

1st Grade

Curriculum

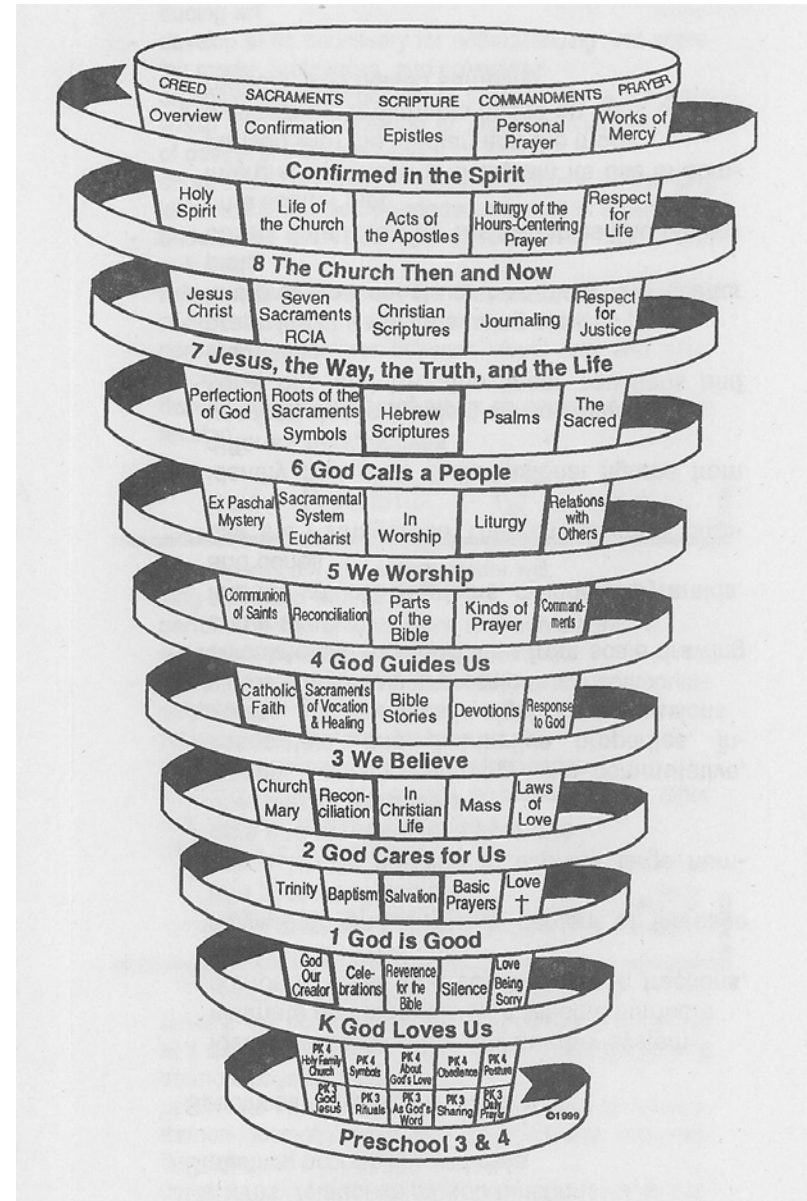
Religion

The **General Catechetical Directory** states that catechesis “must take diligent care faithfully to present the entire treasure of the Christian message” (#38). All its essential elements are to be presented as a whole, even in the initial stages of Religious Education. In the beginning this presentation will be simple, adapted to the limited capacity and experience of young children. Then it is to be progressively deepened and broadened in accordance with the level of the children’s development.

To achieve this balance in content, and to ensure consistent progress and development, our studies employ the spiral curriculum. The program for each grade level builds upon previous ones following a pattern of continuous growth in depth and in scope.

The content presented in the program falls under these headings:

- Creed (Doctrine)** – *Our Proclamation of our Faith*
- Sacraments** – *God’s Signs of Love*
- Scripture** – *God’s Word*
- Commandments** – *God’s Laws*
- Liturgy and Prayer** – *Our Response to God*



Language Arts

Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:

1.02 Demonstrate decoding and word recognition strategies and skills:

1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.

1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).

1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.

2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).

2.03 Read and comprehend both fiction and nonfiction text appropriate for grade one using:

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

2.05 Predict and explain what will happen next in stories.

2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).

2.07 Respond and elaborate in answering what, when, where, and how questions.

2.08 Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts.

2.09 Read and understand simple written instructions..

Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Elaborate on how information and events connect to life experiences.

3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.

3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3.04 Share personal experiences and responses to experiences with text:

3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.

3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.

3.07 Compare authors' uses of conventions of language that aid readers including:

Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).

4.02 Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts.

4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text).

4.04 Extend skills in using oral and written language:

4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).

4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.

Goal 5: The learner will apply grammar and language conventions to communicate effectively.

5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.

5.02 Apply phonics to write independently, using temporary and/or conventional spelling.

5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.

5.04 Use complete sentences to write simple texts.

5.05 Use basic capitalization and punctuation:

5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

5.07 Use legible manuscript handwriting.

Social Studies

Goal 1: The learner will analyze how individuals, families, and groups are similar and different.

- 1.01 Describe the roles of individuals in the family.
- 1.02 Identify various groups to which individuals and families belong.
- 1.03 Compare and contrast similarities and differences among individuals and families.
- 1.04 Explore the benefits of diversity in the United States.

Goal 2: The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.

- 2.01 Develop and exhibit citizenship traits in the classroom, school, and other social environments.
- 2.02 Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.
- 2.03 Participate in democratic decision-making.
- 2.04 Recognize the need for rules in different settings.
- 2.05 Identify the need for fairness in rules by individuals and by people in authority.
- 2.06 Predict consequences that may result from responsible and irresponsible actions.

