

# FIRST GRADE SYLLABUS

Revised 2010

## Language Arts

*The language arts curriculum is designed to address standards that are organized three strands: Reading, Written Communication, and Research. Many of the academic standards associated with each strand play an integral part in student learning throughout the school year. These include:*

TIMEFRAME	UNIT OF STUDY	STANDARDS
August - October	Review: Back to School Theme 1: All Together Now Theme 2: Surprise	<b>READING</b> <ul style="list-style-type: none"><li>▪ Use pictures and words to make and revise predictions about stories</li><li>▪ Use relevant details in summarizing stories read aloud</li><li>▪ Create responses to literary and informational texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts</li><li>▪ Read independently for extended periods of time to derive pleasure and to gain information.</li><li>▪ Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</li><li>▪ Classify differences between fiction and nonfiction.</li><li>▪ Analyze informational texts to draw conclusions and make inferences during classroom discussions.</li><li>▪ Summarize main ideas in literary and informational texts.</li><li>▪ Explain cause and effect in literary and informational texts.</li><li>▪ Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.</li><li>▪ Use structural analysis to determine the meaning of compound words and contractions</li><li>▪ Create words by orally adding, deleting, or changing sounds.</li><li>▪ Use blending to generate words orally</li><li>▪ Identify beginning, middle, and ending sounds in single-syllable words.</li></ul>

<p>August-October Cont.</p>	<p>Review:  Back to School  Theme 1:  All Together Now  Theme 2:  Surprise</p>	<ul style="list-style-type: none"> <li>▪ Use blending to read.</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>▪ Spell three- and four-letter short-vowel words and high-frequency words correctly</li> <li>▪ Use known words to spell new words</li> <li>▪ Use pictures, context, and letter-sound relationships to read unfamiliar words</li> <li>▪ Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media)</li> <li>▪ Recognize high frequency words encountered in texts</li> <li>▪ Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.</li> <li>▪ Use appropriate voice level and intonation when speaking and reading aloud.</li> <li>▪ Use knowledge of letter names and their corresponding sounds to spell words independently</li> <li>▪ Create rhyming words in response to an oral prompt</li> <li>▪ Use pictures and words to construct meaning</li> <li>▪ Recognize environmental print in such forms as signs in the school, road signs, restaurant and store signs, and logos</li> <li>▪ Know the parts of a book (including the front and back covers, the title, and the names of the author and the illustrator)</li> <li>▪ Carry out left-to-right, top-to-bottom, and return-sweep directionality on the printed page</li> <li>▪ Distinguish among letters, words, and sentences</li> <li>▪ Find an example of sound devices (including onomatopoeia and alliteration) in texts read aloud.</li> </ul> <p><b>WRITTEN COMMUNICATIONS</b></p> <ul style="list-style-type: none"> <li>▪ Use simple sentences in writing.</li> <li>▪ Use pictures, letters, or words to tell a story from beginning to end.</li> <li>▪ Use appropriate spacing between words</li> <li>▪ Use appropriate word formation by writing from left to right the letters that spell a word.</li> <li>▪ Use Internet with teacher support to communicate</li> <li>▪ Respond to texts read aloud by conversing, drawing pictures, etc.</li> </ul>
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		<p><b>WRITTEN COMMUNICATIONS</b></p> <ul style="list-style-type: none"> <li>▪ Edit for the correct use of written Standard American English including <ul style="list-style-type: none"> <li>• capitalization <ul style="list-style-type: none"> <li>– first word of a sentence</li> <li>– names of people</li> <li>– pronoun <i>I</i></li> </ul> </li> <li>• punctuation <ul style="list-style-type: none"> <li>– periods</li> <li>– exclamation points</li> <li>– question marks</li> </ul> </li> <li>• spelling <ul style="list-style-type: none"> <li>- high-frequency words</li> <li>- three- and four-letter short-vowel words</li> </ul> </li> </ul> </li> <li>▪ Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).</li> <li>▪ Identify sounds orally and in writing by segmenting words.</li> <li>▪ Use grammatical conventions of written Standard American English, including <ul style="list-style-type: none"> <li>▪ personal pronouns,</li> <li>▪ common and proper nouns,</li> <li>▪ singular and plural nouns, and</li> <li>▪ conjunctions (<i>and, but, or</i>).</li> </ul> </li> </ul> <p><b>RESEARCHING</b></p> <ul style="list-style-type: none"> <li>▪ Use complete sentences when orally presenting information</li> </ul>
<p>November - Mid-January</p>	<p>Theme 3: <i>Let's Look Around</i> Theme 4: <i>Family and Friends</i> Theme 5: <i>Home Sweet Home</i></p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>▪ Use pictures and words to make predictions about stories</li> <li>▪ Use relevant details in summarizing stories read aloud</li> <li>▪ Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts</li> <li>▪ Carry out independent reading for extended periods of time to derive pleasure and to gain information.</li> <li>▪ Analyze informational texts to draw conclusions and make inferences during classroom</li> </ul>

