
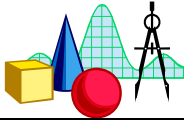






FIRST GRADE CURRICULUM

TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Shared Reading-5 times per week Guided Reading- 3times per week Read Aloud/Think Aloud- 5 times per week Word Study- 5 times per week Independent Reading- 5 times per week		
Strategies	<i>Connect Known to New</i> <i>Ask Questions</i> <i>Fix-Up Strategies</i>	<i>Form Sensory Images</i> <i>Infer Meaning</i> <i>Fix-Up Strategies</i>	<i>Synthesize Ideas</i> <i>Determine Importance</i> <i>Fix-Up Strategies</i>
K-2 Parent Pamphlets	Connect Known to New Ask Questions	Form Sensory Images Infer Meaning	Synthesize Ideas Determine Importance
Word Study	<p>During the first week of school, students begin to review phonemes using a spelling through phonics approach. In this process, the phonemes are presented in a manner so that auditory and visually similar phonemes are separated.</p> <p>After completing a review of the phonemes, students are taught 1-2 lessons from the Making Words book each week.</p> <p>During the 3rd week of first grade, students begin Word Wall Words. Each week, 6 new Word Wall Words are introduced in order to become part of the students' sight word vocabulary. They will be expected to read these words, as well as use them in their daily writing.</p> <p>Students learn chunks during Word Study (using Word Wall weekly lists and Making Words) and during shared reading. The following is a list of these chunks.</p>		

	<ul style="list-style-type: none"> • Short a as in -at, -an, -ap, -ad, -ack, -am • Short o as in -ot, -op, -ock • Short i as in -ick, -ill, -in, -ig, -it • Short u as in -ut, -ug, -ub, -uck, -un • Short e as in -et, -ell, -est, -ed, -en • Long a as in -a_e, -ay, -ai_ • Long o as in -o_e, oa_, old • Long i as in -igh, -y, -i_e • Long u as in -u_e, -ue • Long e as in -ea_, -ee_, -e 		
Writing - -Writing Workshop	<p><i>How does writing help me communicate my understanding of the world?</i></p> <p>There are three essential components in a writing workshop: a mini-lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.</p> <p>The time students spend on "assigned writing -prompts" is balanced with time students spend on "self-selected" writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.</p>		
<u>6 Traits of Writing</u>	Conventions Ideas Organization (narrative)	Organization (expository) Word Choice Voice	Voice (continued) Sentence Fluency
Genre	Narrative	Expository	Review of previously taught genres
Speaking & Listening	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Select and use appropriate listening strategies to construct meaning • Interpret verbal and nonverbal messages to construct appropriate responses • Use contextual cues to select verbal and nonverbal strategies in formal speaking situations • Use contextual cues to select verbal and nonverbal strategies in informal speaking situations • Monitor and correct listening and speaking strategies in formal and informal situations 		
Literature	<p><i>Students will be able to...</i></p>		

	<ul style="list-style-type: none"> Identify and understand influence of literary elements on meaning Identify and understand influence of literary techniques on meaning Interpret both fiction and nonfiction Relate literature to personal experiences 		
Accessing & Acquiring Information	<i>Students will be able to...</i> <ul style="list-style-type: none"> Establish a purpose for inquiry Locate, evaluate, and select sources of information appropriate to the purpose Locate, evaluate, and select information from sources appropriate to the purpose Organize information effectively for the purpose 		
Handwriting	Mastery of <i>D'Nealian Manuscript</i> letter production		
MATH <i>Philosophy</i>			
Focus Areas	<i>Number and Operation</i>	<i>Geometry</i>	<i>Algebra</i>
			
Problem Solving	<ul style="list-style-type: none"> Students will be able to recognize, analyze, select, and apply computational strategies and resources to problem solving and life situations 		
Objectives Assessed	<i>Students will be able to...</i> <ul style="list-style-type: none"> Count backward 20 - 0 Using models, investigate variable expressions that equal a constant sum Represent a problem and its solution by making a graph or chart 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Demonstrate an understanding of relative magnitude and positions of numbers 0-100 Identify and name hexagon, octagon, trapezoid, rhombus, ellipse, semi-circle, hemisphere, and cone Investigate the effects of manipulating shapes and objects studied thus far and confirm the results 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Add two single digit numbers (with sums up to 10) mentally and when written vertically and horizontally Write an equation from a given word problem involving addition and subtraction Subtract one single digit number from a larger single digit number mentally and when written vertically and horizontally
K – 2 Parent Pamphlets	Trimester 1	Trimester 2	Trimester 3

SCIENCE <i>Philosophy</i>		K-5 Overview		
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	
Content/Hands-On Learning		Insects Constructions Rocks, Sand and Soil		
THINKING ACROSS THE CURRICULUM				
HEALTH				
Focus		Friendship and relationships		
SOCIAL SCIENCE <i>Philosophy</i>				
Umbrella Questions – Big Ideas		<i>What are the relationships in a family?</i>	<i>How and why do families change?</i>	<i>How does the environment affect families?</i>
Themes		Change	Relationships	Place
Case Studies		Family (Now and Then)	Family (Here and There, Now and Then); South America	Family (Now and Then); South America
Inquiry 	Change What is change? Relationships What effects does change have on families? Needs How does change affect people's needs and wants? Power	Relationships What are the relationships between the child and the family? Needs How do groups meet the needs and wants of families? Citizenship	Choices How does place affect leisure? Needs How does place affect needs and wants? Relationships How does place affect peoples and culture?	

	<p>What are the relationships between the government and the people?</p> <p>Diversity How do individual beliefs impact perspectives?</p>	<p>What are the rights and responsibilities of members in a family?</p> <p>Diversity How do individual beliefs impact your choices?</p> <p>Power What are the relationships between the government and the people?</p>	<p>Physical Environment How does place impact environment?</p> <p>Work How does place affect jobs?</p>
Civic Virtues	<p>Diversity Individual Rights The Common Good</p>	<p>Diversity Individual Rights The Common Good</p>	<p>Diversity Individual Rights The Common Good</p>
ACADEMICALLY TALENTED			
SOCIAL EMOTIONAL GOALS			
TEXTBOOKS			