Kehoe-France Northshore

1st Grade Curriculum

English Language Arts

The language arts curriculum provides systematic, explicit skills instruction that include phonemic awareness (sounds in spoken words), phonics and decoding skills. Literature and language-rich activities ensure that all students develop the skills to become fluent readers, writers, listeners, speakers and thinkers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Written Language – Reading)
Phase 2: Learners show an understanding that language can be presented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Reading – Decoding and Encoding:

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Demonstrate an understanding of spoken words, syllables, and sounds (phonemes).
    - Long and short vowels
    - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know and apply grade-level phonics and word analysis in decoding words.
    - Know the spelling-sound correspondences for common consonant digraphs.
    - Decode regularly spelled one-syllable words.
    - Know final -e and common vowel team conventions for representing long vowel sounds.
    - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    - Decode two-syllable words following basic patterns by breaking the words into syllables.
    - Read words with inflectional endings.

    - Recognize and read grade-appropriate irregularly spelled words (high frequency words).
- Diphthongs
- R-Controlled vowels
- Word families
- Long vowel trickers
- Other vowel trickers (ar, or, ear, tag along e)
- Rhythm and rhyme

Reading – Comprehension Skills (Literature and Informational Text):

- Ask and answer questions about key details in a text.
- Retell stories, including key details.
- Recognize and understand the central message or lesson.
- Describe characters, setting, and major events in a story.
- Identify plot: beginning, middle, and end
- Plot: Identify problem and solution.
- Sequence events.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters in stories.
- Compare and contrast the adventures and experiences of characters in stories.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify similarities and differences between two texts on the same topic.
- With prompting and support, read informational texts appropriately complex for grade 1.
- Determine cause and Effect.
- Determine important ideas.
- Recognize patterns in text.
- Draw conclusions.
- Make and confirm predictions.

Reading – Vocabulary:

- Determine or clarify multiple-meaning words and phrases using context clues.
    - Use sentence-level context as a clue to the meaning of a word or phrase.
    - Use knowledge of frequently occurring affixes (prefixes and suffixes) to interpret the meaning of a word.
    - Identify frequently occurring root words and their inflectional forms.

- With guidance and support demonstrate an understanding of word relationships and nuances in word meanings.
    - Sort words into categories.
    - Define words by category and by one or more key attributes.
    - Identify real-life connections between words and their use.
    - Distinguish similar meanings among verbs and adjectives differing in intensity.
- Synonyms and antonyms
- Question words
- Onomatopoeia
- Idioms
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Reading – Fluency:

- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

IB Strand (Written Language – Writing) – Phase 2: Learners show an understanding that writing is a means of recording, remembering, and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Writing:

- Write opinion pieces in which they introduce or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects.
- With guidance and support from adults, recall information from experiences or gather information from provided resources to answer a question.
- Use graphic organizers.
- Generate questions for writing.
- Use complete sentences.
- Write sentences about problems/solutions.
- Write a friendly letter.

IB Strand (Oral Language – Speaking and Listening) – Phase 2: Learners show an understanding that sounds are associated with objects, events, and ideas, or with symbolic representation of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Speaking and Listening:

- Participate in collaborative conversations with diverse partners.
    - Follow agreed upon rules for discussions.
    - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    - Ask questions to clarify any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task, audience and situation.

Language:

- Legibly print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs.
- Use personal and possessive pronouns.
- Use verbs to convey a sense of past, present, and future.
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions.
- Use determiners.
- Use frequently occurring prepositions.
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.
- Capitalize the dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

IB Strand (Visual Language – Viewing and Presenting) – Phase 2: Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Information Resources:

- Use various sources to gather information.
- Use the library to research topics.
- Record data through words and pictures.
- Use graphic organizers.
- Alphabetical order

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Mathematics

First graders will learn and practice many important skills. The math program provides opportunities for students to build their understanding of mathematical concepts and ample practice to master important skills. Most importantly, all concepts are taught through and practiced within a strong problem-solving environment, insuring that students become life-long problem solvers. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Strand (Number) – Phase 2: Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds and beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Number and Operations in Base Ten:

- Extend the counting sequence.
  - Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
- Understand place value.
  - Understand that two digits of a two-digit number represent amounts of tens and ones.
  - Compare two two-digit numbers based on meanings of the tens and ones digit, recording the results of comparisons with the symbols >, <, and =.
- Use place value understanding and properties of operations to add and subtract.
  - Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of ten.
  - Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
  - Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- Fractions: ½, ⅓, ¼
    - Partition circles and rectangles, describe the shares using the words *halves, thirds, fourths, and quarters,* and use the phrases *half of, fourth of,* and *quarter of.* Understand that decomposing into more equal shares creates smaller shares.