<p>November - Mid-January</p>	<p>Theme 3: <i>Let's Look Around</i> Theme 4: <i>Family and Friends</i> Theme 5: <i>Home Sweet Home</i></p>	<p>discussions.</p> <ul style="list-style-type: none"> <li>▪ Summarize the main idea and supporting evidence in literary text during classroom discussion.</li> <li>▪ Analyze a narrative text to determine the narrator.</li> <li>▪ Use functional text features (including table of contents)</li> <li>▪ Use pictures, context, and letter-sound relationships to read unfamiliar words</li> <li>▪ Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est)</li> <li>▪ Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media)</li> <li>▪ Recognize high frequency words encountered in texts</li> <li>▪ Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.</li> <li>▪ Use appropriate voice level and intonation when speaking and reading aloud.</li> <li>▪ Use knowledge of letter names and their corresponding sounds to spell words independently</li> <li>▪ Explain cause and effect in texts read aloud, independently</li> <li>▪ Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.</li> <li>▪ Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</li> <li>▪ Use onsets and rimes to decode and generate words.</li> <li>▪ Classify words by categories such as beginning and ending sounds</li> <li>▪ Use structural analysis to determine the meaning of compound words and contractions.</li> <li>▪ Create words by orally adding, deleting, or changing sounds.</li> <li>▪ Use blending to generate words orally</li> <li>▪ Identify beginning, middle, and ending sounds in single-syllable words.</li> <li>▪ Use blending to read.</li> <li>▪ Spell three- and four-letter short-vowel words and high-frequency words correctly</li> <li>▪ Use known words to spell new words</li> </ul> <p><b>WRITTEN COMMUNICATION</b></p>
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		<ul style="list-style-type: none"><li>▪ Generate ideas for writing by using techniques such as participating in conversations and looking at pictures</li><li>▪ Edit for the correct use of written Standard American English including<ul style="list-style-type: none"><li>• capitalization<ul style="list-style-type: none"><li>– first word of a sentence</li><li>– names of people</li><li>– pronoun <i>I</i></li></ul></li><li>• punctuation<ul style="list-style-type: none"><li>– periods</li><li>– exclamation points</li><li>– question marks</li></ul></li><li>• spelling<ul style="list-style-type: none"><li>- high-frequency words</li><li>- three- and four-letter short-vowel words</li></ul></li></ul></li><li>▪ Revise for word choice and simple sentence structure in written works</li><li>▪ Respond to texts read aloud by conversing, drawing pictures, etc.</li><li>▪ Create narratives such as stories and journal entries about people, places or things that use words that appeal to the senses</li><li>▪ Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses</li><li>▪ Create written pieces such as simple rhymes and poems to entertain others</li><li>▪ Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).</li><li>▪ Identify sounds orally and in writing by segmenting words.</li><li>▪ Edit for the correct use of written Standard American English including<ul style="list-style-type: none"><li>• capitalization<ul style="list-style-type: none"><li>– first word of a sentence</li><li>– names of people</li><li>– pronoun <i>I</i></li></ul></li><li>• punctuation<ul style="list-style-type: none"><li>– periods</li><li>– exclamation points</li><li>– question marks</li></ul></li></ul></li></ul>
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		<ul style="list-style-type: none"> <li>• spelling <ul style="list-style-type: none"> <li>- high-frequency words</li> <li>- three- and four-letter short-vowel words</li> </ul> </li> </ul> <p><b>RESEARCHING</b></p> <ul style="list-style-type: none"> <li>▪ Use print sources of information such as books, newspapers, pictures, charts, and graphs and non-print media to access information</li> </ul>
Late January - March	<p>Theme 6: <i>Animal Adventures</i></p> <p>Theme 7: <i>We Can Work It Out</i></p> <p>Theme 8: <i>Our Earth</i></p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>▪ Use pictures and words to make predictions about stories.</li> <li>▪ Analyze informational texts to draw conclusions and make inferences during classroom discussions.</li> <li>▪ Create words by orally adding, deleting, or changing sounds.</li> <li>▪ Use blending to generate words orally.</li> <li>▪ Identify beginning, middle, and ending sounds in single-syllable words.</li> <li>▪ Use blending to read.</li> <li>▪ Spell three- and four-letter short-vowel words and high-frequency words correctly.</li> <li>▪ Use known words to spell new word.</li> <li>▪ Analyze a narrative text to determine the narrator.</li> <li>▪ Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).</li> <li>▪ Summarize the main idea and supporting evidence in literary text during classroom discussion.</li> <li>▪ Explain cause-and-effect relationships presented in literary text and informational text.</li> <li>▪ Use graphic features (for example, illustrations, graphs, charts, and maps) as sources of information.</li> <li>▪ Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</li> <li>▪ Explain how elements of the author's craft such as word choice affect the meaning of a given literary text</li> <li>▪ Use pictures and words to make predictions about stories</li> <li>▪ Use relevant details in summarizing stories read aloud</li> <li>▪ Create responses to literary texts through a variety of methods such as writing,</li> </ul>

