



STAFFORD COUNTY PUBLIC SCHOOLS

Curriculum Overview Grade 1

Course Description:

Fundamental skills provide the focus for learning in first grade with reading, writing and mathematics as priorities. First grade students will be immersed in a literature rich environment to develop and expand reading, writing and oral language skills. Mathematics instruction will emphasize problem solving, communicating, reasoning, making connections and using representations. Students also learn about their world through science and social studies, and receive instruction in physical education, health, art and music.

Essential Knowledge and Skills/Processes:

READING/ENGLISH: Reading instruction focuses on phonetic strategies, meaning clues and language structure. Students learn to integrate phonetic principles and expand their vocabularies as they learn to read. Comprehension and fluency become more focused as students begin to increase their ability to read unfamiliar words, stories and texts. Students are expected to write in complete sentences by the end of first grade, using age-appropriate capitalization and punctuation. Correct spelling for often used words is also an expectation. Additionally, oral language skills are developed as students are expected to speak in complete sentences and change their language to fit the situation.

- Orally identify, produce, and manipulate various units of speech sounds within words.
- Blend beginning, middle and ending sounds to decode unfamiliar words
- Apply phonetic principles to read and spell
- Read and spell high frequency sight words
- Use context clues (e.g. pictures, surrounding text) to determine the meaning of unknown words
- Set a purpose for reading and make predictions using background knowledge as a context for new learning
- Identify and use text features (e.g. pictures, titles, headings, charts, and captions) to make and confirm predictions
- Ask and answer explicit and implicit questions about a given text
- Retell stories and events from a given text
- Reread to self-correct errors
- Identify the main idea and story elements from fictional text
- Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression
- Expand and use vocabulary from content areas
- Participate in the writing process (prewriting, writing, revising, editing, publishing) with teacher direction
- Use previous experiences to generate ideas and focus on one topic in a piece of writing

- Use descriptive details when writing
- Create complete sentences with appropriate capitalization, punctuation and correct spelling for high frequency sight words when writing (usage / mechanics)
- Use phonetic principles and patterns to write unknown words
- Use simple reference materials (e.g. picture dictionary, table of contents)
- Use available technology for reading and writing

MATHEMATICS:

- Use efficient, flexible strategies to solve problems
- Communicate mathematical understanding
- Demonstrate an understanding of how numbers are organized into groups of tens
- Identify, count, write, group, and compare numbers through 110
- Represent (with models) and orally name fractions for halves and fourths
- Create and solve one-step story problems using addition and subtraction facts through twenty
- Demonstrate fluency of basic addition and subtraction facts through ten
- Determine the value of a collection of like coins (pennies, nickels, and dimes) whose total value is 100 cents or less
- Use objects or tools to measure and compare length, weight/mass and volume
- Identify, trace, describe and sort geometric figures (e.g. circle, rectangle, triangle) according to number of sides, vertices, and angles
- Collect, organize and represent various forms of data collection (e.g. tally marks, graphs, tables)
- Read and interpret data in a picture/object graph and/or tables
- Sort and classify objects according to attributes
- Identify, describe, extend, create and transfer growing and repeating patterns
- Demonstrate an understanding of equality

SCIENCE: Emphasis is placed on classifying and recognizing relationships among living and non-living things. Students also learn to use their senses and simple tools to predict, observe and explain the results of simple experiments

- Conduct investigations requiring measurements of length, mass and volume.
- Communicate information with simple graphs and pictures.
- Observe kinds of motion and that vibrations can produce sounds.
- Investigate how different substances react with water such as dissolving and mixing and the influence of water temperature.
- Observe characteristics of plants such as their basic parts, their needs for life, and overall characteristics such as edible or nonedible, and deciduous or evergreen
- Observe that animals and humans have life needs, physical characteristics such as shapes, coverings, and methods of movement
- Investigate the relationship between the earth and the sun
- Observe the patterns of seasonal change and the effects on plants, animals, and people
- Identify natural resources, their limited nature, and factors affecting air and water quality

SOCIAL STUDIES: Students will apply history and social science skills to the learning of Virginia history and geography. Students will also learn basics of economic choices and the traits of a good citizen.

