

First Grade Curriculum Guide

Patron Saints: St. Mary and St. Joseph



Welcome To First Grade!

Dear Parents,

We are pleased to provide you with the curriculum standards that your child will learn this year in first grade. These standards spell out exactly what skills and knowledge we expect your child to be able to do and understand by the end of this year. Lumen Christi follows rigorous content standards aligned with national guidelines and Archdiocesan standards. But even the most rigorous standards cannot make our students successful without the support of parents. Studies show that the family is critical to a child's success in school. Understanding what is expected of your first grade student enables you, the parent, to assess progress. The more you know about the academic expectations for children this age, the more influence you will have in educational progress. This booklet is designed to inform you of Lumen Christi's expectations for students in the five major curriculum areas: Religion, English Language Arts, Math, Social Studies, and Science. These expectations are aligned with the first grade curriculum that is used by the classroom teacher for daily instruction.

As a school dedicated to excellence we are continually reviewing, developing, and improving our curricular choices. Therefore, we will occasionally and purposefully make changes to our scope and sequence as we continue to grow and refine our practice of education.

Developmentally in first grade, your child may mature at a slower or faster pace than others at his or her age level. We know that a child's strengths and weaknesses will influence how he or she receives and processes information. Given this factor, we see standards as a "road map" to gauge how a child is progressing across the system. It would be unrealistic to expect all children in a classroom to reach these expectations at the same time. Research indicates that while some children will meet the standards early in the school year, others won't satisfy them until later in the year. What is important is that each child has the confidence and encouragement to work toward meeting these standards. This will be an exciting year of learning for your child. We are committed to partner with you to ensure your child achieves the highest level of academic success this year.

Blessings!

RELIGION

Creedal Church:

- Names God the Father, Son and Holy Spirit
- Recognizes that God creates people and the world out of love
- Begins to recognize that God sent us Jesus to show us how to love God
- Learns to identify Church as God's family
- Begins to recognize that the Holy Spirit is with us and helps us to love God
- Recognizes that every person has a guardian angel and angels are messengers of God
- Recognizes Mary as Jesus' mother and our mother
- Learns about saints
- Learns that we are saved as members of God's family
- Recognizes that God wants us to be happy with him in heaven
 - Knows the Bible is the story of God's people; Learns about Jesus from the Bible; Is familiar with the story of Christmas (Luke 2: 8-18); Is familiar with the story of Easter (John 20:1-20, Luke 24:13-35)
- Recognizes that God made all kinds of families
- Recognizes and cares for the body as a gift from God

Liturgy/Sacrament:

- Recognizes sacraments as special signs of God's love
- Recognizes that Baptism welcomes us to God's family, the Church
- Recognizes that at Mass Eucharist is the Bread of Life and the Saving Cup
- Recognizes that in Reconciliation we say "I'm sorry" and Christ forgives
- Gathers with God's family at Mass to thank and praise God
- Recognizes important liturgical seasons such as Advent, Christmas, Lent, Easter, and celebrates some saint's feast days
 - Recognizes Christian signs and symbols: water, candles, cross, fish, chi-rho, oil

Moral Life:

- Knows that Jesus gave us two great commandments: To Love God and to love our self and others
- Names how he/she loves God, self and others
- Shows care for others and creation
- Recognizes sin as choosing not to love God, self and others
- Tries to bring peace to one's self and others
- Demonstrates evidence of sharing with others
- Respects God's name as holy
- Recognizes that telling the truth is good and necessary
- Shows respect for people of all races, languages and abilities
- Recognizes saints as people who follow Jesus
 - [Knows the story of creation of the world and us (Genesis 1-3); Knows the story of the Good Samaritan (Luke 10:29-37); Knows the story of Jesus and Zacchaeus (Luke 19:1-10); Knows the story of Jesus blessing the children (Matthew 19:13-15, Mark 10:13-16, Luke: 18:15-17); Recognizes stories of Jesus loving and helping many people (Mark 8:22-25, Luke 17:11-19)]
- Demonstrates care for family members
- Knows that feelings can make one feel good or bad
- Recognizes that the heart of the family is married life
- Knows that he/she can talk to someone when not feeling safe
- Identifies "private and special" body parts and touches which can make a person feel uncomfortable

Christian Prayer:

- Prays and adores the Blessed Sacrament
- Recognizes that the church building is a house of prayer
- Experiences prayer as listening and talking to God
- Memorizes the Sign of the Cross
- Prays the Sign of the Cross
- Prays the Lord's Prayer
- Prays the Hail Mary
- Prays the Glory to the Father (Doxology)
- Expresses love of God and personal needs in spontaneous prayer
- Celebrates rituals and devotions such as the advent wreath, the Christmas crib, blessing with holy water
- Uses different gestures/postures for prayer

- Is introduced to traditional prayers and devotions such as the rosary and the Way of the Cross
- References the Bible as God's special book
 - Knows that the Lord's Prayer is part of Scripture (Luke 11:2-4, Matthew 6:9-13)
 - Knows the story of the Last Supper (Matthew 26:17-30, Luke 22:13-20, Mark 14:12-26); Knows the story of Christmas (Luke 2:8-18); Knows the story of Easter (John 20:1-20, Luke 24)

English Language Arts

Reading: Literature

Key Ideas and Details

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.

