

CLAREMONT UNIFIED SCHOOL DISTRICT

Curriculum Goals First Grade

Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life-long experiences. The program has a balance of phonics-based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in-depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

Standard 1: Reading Process

To progress toward the content standard in Reading Skills and Strategies, first grade students will:

Demonstrate an understanding of how print is organized and read.

To progress toward meeting the grade level standard, students will:

- Recognize and name all upper and lower-case letters.
- Match some high frequency oral words to some high frequency printed words.
- Recognize the function of empty space in establishing word boundaries.

Demonstrate developmentally appropriate levels of phonemic awareness, decoding and word recognition.

To progress toward meeting the grade level standard, students will:

- Hear each separate sound in words.
- Identify middle and ending consonant sounds.
- Blend sounds such as /c/ /a/ /t/ into "cat".
- Change ending sound to create new words, such as cat into /c/ /a/ /n/.
- Delete beginning sounds to make a new word, such as, "If I had 'cat' and I took off/c/ what would be left?"
- Identify all upper and lower case letters.
- Identify all corresponding consonant sounds and approximate vowel sounds.
- Break words into syllables.
- Read familiar text.
- Use decoding strategies (phonics) to explore new text.
- Look for word parts.

To progress toward the content standard in Reading Comprehension, first grade students will:

Respond to fictional texts to develop understanding of a story read aloud.

To progress toward meeting the grade level standard, students will:

- Recognize topic or main idea.
- Clearly retell stories including beginning, middle and end.
- Respond to *who*, *what*, *where*, *when* and *how* questions.
- Summarize simple narrative passages.
- Use *who*, *what*, *where*, *when* and *how* questions to compare various versions of the same text.
- Identify a story as a type of literature.

Respond to nonfiction text or informational material that has been read aloud to develop understanding and expertise.

To progress toward meeting the grade level standard, students will:

- Relate background knowledge to textual information.
- Describe the main idea of simple texts.
- Summarize simple passages.
- Follow simple written instructions.

Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, first grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Listen to and experience folk tales and fables.
- Read and respond to nursery rhymes and poetry.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Retell stories using beginning and ending.
- Identify character, setting and story events.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen, read and respond to literature which relates to their developmental/ experiential level.
- Select stories and books for personal interest.
- Retell favorite stories, recite favorite poems or chants.

Standard 3: Writing

To progress toward the content standard in Writing, first grade students will:

Write a legible sentence.

To progress toward the grade level standard, students will:

- Print legible and spaces letters and words appropriately.

Use simple techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, and editing techniques to their own writing.

Convey thoughts and ideas using various forms of writing.

To progress toward the grade level standard, students will:

- Convey messages in simple narratives and stories.
- Write in a journal.
- Write lists and informal messages.

Standard 4: Language Conventions

To progress toward the content standard in English Grammar, first grade students will:

Show evidence of standard English grammar, usage, and mechanics in their oral and written work.

To progress toward meeting the grade level standard, students will:

- Write and speak in complete, coherent sentences.
- Identify and use singular and plural nouns.
- Use periods at the end of sentences.
- Capitalize own name correctly.

Use developmentally appropriate spelling in their written work.

To progress toward meeting the grade level standard, students will:

- In a piece of writing, use correct spelling for high-frequency words and simple words with regular spelling patterns.
- Use knowledge of letters and corresponding sounds to write approximate spellings of new words.

Standard 5: Speaking and Listening

To progress toward the content standard in Speaking and Listening, first grade students will:

Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Listen to and follow directions
- Engage in a dialog responding in complete sentences relevant to topic
- Contribute to small group and partner discussions
- Respond in complete sentences relevant to topic

Use speaking strategies appropriate to audience and purpose.

To progress toward meeting the grade level standard, students will:

- Stay on topic when speaking
- Read aloud in a manner that sounds like natural speech.
- Recite short poems, rhymes, songs, and stories
- Use role-playing and creative dramatics

Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from "Mathematics Content Standards for California Public Schools, 1999," California Department of Education.

During the school year, first grade students will be working on the following concepts:

Focus Statement: By the end of first grade, students understand and use the concept of "ones" and "tens" in the place value number system. They add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problem situations.