## READING

creative dramatics, and the visual and performing arts

- Carry out independent reading for extended periods of time to derive pleasure and to gain information.
- Use onsets and rimes to decode and generate words.
- Organize a series of words by alphabetizing to the first letter.
- Use structural analysis to determine the meaning of compound words and contractions.
- Use pictures, context, and letter-sound relationships to read unfamiliar words
- Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est)
- Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media)
- Recognize high frequency words encountered in texts
- Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.
- Use appropriate voice level and intonation when speaking and reading aloud.
- Use knowledge of letter names and their corresponding sounds to spell words independently
- Classify Words by categorizing such as beginning and ending sounds
- Identify beginning middle and ending sounds in single-syllable words
- Create words by orally adding, deleting, or changing sounds
- Use picture words to construct meaning
- Distinguish the difference between fact and opinion
- Understand that headings, subheadings, and print styles (italic, bold, larger type) provide information to the reader
- Use functional text features (including tables of contents).
- Create words by orally adding, deleting, or changing sounds.
- Use blending to generate words orally
- Identify beginning, middle, and ending sounds in single-syllable words.
- Use blending to read.
- Spell three- and four-letter short-vowel words and high-frequency words correctly
- Use known words to spell new words

### **WRITTEN COMMUNICATION**

- Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).
- Use grammatical conventions of written Standard American English, including
  - personal pronouns,
  - common and proper nouns,
  - singular and plural nouns, and
  - conjunctions (*and, but, or*).
- Use appropriate spacing between words.
- Identify sounds orally and in writing by segmenting words.
- Use appropriate spacing between words
- Edit for the correct use of written Standard American English including
  - capitalization
    - first word of a sentence
    - names of people
    - pronoun *I*
  - punctuation
    - periods
    - exclamation points
    - question marks
  - spelling
    - high-frequency words
    - three- and four-letter short-vowel words
- Create written communications such as thank you notes for a specific audience
- Create narratives such as stories and journal entries about people, places or things that use words that appeal to the senses
- Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses
- Create written pieces such as simple rhymes and poems to entertain others

### **RESEARCHING**

- Generate how and why questions about a topic of interest.

