 (I) Explain how books are shelved in the library
- L.1.3.1 (I) Identify and read books of various genres and formats
- L.1.3.3 (I) Identify and explain the significance of appropriate notable awards for children's literature
- L.1.3.5 (I) Distinguish between contemporary and classic literature
- L.1.3.6 (I) Discuss how illustrations and other features (ex: endpapers, cover, etc.) tell story and/or extend the text
- L.1.3.7 (D) Explain how artwork expresses mood and tone of the work
- L.1.5.1 (I) Abide by Acceptable Use Policy guidelines of school and understand the Internet is a global community
- L.1.5.2 (I) Apply Christian values to maintaining a positive digital footprint (respecting privacy, Internet habits, etc.)

Technology



FIRST GRADE TECHNOLOGY STANDARDS

Standard 1.0 – Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

T.1.1.A Demonstrate knowledge of the nature and operation of technology systems

T.1.1.A.1 Identify the parts of the computer and their functions (Input, Output, Storage)

T.1.1.A.2 Demonstrate the proper care of the computer hardware and software

T.1.1.A.3 Basic Troubleshooting (no power, logging in, no sound, connection)

T.1.1.B Demonstrate proficiency in the use of technology

T.1.1.B.1 Follow verbal instructions to navigate within application software (such as starting applications and saving and retrieving files)

T.1.1.B.2 Know the keyboard layout - Use age appropriate keyboard charts and teacher generated worksheets

T.1.1.B.3 Develop good mouse, touchpad and/or touchscreen skills

T.1.1.B.4 Use correct sitting position when keyboarding (hand placement)

Standard 2.0 – Digital Citizen: Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

T.1.2.A Technology and Society: Explain how technology affects individuals and institutions (home and school)

T.1.2.A.1 Recognize that technologies (such as computers, calculators, televisions, cameras, mobile devices, DVDs, and SMART devices) have influenced daily life, in both the past and the present

T.1.2.A.2 Identify examples of how technology has affected the environment, in both the past and the present

T.1.2.A.3 Identify how technology tools have been and are used to meet people's needs

T.1.2.A.4 Discuss how we take the Catholic values that we use in our real world with us into the digital world.

T.1.2.B Ethical and Legal Issues: Practice responsible and appropriate use of technology systems, software, and information

T.1.2.B.1 Understand and follow the acceptable use policy

T.1.2.B.2 Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)

T.1.2.B.3 Recognize the potential harm of intrusive applications (such as viruses, click bait, pop-up windows, etc.)

T.1.2.B.4 Use safe and correct security procedures (such as protecting and updating password and user ID)



T.1.2.C Ethical and Legal Issues: Demonstrate an understanding of current standards

T.1.2.C.1 Explore and discuss social and ethical behaviors when using technology

T.1.2.D Ethical and Legal Issues: Understand current online safety guidelines

T.1.2.D.1 Discuss risks related to using the Internet (strangers with cruel intent, gaming with people you don't know)

T.1.2.D.2 Recognize safe practices when online (never share personal information, tell parents if you feel uncomfortable with someone on the internet)

T.1.2.D.3 Discuss appropriate measures to take before creating email accounts or other online accounts. Such measures should include asking parents for permission.

Standard 3.0 – Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

T.1.3.A Use technology to locate and collect information (such as bookmarked websites, or shortcut icons)

Standard 4.0 – Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

T.1.4.A Creativity/Innovation – Multimedia/Idea Presentation: Use and understand how technology can be used to express ideas

T.1.4.A.1 Multimedia: Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings

T.1.4.A.2 Idea Presentation: Prepare writing and data for display with tools such as visual organizer, word processing or multimedia software either individually or teacher-led group activity

T.1.4.B Learning: Use and understand how technology enhances learning

T.1.4.B.1 Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills

T.1.4.B.2 Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task



Standard 5.0 –Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

T.1.5.A Productivity and Problem Solving: Use and understand how technology increases productivity

- T.1.5.A.1 Describe ways the selected technology tools are being used to support learning goals
- T.1.5.A.2 Use templates provided by the teacher to complete learning assignments
- T.1.5.A.3 Edit work created using word processing software
- T.1.5.A.4 Use teacher-identified resources to collect information using print and non-print resources as a class or in a small group
- T.1.5.A.5 Construct a set of statements to be acted out to accomplish a simple task (e.g., turtle instructions)

Standard 6.0 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, and formats and digital media to appropriate their goals.

T.1.6.A Communication - Tools: Use and explain how technology is used for communication

- T.1.6.A.1 Identify technology tools that help gather information, share ideas, and respond to questions

T.1.6.B Communication - Media Formats: Use and explain the variety of media formats

- T.1.6.B.1 Recognize that various media formats are used to communicate ideas, such as DVD, flash/thumb drive, streaming media, podcasts, etc.

Standard 7.0 - Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

T.1.7.A Collaboration: Explore and use technology in an instructional setting to encourage collaboration

- T.1.7.A.1 Participate in a class or small group lessons using technology for shared writing or language experience stories