

## First Grade

### Religion

*Students will :*

- Recognize the Holy Spirit as someone who helps us make good choices
- Discuss how the Bible is God's Word
- Discuss ways they can live their life according to the Catholic Church
- Define Baptism as joining the family of the Catholic Church
- Identify Mary as the Mother of Jesus and all of us
- Identify the Trinity as the Father, Son, and Holy Spirit

### **Language Arts**

*Goals :*

- Learn to value written and spoken word.
- Learn to communicate through writing and speaking.
- Read independently.
- Read grade level instructional text
- Develop and apply grade level instructional vocabulary

*Students will :*

- Read grade level instructional text
- Develop grade level vocabulary
- Identify long vowels, r-control, and vowel digraphs
- Identify contractions, consonant digraphs, silent consonants, compound words, possessives, plurals, homophones, and a-b-c order to the third letter
- Identify word and sentence structure
- Distinguish between common and proper nouns
- Identify verb tense
- Identify personal pronouns
- Write using correct capitalization and punctuation
- Write a paragraph, a letter, a summary, and a grade level appropriate book report

- Proofread and revise student writing; using some editing skills; produce a final copy
- Identify parts of a book
- Identify details, cause and effect, and compare/contrast
- Answer comprehension questions when listening to or reading a story
- Use context clues to identify unknown words

## **Math**

*Students will :*

- *Subtraction*
  - Write subtraction sentences from 11 – 20
  - Subtract with zero
  - Use a number line to subtract
- *Addition*
  - Use a number line to add
  - Add doubles plus one
  - Identify the missing addend
- *Data and Graphing*
  - Create a tally chart
  - Create and interpret a bar graph
- *Numbers and Patterns to 100*
  - Identify number patterns
  - Use 10 to estimate
  - Use symbols to compare
- *Addition and Subtraction Facts to 12*
  - Identify alternate names for numbers 11-20
  - Identify the operation needed to solve the problem
- *Money*
  - Identify amounts less than \$1.00

- *Geometry and Fractions*
  - Identify faces on a solid shape (i.e. cube, cylinder, pyramid)
  - Identify equal parts
  - Identify one-third and one-fourth
  
- *Addition and Subtraction Facts to 20*
  - Add with ten
  - Make a ten to add
  - Add with three addends
  - Subtract up to twenty
  - Write fact families
  
- *Measurement*
  - Measure in inches and centimeters
  - Identify nonstandard units
  - Compare weights with pounds and kilograms
  - Measure and compare cups, pints, quarts, and liters
  
- *Time and Calendar*
  - Compare amount of time to complete a task
  - Read the time to the half-hour
  - Read digital clocks to the half-hour
  - Compare time of two events
  
- *Two-Digit Addition and Subtraction*
  - Use mental math to add tens
  - Add two-digit numbers
  - Subtract tens
  - Use mental math to subtract tens
  - Subtract two-digit numbers (without borrowing)
  - Check subtraction problems by adding

- Add and subtract money

## Science

*Students will :*

- *Life Science*
  - Identify the parts/needs/functions of a tree
  - Describe how people and animals need trees
  - Explain how people grow and change
  - Define and explain how muscles, joints and bones work together to help you move
  - Define and explain the care of skin
  - Describe the movement of living things
- *Earth Science*
  - Explain the function of the sun and its relationship to shadows
  - Identify types of weather (i.e. snow, rain, sunny)
  - Compare and contrast seasons
  - Define moon, stars, and sun
  - Describe environment of pond
  - Identify animals in a pond
  - Identify food in a pond
- *Physical Science*
  - Identify the properties of matter and observe how matter can change
  - Define: *solids, liquids, gases*
  - Define "*parts*" and position of objects
  - Explain how parts work together
  - Define motion

## Social Studies

*Students will :*

- Identify different Native American groups

- Read about the journey of Columbus
- Identify early settlers of America
- Discuss how the Pilgrims overcame harsh conditions and how Native Americans helped them
- Identify holidays in the U.S.
- Identify symbols that stand for the U.S.
- Describe how Japanese culture is similar and different from U. S.
- Define natural resources
- Identify the differences of wants and needs
- Define goods
- Discuss how money is made
- Discuss how money differs from country to country
- Define what a neighborhood is
- Compare and contrast small and large communities
- Identify the continent of North America and U.S. neighbors
- Identify land and water features (hill, plain, mountain, lake, river, ocean, weather, season, continent)
- Discuss the relationship between homes, neighborhoods, communities, states, countries, and Earth
- Define voting
- Discuss how to read a time line
- Define map
- Identify direction
- Discuss how symbols are used to represent things on a map
- Identify and use a map key
- Explain the concepts of alike and different, and comparing, and contrasting
- Explain how rules and laws help people get along
- Identify common problems in getting along with others and discuss solutions
- Identify the difference of job and volunteer

## **Library**

*Students will :*

- Know that materials in the library have a specific order
- Develop an understanding of their own part in keeping materials in order
- Choose a book to borrow with assistance from the librarian
- Locate materials appropriate to grade level
- Appreciate books and take proper care of the books borrowed
- Recognize alphabetical sequencing
- Identify the cover, spine, and title page of a book
- Understand the meaning of call letters on the spine of a book

### **Physical Education**

*Students will :*

- Show respect for others
- Engage in moderate physical activity – (run five laps)
- Demonstrate locomotor skills of gliding, walk, run, hop, skip forward and sideways
- Change directions in response to a signal
- Demonstrate perceptual motor skills – (jog in place at various speeds, jumping jacks)
- Demonstrate manipulative skills – (catch a bouncing ball, catch a ball on the fly, jump and turn long jump rope)
- Play lead-up games for soccer

### **Music**

*Students will :*

- Identify higher/lower tones
- Identify fast/slow tempo
- Identify beat, no beat
- Identify a “rest” symbol for no sound on beat
- Identify getting gradually faster or slower
- Identify unpitched instrument families
- Create steady beat/no steady beat in instrumental piece

- Exhibit ability to sing in groups using proper technique
- Perform easy rhythmic and melodic patterns accurately and independently on classroom instruments
- Identify simple music forms presented orally

## **Art**

*Students will :*

- Exhibit use of texture and patterns
- Develop knowledge of different art forms
- Display awareness of detail

## **Computer**

*Students will :*

- Use several tools in Kid Pix for the same project
- Save and re-open projects in Kid Pix
- Use weekly spelling words in sentences in Kid Pix
- Use more drawing with weekly projects
- Type in the URLs of Websites
- Add Websites to a Favorites List
- Collect information from Websites at a beginning level
- Use speed and accuracy in Math Facts in a Flash