		<ul style="list-style-type: none"> <li>▪ Use print sources of information such as books, newspapers, pictures, charts, and graphs and non-print media to access information</li> <li>▪ Create categories such as plant and animals to classify information</li> <li>▪ Use the internet with aid of teacher</li> </ul>
<p>April-May</p>	<p>Theme 8: (continued) Theme 9: <i>Special Friends</i> Theme 10: <i>We Can Do It</i></p>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>• Use pictures and words to make predictions about stories</li> <li>• Draw conclusions and make inferences</li> <li>• Summarize main idea and supporting evidence in literary text read during classroom discussion.</li> <li>• Determine cause and effect in texts read aloud, independently</li> <li>• Use graphic features (for example illustrations, graphs, charts, and maps) as sources of information.</li> <li>• Distinguish between fact and opinions.</li> <li>• Understand how elements of an author's craft such as word choice affect the meaning of a given literary text <ul style="list-style-type: none"> <li>▪ Use relevant details in summarizing stories read aloud</li> <li>▪ Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts</li> </ul> </li> <li>• Read independent reading for extended periods of time to derive pleasure <ul style="list-style-type: none"> <li>• Generate a retelling that identifies the characters and the setting in a story and relates the important events in sequential order.</li> <li>• Summarize the central idea and supporting evidence in an informational text during classroom discussion.</li> <li>• Use structural analysis to determine the meaning of compound words and contractions</li> <li>• Use functional text features (including table of contents)</li> </ul> </li> <li>▪ Use pictures, context, and letter-sound relationships to read unfamiliar words</li> <li>▪ Identify base words and their inflectional endings (including -s, -es, -ing, -ed, -er, and -est)</li> <li>▪ Use vocabulary acquired from a variety of sources (including conversations, texts read-aloud, and the media)</li> </ul>

### **READING**

- Recognize high frequency words encountered in texts
- Use appropriate rate, word automaticity, phrasing, intonation, and expression to read fluently.
- Use appropriate voice level and intonation when speaking and reading aloud.
- Use knowledge of letter names and their corresponding sounds to spell words independently
- Use pictures and words to construct meaning
- Understand the relationship between two or more words (including synonyms, antonyms, and homonyms).
- Create words by orally adding, deleting, or changing sounds.
- Use blending to generate words orally
- Identify beginning, middle, and ending sounds in single-syllable words.
- Use blending to read.
- Spell three- and four-letter short-vowel words and high-frequency words correctly
- Use known words to spell new words

### **WRITTEN COMMUNICATION**

- Edit for the correct use of written Standard American English including
  - capitalization
    - first word of a sentence
    - names of people
    - pronoun *I*
  - punctuation
    - periods
    - exclamation points
    - question marks
  - spelling
    - high-frequency words
    - three- and four-letter short-vowel words

		<ul style="list-style-type: none"><li>▪ Use appropriate spacing between words</li><li>▪ Revise for word choice and simple sentence structure in written works</li><li>▪ Generate ideas for writing by using techniques (for example, participating in conversations and looking at pictures).</li><li>▪ Use grammatical conventions of written Standard American English, including<ul style="list-style-type: none"><li>▪ personal pronouns,</li><li>▪ common and proper nouns,</li><li>▪ singular and plural nouns, and</li><li>▪ conjunctions (<i>and, but, or</i>).</li></ul></li><li>▪ Create written communications such as thank you notes for a specific audience</li><li>▪ Identify sounds orally and in writing by segmenting words.</li><li>▪ Create narratives such as stories and journal entries about people, places or things that use words that appeal to the senses</li><li>• Create written pieces that describe personal experiences, people, places, or things and that use words that appeal to the senses</li><li>• Use the conventions of written Standard American English (including those regarding personal pronouns and the distinction between common and proper nouns and singular and plural forms).</li></ul> <p><b>RESEARCHING</b></p> <ul style="list-style-type: none"><li>• Follow one-and two-step oral directions</li></ul>
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## Math