Operations and Algebraic Thinking:

- Represent and solve problems involving addition and subtraction.
    - Using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknown in all positions.
    - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Understand and apply properties of operations and the relationship between addition and subtraction.
    - Apply properties of operations to add and subtract.
    - Understand subtraction as an unknown-addend problem.
- Add and subtract within 20.
    - Relate counting to addition and subtraction.
    - Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; and creating equivalent but easier or known sums.
- Work with addition and subtraction equations.
    - Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
    - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

IB Strand (Measurement) – Phase 1: Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

IB Strand (Data Handling) – Phase 1: Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe, and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Measurement and Data:

- Represent and interpret data.
    - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
- Tell and write time.
    - Tell and write time in hours and half-hours using analog and digital clocks.
- Measure lengths indirectly and by iterating length units.
    - Order three objects by length; compare the lengths of two objects indirectly by using a third object.
    - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understand that the length

measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

- Work with money.
    - Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)

IB Strand (Shape and Space) – Phase 1: Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions, and boundaries of their immediate environment.

Geometry:

- Reason with geometric shapes and their attributes.
    - Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.
    - Compose two-dimensional shapes and three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

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Science

In first grade, students continue to learn that living things grow, change, are diverse, interdependent and interact with the changing environment. The earth and our universe are constantly changing; energy and matter interact causing change in our physical world. In class the students develop and use basic process skills as they learn, investigate, hypothesize, evaluate, and build an understanding of the science process. Science news related topics along with child initiated topics are incorporated into the curriculum. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Science Strands: Forces and Energy/Living Things/Earth and Space

Science and Engineering Practices:

- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Constructing explanations and designing solutions.
- Obtaining, evaluating, and communicating information.

Physical Science:

- Sound and Light
    - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
    - Make observations to determine that objects can be seen only when illuminated.
    - Investigate the effect of placing objects made of different materials in the path of a beam of light. (Materials include transparent, translucent, opaque, or reflective)
    - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Life Science:

- Investigate plants and animals in their habitats
    - Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other.
        - Explore different habitats in the community.
        - Make observations of plants and animals to compare the diversity of life in different habitats.
        - Different animals use their body parts in different ways.
    - Plants also have different parts that help them survive and grow.
        - Determine if plants need sunlight and water to grow.
        - Plants may depend on animals for pollination or to move their seeds around.
        - Model the function of an animal in dispersing seeds or pollinating plants.

- Life cycle of living things
    - Plants and animals have unique and diverse life cycles.
        - Develop a model to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.
    - Determine behavior of adult animals and offspring that help offspring survive.
    - Make observations to construct evidence that young plants and animals are similar, but not exactly like, their parents.

Earth Science:

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.
    - Use observations of the sun, moon, and stars to describe patterns that can be predicted.

- Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

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Social Studies

In first grade, student build upon skills learned in kindergarten in order to identify concepts of continuity and change in their personal environments, identify and describe people, events, and symbols that are important to the United States, recognize and use basic geographic tools to organize and interpret information about people, places, and environments, develop an understanding of their role as a responsible citizen. Some examples of specific concepts and skills which students are to master are provided in the topic areas listed below:

IB Social Studies Strands: Human and Natural Environments/Human Systems and Economic Activities/Continuity and Change Through Time/Social Organization and Culture

Chronological Thinking Skills:

- Construct personal timelines that highlight past and present events.
- Create a primary source of personal information.
- Compare and contrast lifestyles of the past to the present.

Historical Thinking Skills:

- Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs.
- Describe reasons for celebrating events commemorated in national holidays.

Maps, Globes, and Environment:

- Identify a representation of a location/space on a map/globe.
- Identify simple map symbols, compass rose (cardinal directions), and key/legend.
- Identify basic landforms using a globe or map (oceans, islands, mountains, rivers).
- Describe the impact that seasons have on daily activities and on the physical environment in various regions.
- Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter.
- Describe how the environment determines various types of human shelters.
- Predict ways human actions impact the environment.

Government and Citizenship:

- Develop a list of rules for the classroom and describe their benefits/consequences.
- State examples of rules and laws in the home, school, and community and explain their purposes.
- Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community.