Goal 3: The learner will recognize and understand the concept of change in various settings.

- 3.01 Describe personal and family changes, past and present.
- 3.02 Describe past and present changes within the local community.
- 3.03 Compare and contrast past and present changes within the local community and communities around the world.
- 3.04 Recognize that members of the community are affected by changes in the community that occur over time.

Goal 4: The learner will explain different celebrated holidays and special days in communities.

- 4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.
- 4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.
- 4.03 Recognize and describe the historical events associated with national holidays.
- 4.04 Trace the historical foundations of traditions of various neighborhoods and communities.

Goal 5: The learner will express geographic concepts in real life situations.

- 5.01 Locate and describe familiar places in the home, classroom, and school.
- 5.02 Investigate key features of maps.
- 5.03 Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.
- 5.04 Analyze patterns of movement within the community.
- 5.05 Demonstrate responsibility for the care and management of the environment within the school and community.
- 5.06 Compare and contrast geographic features of places within various communities.
- 5.07 Explore physical features of continents and major bodies of water.

Goal 6: The learner will apply basic economic concepts to home, school, and the community.

- 6.01 Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.
- 6.02 Describe how people of different cultures work to earn income in order to satisfy wants and needs.
- 6.03 Participate in activities that demonstrate the division of labor.
- 6.04 Explore community services that are provided by the government and other agencies.
- 6.05 Give examples of the relationship between the government and its people.
- 6.06 Identify the uses of money by individuals which include saving and spending.
- 6.07 Recognize that all families produce and consume goods and services.

Goal 7: The learner will recognize how technology is used at home, school, and in the community.

- 7.01 Compare and contrast the use of media and forms of communication at home and in other social environments.
- 7.02 Describe how communication and transportation link communities.
- 7.03 Use the computer and other technological tools to gather, organize, and display data.

Mathematics

Goal 1: The learner will read, write, and model whole numbers through 99 and compute with whole numbers.

- 1.01 Develop number sense for whole numbers through 99.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

Goal 2: The learner will use non-standard units of measure and tell time.

- 2.01 For given objects:
- 2.02 Develop an understanding of the concept of time.

Goal 3: The learner will identify, describe, draw, and build basic geometric figures.

- 3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.
- 3.02 Identify, build, and name cylinders, cones, and rectangular prisms.
- 3.03 Compare and contrast geometric figures.
- 3.04 Solve problems involving spatial visualization.

Goal 4: The learner will understand and use data and simple probability concepts.

- 4.01 Collect, organize, describe and display data using line plots and tallies.
- 4.02 Describe events as certain, impossible, more likely or less likely to occur.

Goal 5: The learner will demonstrate an understanding of classification and patterning.

- 5.01 Sort and classify objects by two attributes.
- 5.02 Use Venn diagrams to illustrate similarities and differences in two sets.
- 5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

Science

Goal 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms.

- 1.01 Investigate the needs of a variety of different plants:
- 1.02 Investigate the needs of a variety of different animals:
- 1.03 Observe the ways in which humans are similar to other organisms.
- 1.04 Identify local environments that support the needs of common North Carolina plants and animals.
- 1.05 Discuss the wide variety of living things on Earth.

Goal 2: The learner will make observations and use student-made rules to build an understanding of solid earth materials.

- 2.01 Describe and sort a variety of earth materials based on their properties:
- 2.02 Describe rocks and other earth materials in more than one way, using student-made rules.
- 2.03 Observe the various components that combine to make soil.
- 2.04 Compare the components of soil samples from different places.
- 2.05 Explore where useful earth materials are found and how they are used.

Goal 3: The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects.

- 3.01 Describe the differences in the properties of solids and liquids.
- 3.02 Investigate several ways in which objects can be described, sorted or classified.
- 3.03 Classify solids according to their properties:
- 3.04 Determine the properties of liquids:
- 3.05 Observe mixtures including:

Goal 4: The learner will make observations and conduct investigations to build an understanding of balance, motion and weighing of objects.

- 4.01 Describe different ways in which objects can be moved.
- 4.02 Observe that movement of an object can be affected by pushing or pulling.
- 4.03 Investigate and observe that objects can move steadily or change direction.
- 4.04 Observe and describe balance as a function of position and weight.
- 4.05 Describe and observe systems that are unstable and modify them to reach equilibrium.

Computer

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Music

GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.

GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.

GOAL 3: The learner will improvise melodies, variations, and accompaniments.

GOAL 4: The learner will compose and arrange music within specified guidelines.

GOAL 5: The learner will read and notate music.

GOAL 6: The learner will listen to, analyze, and describe music.

GOAL 7: The learner will evaluate music and music performances.

GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.

GOAL 9: The learner will understand music in relation to history and culture.

Art

GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.

GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes .

GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.

GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.

GOAL 5: The learner will understand the visual arts in relation to history and cultures.

GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.

GOAL 7: The learner will perceive connections between visual arts and other disciplines.

GOAL 8: The learner will develop an awareness of art as an avocation and profession.

Foreign Language

GOAL 1: INTERPERSONAL COMMUNICATION - The learner will engage in conversation and exchange information and opinions orally and in writing in the target language.

GOAL 2: INTERPRETIVE COMMUNICATION - The learner will understand and interpret written and spoken language on a variety of topics in the target language.

GOAL 3: PRESENTATIONAL COMMUNICATION -The learner will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in the target language.

GOAL 4: CULTURES - The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

GOAL 5: COMPARISONS - The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.

GOAL 6: CONNECTIONS - The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.

GOAL 7: COMMUNITIES - The learner will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.