*The following mathematics standards will be taught and reviewed throughout the year using **Everyday Counts Calendar Math**:*

- Use estimation to determine the approximate number of objects in a set of 20 to 100 objects.
- Analyze numeric patterns in addition and subtraction to develop strategies for acquiring basic facts.
- Analyze numeric relationships to complete and extend simple patterns.
- Classify a number as odd or even.
- Classify change over time as quantitative or qualitative.
- Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarter, totaling less than a dollar.
- Represent a nickel, a dime, a quarter, a half dollar, and a dollar in combinations of coins.
- Represent money by using the cent and dollar notations.
- Use analog and digital clocks to tell and record time to the half-hour.
- Illustrate past and future dates on a calendar.
- Represent dates in standard form and numeric form.
- Analyze patterns by reasoning systematically.
- Use multiple informal representations to convey mathematical ideas.

*The following standards will be taught and reviewed throughout the year:*

**Standard 1-1:** The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

1-1.1 Apply substantive mathematical problem-solving strategies.

1-1.2 Generate conjectures and exchange mathematical ideas.

1-1.3 Explain and justify answers to simple problems.

1-1.4 Analyze patterns by reasoning systematically.

1-1.5 Generalize mathematical concepts.

1-1.6 Use a variety of forms of mathematical communication.

1-1.7 Generalize connections among mathematics, the environment, and other subjects.

1-1.8 Use multiple informal representations to convey mathematical ideas.

TIMEFRAME	UNIT OF STUDY	STANDARDS
<p>August - September</p>	<p>Unit One Early Number Concepts and Number Sense</p> <p><b>Concepts:</b> Numbers to 100</p> <p>Order numbers to 100 (before, after, between)</p> <p>Number patterns 5's and 10's</p>	<p><b>Standard 1-2:</b> The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.</p> <p>1-2.1 Translate between numeral and quantity through 100.</p> <p>1-2.2 Use estimation to determine approximate number of objects in a set of 20 to 100 objects.</p> <p>1-2.3 Represent quantities in word form through <i>ten</i>.</p> <p>1-2.4 Recognize whole-number words that correspond to numerals through <i>twenty</i>.</p> <p>1-2.5 Compare whole-number quantities through 100 by using the terms <i>is greater than, is less than, and is equal to</i>.</p>
<p>September - October</p>	<p>Unit Two Addition and Subtraction To 10</p> <p><b>Concepts:</b> Addition to 10 Subtraction to 10 Commutative Property (fact families)</p>	<p><b>Standard 1-2:</b> The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers..</p> <p>1-2.6 Recall basic addition facts through <math>9 + 9</math> and corresponding subtraction facts.</p> <p>1-2.7 Summarize the inverse relationship between addition and subtraction.</p> <p>1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.</p>
<p>October November</p>	<p>Unit Three Data and Graphing</p> <p><b>Concepts:</b> Collect data Organizing data Interpret data Prediction and probability</p>	<p><b>Standard 1-6:</b> The student will demonstrate through the mathematical processes a sense of collecting, organizing, and interpreting data and of making predictions on the basis of data.</p> <p>1-6.1 Use survey questions to collect data.</p> <p>1-6.2 Organize data in picture graphs, object graphs, bar graphs, and tables.</p> <p>1-6.3 Interpret data in picture graphs, object graphs, bar graphs, and tables by using the comparative terms <i>more, less, greater, fewer, greater than, and less than</i>.</p> <p>1-6.4 Predict on the basis of data whether events are <i>likely</i> or <i>unlikely</i> to occur.</p>