- Recognize connections among past, present, and future by studying leaders from Virginia's past, including Powhatan, Pocahontas, Christopher Newport, George Washington, Thomas Jefferson, Maggie Walker, and Arthur Ashe
- Learning about people and events associated with major holidays: President's Day, Independence Day, and Martin Luther King, Jr. Day
- Recognize basic map symbols and use cardinal directions
- Locate the following on a map: Stafford, Richmond, Virginia, Washington, D.C., and the United States
- Develop a geographic understanding of Virginia's landforms and climate
- Explain or describe in simple terms various economic concepts, including, goods, services, producers, and consumers
- Explain that people make choices because they can't have everything they want and that people save money to buy things in the future.
- Describe direct and representative democracy

- Understand that the people of Virginia have state and local governments that are elected by the people and how citizens contribute to their communities
- Recognize symbols and traditions of Virginia
- Apply the traits of good citizens

PHYSICAL EDUCATION/HEALTH: Students in grade one refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational games, dance, and gymnastics. They continue to develop an understanding of key concepts and anatomical basis of movement principles and link these concepts and principles to their movement. Students explore and experiment with a range of movement experiences in a variety of environmental contexts, with the goal of becoming confident and competent movers. Students relate participation in vigorous physical activity to changes in the body, to enjoyment, and to improving their health and wellness. They further their understanding of the importance of physical activity and energy balance (nutrition) in their lives. As students increase their understanding of movement, they gain a deeper understanding of how the body moves. Students continue to develop socially as they work safely alone and in groups. The natural enjoyment of physical activity should be reinforced and complemented by a variety of educational game, dance, and gymnastic activities in which students learn and are successful.

- Demonstrate approaching mature form and the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
- Identify basic anatomical structures and basic spatial awareness concepts.
- Identify changes in the body that occur during moderate-to-vigorous physical activity.
- Demonstrate basic knowledge and skills for safe and cooperative play, individually and with others, without reminders from teacher.
- Identify basic nutrition concepts of energy balance.

Students in grade one learn about personal safety and the body's major organs. They begin to understand how behaviors can impact health and wellness now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of social media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

- Identify the basic components and functions of human body systems and the importance of safe

practices, positive interpersonal relationships, and environmental health.

- Explain that good health is related to healthy decisions.
- Identify specific rules and practices to promote personal safety and socially responsible behaviors.
- Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.
- Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.
- Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).

VISUAL ARTS: In art, students will identify primary colors and experiment with various art forms, textures and patterns, and lines.

- Cut multiple shapes both free form and folded.
- Recognize and construct 3D forms.
- Begin controlling paint.
- Identify and mix primary colors.
- Experiment and produce textures.
- Practice safety procedures.
- Perceive spatial relationships.
- Recognize differences and use a variety of lines.
- Create patterns by repeating.
- Understand the arts to be a personal expression.
- Recognize the arts of certain specific cultures.

Resources:

Resources concerning the Standards of Learning for Virginia Public Schools and more can be found at the Virginia Department of Education website: <http://www.doe.virginia.gov> Helpful resources at this site include subject and grade level Standards of Learning, Curriculum Frameworks, and Scope and Sequence documents. Additional resources are listed below:

Reading

- <http://www.ed.gov/parents/read/resources/readingtips>

- Contrast artwork from different period of cultures in the history of Virginia and United States.

MUSIC: Essential knowledge in music includes identifying rhythms, patterns and instruments

- Identify and perform rhythms using quarter notes and rests, half notes and eighth notes
 - Play a simple bourdon on melodic rhythm instruments
 - Demonstrate word rhythms
 - Identify strong and weak beat patterns
 - Echo and match pitch or pitch patterns using sol, mi and la
 - Identify high/low, loud/soft, fast/slow, long/short sounds, pitch patterns moving up or down, and beat/no beat
 - Differentiate between vocal music with or without an accompaniment, and vocal vs. instrumental music
 - Identify simple musical forms, AB and ABA
 - Identify the following instruments by sight and sound: snare drum, piano, violin, trumpet and flute
 - Respond through movement to various musical styles/moods
 - Participate in line and circle dances
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