Number Sense

- 1.1 Count, read and write whole numbers up to 100.
- 1.2 Compare and order whole numbers to 100 using the symbols for less than, equal to, or greater than.
- 1.3 Represent equivalent forms of the same number through the use of physical models, diagrams and number expressions (to 20).
- 1.4 Count and group objects into ones and tens.
- 1.5 Identify and know the value of coins and show different combinations of coins that equal the same value.
- 2.1 Know the addition facts from memory (sums to 12) and the corresponding subtraction facts.
- 2.4 Count by 2s, 5s and 10s with numbers to 100.
- 2.5 Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).
- 2.6 Solve addition and subtraction problems with one and two digit numbers.
- 2.7 Find the sum of three one-digit numbers.
- 3.1 Make reasonable estimating when comparing larger or smaller numbers.

Algebra and Functions

- 1.1 Write and solve number sentences for problem situations that express relationships involving addition and subtraction.
- 1.2 Understand the meaning of the symbols +, -, =

Measurement and Geometry

- 1.1 Compare the length, weight and volume of two or more objects using direct comparison or a nonstandard unit.
- 1.2 Tell time to the nearest half hour and compare time related to events (e.g., before/after; shorter/longer).
- 2.1 Identify, describe and compare triangles, rectangles, squares and circles including the faces of three-dimensional objects.
- 2.2 Classify familiar plane and solid objects by common attributes like color, position, shape, size, roundness, number of corners and explain which attributes are being used for classification.
- 2.3 Give and follow directions about location.
- 2.4 Describe and arrange objects in space in terms of proximity, position and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left, right).

Statistics, Data Analysis and Probability

- 1.1 Sort objects and data by common attributes and describe the groups formed using categorical labels.
- 1.2 Represent and compare data (largest, smallest, least often, most often) using pictures, bar graphs, tally charts and picture graphs.
- 2.1 Describe, extend and explain how to get to the next element in simple repeating patterns (e.g., rhythmic, numeric, color and shape patterns).

Mathematical Reasoning

- 1.1 Decide about the approach, material and strategies to use.
- 1.2 Use tools such as manipulative or sketches to model problems.
- 2.0 Students solve problems and justify reasoning.
- 2.1 Explain the reasoning used and justify the procedures selected.
- 2.2 Make precise calculations and check the validity of the results from the context of the problem.
- 3.0 Students note connections between one problem and another.

Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically-literate student is able to understand and use the scientific method as a problem-solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K-6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student's natural curiosity about his/her surrounding environment. The instruction includes developmental and hands-on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

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|-------------------------|---|
| Physical Science | Our physical world is governed by the properties and interactions of matter and energy. |
| Earth Science | The Earth, Solar System and Universe are a dynamic system undergoing continual change. |

Life Science All living things are diverse, interdependent, and constantly changing to adapt to their environment.

During the school year first grade students will be working on all four strands covering topics such as:

Life Science Living things have life cycles

Earth Science Weather affects our daily lives

Physical Science Matter can be changed in many ways

Social Studies

Children will learn more about their responsibilities to other people, will explore their geographic and economic world, and will develop and awareness of cultural diversity through literature-enriched experiences.

Sub-Topics of Instruction

- Developing Social Skills and Responsibilities
- Expanding Children's Geographic and Economic Worlds
- Developing Awareness of Cultural Diversity, Now and Long Ago

Health

Students in first grade will participate in activities to develop understanding in the nine strand of the Health Curriculum. They will learn more about their immediate environment and how to apply their knowledge to every day living. The following topics will be discussed in each category.

- Personal Health
How to take care of your body
- Consumer and Community Health
Rules that affect the home, school and community
- Injury Prevention and Safety
Ability to identify dangerous situations and demonstrate appropriate actions in home, school, and community settings
- Individual Growth and Development
All living things grow and change
Identify, understand and control our emotions
- Tobacco, Alcohol, and Other Drugs
Drugs can be helpful or harmful
Focus on positive decision making skills
- Nutrition
Need to eat appropriate foods
Relating foods to their origins
- Family Development
Various kinds of family units
All living things have life cycles
Animals and humans are alike and different in the way they care for their young
- Communicable and chronic diseases
Demonstrate personal health habits that help prevent some diseases
- Environmental Health
What is pollution
How can we help lessen pollution

Physical Education

Physical Education is provided for students in grades one through six for a total period of time of not less than 200 minutes each ten school days. During the school year students will:

- Observe, experience, and appreciate a wide variety of physical activities
- Use available school and community resources to promote lifelong participation in physical activity
- Practice safety during a physical activity
- Relate physical activity to everyday life and career
- Develop and maintain a high level of physical fitness
- Awareness of body/space relationships
- Develop appropriate social behaviors during planned physical activity
- Develop and maintain a positive self-image through planned physical activities
- Improve personal performance of movement activities