November December	Unit Four Addition and Subtraction to 18	<b>Standard 1-2:</b> The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers. 1-2.6 Recall basic addition facts through $9 + 9$ and corresponding subtraction facts. 1-2.7 Summarize the inverse relationship between addition and subtraction. 1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.
December -January	Unit Five Calendar and Time <b>Concepts:</b> Calendar Change over time Time to the hour and half-hour	1-5.8 Use analog and digital clocks to tell and record time to the half hour. 1-5.9 Illustrate past and future dates on a calendar. 1-5.10 Represent dates in standard form (June 1, 2007, for example) and numeric form (6-1-2007, for example).
January -February	Unit Six Number Sense and Place value <b>Concepts:</b> Number Words to 20 Odd and Even Numbers Whole Numbers to 999 Place Value to 999	1-2.4 Recognize whole-number words that correspond to numerals through <i>twenty</i> . 1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values. 1-3.5 Classify a number as odd or even.
February - March	Unit Seven Measurement <b>Concepts:</b> Length in inches Weight Temperature	<b>Standard 1-5</b> The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time and temperature. 1-5.4 Use whole-inch units to measure the length of an object. 1-5.5 Generate common referents for whole inches. 1-5.6 Use common referents to make estimates in whole inches.

		<p>1-5.7 Use nonstandard units to measure the weight of objects.</p> <p>1-5.11 Use Celsius and Fahrenheit thermometers to measure temperature.</p>
March -April	<p>Unit Eight Money</p> <p><b>Concepts:</b> Counting Coins Represent the value of coins</p>	<p><b>Standard 1-5</b> The student will demonstrate through the mathematical processes a sense of the value of combinations of coins and the measurement of length, weight, time and temperature.</p> <p>1-5.1 Use a counting procedure to determine the value of a collection of pennies, nickels, dimes, and quarters totaling less than a dollar.</p> <p>1-5.2 Represent a nickel, a dime, a quarter, a half-dollar, and a dollar in combinations of coins.</p> <p>1-5.3 Represent money by using the cent and dollar notations.</p>
April - May	<p>Unit Nine Geometric Shapes</p> <p><b>Concepts:</b> Two-dimensional and Three dimensional shapes Symmetry</p>	<p><b>Standard 1-4:</b> The student will demonstrate through the mathematical processes a sense of two- and three-dimensional geometric shapes, symmetry, and relative positions and directions in space.</p> <p>1-4.1 Identify the three-dimensional geometric shapes prism, pyramid, and cone.</p> <p>1-4.2 Analyze the two-dimensional shapes circle, square, triangle, and rectangle.</p> <p>1-4.3 Classify two-dimensional shapes as polygons or nonpolygons.</p> <p>1-4.4 Identify a line of symmetry.</p> <p>1-4.5 Use the positional and directional terms <i>north</i>, <i>south</i>, <i>east</i>, and <i>west</i> to describe location and movement.</p>
May          May -June	<p>Unit Ten Two-Digit Addition and Subtraction</p> <p><b>Concept:</b> Generate Strategies to add and subtract two-digit numbers to 99 (without regrouping)</p>	<p><b>Standard 1-2:</b> The student will demonstrate through the mathematical processes a sense of quantity and numeral relationships; the relationships among addition, subtraction, and related basic facts; and the connections among numeric, oral, and written-word forms of whole numbers.</p> <p>1-2.6 Recall basic addition facts through <math>9 + 9</math> and corresponding subtraction facts.</p> <p>1-2.7 Summarize the inverse relationship between addition and subtraction.</p> <p>1-2.8 Generate strategies to add and subtract without regrouping through two-digit numbers.</p> <p>1-2.9 Analyze the magnitude of digits through 999 on the basis of their place values.</p> <p>Partner Games and Review Skills</p>

## Science

*The Science curriculum is designed to reinforce process skills and promote opportunities for scientific inquiry through the study of designated topics. The indicators listed below are embedded in the Science curriculum, and frequent opportunities for application are offered throughout the units of study.*

- Compare, classify, and sequence objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate.
- Use tools (including rulers) safely, accurately, and appropriately when gathering specific data.
- Carry out simple scientific investigations when given clear directions.
- Use appropriate safety procedures when conducting investigations.

TIMEFRAME	UNIT OF STUDY	STANDARDS
September	Earth Materials	<p>The student an understanding of the properties of earth materials. (Earth Science)</p> <ul style="list-style-type: none"> <li>▪ Recognize the composition of Earth (including rocks, sand, soil, and water).</li> <li>▪ Classify rocks and sand by their physical appearance .</li> <li>▪ Compare soil samples by sorting them according to properties (including color, texture, and the capacity to nourish growing plants).</li> <li>▪ Recognize the observable properties of water (including the fact that it takes the shape of its container, flows downhill, and feels wet).</li> <li>▪ Illustrate the locations of water on Earth by using drawings, maps, or models.</li> <li>▪ Exemplify Earth materials that are used for building structures or for growing plants.</li> </ul>
October	Plants	<p>The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)</p> <ul style="list-style-type: none"> <li>▪ Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.</li> <li>▪ Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).</li> <li>▪ Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).</li> <li>▪ Summarize the life cycle of plants (including germination, growth, and the production</li> </ul>

		<p>of flowers and seeds).</p> <ul style="list-style-type: none"> <li>▪ Explain how distinct environments throughout the world support the life of different types of plants.</li> <li>▪ Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.</li> </ul>
January/February	Exploring Motion	<p>The student will demonstrate an understanding of the positions and motions of objects. (Physical Science)</p> <ul style="list-style-type: none"> <li>▪ Identify the location of an object relative to another object.</li> <li>▪ Explain the importance of pushing and pulling to the motion of an object.</li> <li>▪ Illustrate the fact that sound is produced by vibrating objects.</li> <li>▪ Illustrate ways in which objects can move in terms of direction and speed (including straight forward, back and forth, fast or slow, zigzag, and circular).</li> </ul>
April	Life Cycles Plants	<p>The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)</p> <ul style="list-style-type: none"> <li>▪ Recall the basic needs of plants (including air, water, nutrients, space, and light) for energy and growth.</li> <li>▪ Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).</li> <li>▪ Classify plants according to their characteristics (including what specific type of environment they live in, whether they have edible parts, and what particular kinds of physical traits they have).</li> <li>▪ Summarize the life cycle of plants (including germination, growth, and the production of flowers and seeds).</li> <li>▪ Explain how distinct environments throughout the world support the life of different types of plants.</li> <li>▪ Identify characteristics of plants (including types of stems, roots, leaves, flowers, and seeds) that help them survive in their own distinct environments.</li> </ul>
May	Sun and Moon	<p>The student will demonstrate an understanding of the features of the sky and the patterns of the sun and moon. (Earth Science)</p> <ul style="list-style-type: none"> <li>▪ Compare the features of the day and night sky.</li> <li>▪ Recall that the Sun is a source of heat and light for Earth.</li> <li>▪ Recognize that the Sun and the Moon appear to rise and set.</li> <li>▪ Illustrate changes in the Moon's appearance (including patterns over time).</li> </ul>



November	Government Thanksgiving	<ul style="list-style-type: none"> <li>▪ 3.1 Identify the basic functions of government, including making and enforcing laws and protecting citizens.</li> <li>▪ 3.3 Identify ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highway, and promoting personal freedom and opportunity for all.</li> <li>▪ 4.1 Recognize the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live.</li> <li>▪ 4.2 Identify the different levels of government-local, state, and national.</li> <li>▪ 5.2 Summarize the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules).</li> <li>▪ 5.1 Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process.</li> <li>▪ 6.1 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain.</li> <li>▪ 6.2 Explain methods of obtaining goods and services, including buying with money and bartering.</li> <li>▪ 6.3 Identify ways that families and communities cooperate and comprise in order to meet their needs and wants.</li> </ul>
December	Holidays Around the World	<ul style="list-style-type: none"> <li>▪ 1.2 Summarize ways in which people are both alike and different from one another in different regions of the United States and the world, including their cultures, language, and jobs.</li> <li>▪ 1.4 Compare the daily life of families across the world-including the roles of men, women, and children; typical food, clothes, and style of homes; and the ways the families earn their living.</li> <li>▪</li> </ul>
January/February	Heroes	<ul style="list-style-type: none"> <li>▪ 4.3 Recall the contributions made by historic and political figures to democracy in the United States, including George Washington, Benjamin Franklin, Thomas</li> </ul>

		<p>Jefferson, Abraham Lincoln, Martin Luther King Jr., and Rosa Parks.</p> <ul style="list-style-type: none"> <li>▪ 5.1 Recognize ways that all citizens can serve the common good, including serving as public officials and participating in the election process.</li> <li>▪ 4.1 Recognize the basic values of American democracy, including respect for the rights and opinions of others, fair treatment for everyone, and respect for the rules by which we live.</li> </ul>
March	Economics	<ul style="list-style-type: none"> <li>▪ 6.1 Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain.</li> <li>▪ 6.2 Explain methods of obtaining goods and services, including buying with money and bartering.</li> <li>▪ 6.3 Identify ways that families and communities cooperate and comprise in order to meet their needs and wants.</li> <li>▪ 6.4 Recognize the roles of producers and consumers and the ways in which they are interdependent.</li> </ul>
April	Environment Health	<ul style="list-style-type: none"> <li>▪ 2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment.</li> </ul>



## **Homework Policy:**

### **Written Homework:**

Each child will have one piece of written homework to complete each night. It will usually be located in the homework journal. It should not take more than 15 minutes to complete.

### **Spelling Homework:**

Each child should review the 10 spelling words daily at home.

### **Reading Homework:**

Read for 15-20 minutes every night and sign the Reading Log.

## **Major Assessments:**

### **Math:**

A Unit Test will be given at the completion of each of the ten units.

### **Reading:**

A test will be given each week after the completion of the weekly stories. This test will evaluate the students' understanding of the story and the weekly comprehension skill(s). An alternate theme test will be given each nine weeks and recorded in the ELA folder.

### **Spelling:**

A test will be given each week on 10 spelling words. These 10 words will consist of 5 first grade word wall words and 5 phonics words. A dictation portion will be added to the test in mid-November.

### **Required Texts/Resources:**

- Houghton Mifflin Reading Themes 1-10
  - Corresponding student editions
  - Teacher Resource Package
  - Phonics library
  - Teacher big books
- MacMillan McGraw-Hill Math
  - Student workbooks
  - Teacher resource CDs
- Houghton Mifflin Social Studies
  - Student workbooks
- MacMillan McGraw-Hill Science
  - Student workbooks
  - Teacher big books
- Harcourt Health and Fitness
  - Teacher big book
- Write From the Beginning Teacher's Manual
- Thinking Maps Manual and classroom maps

### **Communication with Parents:**

- Teacher websites
- Weekly newsletter
- Phone calls home when necessary
- Daily behavior chart
- Fall and spring conferences
- Email distribution list
- BEE Book/agenda

### **Grade Level Standards:**

The website listed below is a family-friendly way to view the first grade standards. These state standards list what your child should be able to do by the end of first grade. The standards are also available in Spanish.

<http://eoc.sc.gov/informationforfamilies/FamilyFriendlyStandards.htm>

### **Daily Schedule:**

7:45-8:15 Unpack, morning work, morning show

8:15-8:45 RTI small groups, Phonics groups

8:45- 8:55 Calendar

8:55 -9:30 Writing

9:30-10:00 Phonics/WWW

10:00-10:45 Guided Reading

10:50-11:15 Lunch

11:20-11:40 Recess

11:45-12:20 Write homework, Pack BEE Book, SSR

12:25-1:10 Related Arts

1:10-1:50 Math

1:50-2:10 Science/Social Studies

2:15 Pack Up, Snack, Read Aloud