Craft and Structure

- 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, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Reading: Informational Text

Key Ideas and Details:

- 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.

Craft and Structure

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) 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.

Integration of Knowledge and Ideas

- 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 basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

- With prompting and support, read informational texts appropriately complex for grade 1.

Reading: Foundational Skills

Print Concepts

- Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - 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).

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills 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.

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-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.

Writing

Text Types and Purposes

- Write opinion pieces in which they introduce the topic 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.

Production and Distribution of Writing:

- 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.

Research to Build and Present Knowledge:

- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening

Comprehension and Collaboration

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - Ask questions to clear up 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 additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

- 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 and situation.

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - Use frequently occurring adjectives
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners (e.g., articles, demonstratives).
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize 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 for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Use frequently occurring affixes as a clue to the meaning of a word.
 - Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
 - Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

MATH

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction

- Use a symbol for an unknown number in an addition or subtraction problem within 20
- Interpret situations to solve word problems with unknowns in all positions within 20 using addition and subtraction
- Determine appropriate representations for solving word problems involving different situations using addition and subtraction within 20
- Solve word problems within 20 using addition and subtraction
- Know how to add three whole numbers whose sum is less than or equal to 20
- Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 20

Understand and apply properties of operations and the relationship between addition and subtraction

- Define properties of operation strategies
- Apply properties of operation as strategies to solve addition and subtraction problems
- Identify the unknown in a subtraction problem
- Solve subtraction problems to find the missing addend
- Explain the relationship of addition and subtraction

Add and subtract within 20

- Know how to count on and count back
- Explain how counting on and counting back relate to addition and subtraction
- Apply strategies to add and subtract within 20
- Add fluently within 20
- Subtract fluently within 20

Work with addition and subtraction equations

- Explain the meaning of an equal sign (the quantity on each side of the equality symbol is the same)
- Compare the values on each side of an equal sign
- Determine if an equation is true or false
- Recognize part-part-whole relationships of addition and subtraction equations
- Determine the unknown whole number in an addition or subtraction equation with three whole numbers

Number and Operations in Base Ten

Extend the counting sequence

- Recall numbers and numerals up to 120
- Represent a number of objects up to 120 with a written numeral
- Count to 120, starting at any number less than 120
- Read and write numerals up to 120
- Understand place value. Identify the value of each digit in a number within 100
- Explain how to mentally find 10 more or 10 less than a given two-digit number
- Apply knowledge of place value to mentally add or subtract 10 to/from a given two-digit number
- Explain what each digit of a two-digit number represents
- Define a bundle of 10 ones as “ten”
- Represent numbers 11-19 as composed of a ten and correct number of ones
- Represent the numbers 20, 30, 40, 50, 60, 70, 80, and 90 as composed of the correct number of tens
- Identify the value of each digit represented in a two-digit number
- Know what each symbol represents greater than, less than, and =
- Compare two two-digit numbers based on meanings of the tens and ones digit
- Use greater than, =, and less than symbols to record the results of comparisons

Use place value understanding and properties of operations to add and subtract

- Identify the value of each digit of a number within 100
- Decompose any number within one hundred into ten(s) and one(s)

- Choose an appropriate strategy for solving an addition problem within 100
- Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtractions) to a written method (equation) and explain the reasoning used
- Use composition and decomposition of tens when necessary to add within 100
- Identify the value of each digit of a number within 100
- Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences)
- Choose appropriate strategy (concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) for solving subtraction problems with multiples of 10
- Relate the chosen strategy to a written method (equation) and explain the reasoning used

Measurement and Data

Measure lengths indirectly and by iterating length units

- Know to use the same size non-standard objects as repeating units
- Know that length can be measured with various units
- Compare a smaller unit of measurement to a larger object
- Determine the length of a measured object to be the number of smaller iterated or repeated objects that equal its length
- Compose the measurement of an object using non-standard units (e.g., paper clips, unifix cubes, etc.) by laying the units of measurement end to end with no gaps or overlaps
- Identify the measurement known as the length of an object
- Directly compare the length of three objects
- Order three objects by length
- Compare the lengths of two objects indirectly by using a third object
- Know to use the same size non-standard objects as repeating units
- Know that length can be measured with various units
- Compare a smaller unit of measurement to a larger object
- Determine the length of a measured object to be the number of smaller iterated or repeated objects that equal its length
- Compose the measurement of an object using non-standard units (e.g., paper clips, unifix cubes, etc.) by laying the units of measurement end to end with no gaps or overlaps
- Tell and write time.
- Recognize that analog and digital clocks are objects that measure time
- Know hour hand and minute hand and distinguish between the two
- Determine where the minute hand must be when the time is to the hour (o'clock)
- Determine where the minute hand must be when the time is to the half-hour (thirty)
- Tell and write the time to the hour and half-hour correctly using analog and digital clocks
- Represent and interpret data.
- Recognize different methods to organize data
- Recognize different methods to represent data
- Organize data with up to three categories
- Represent data with up to three categories
- Interpret data representation by asking and answering questions about the data

Geometry

Reason with shapes and their attributes

- Identify defining and non-defining attributes of shapes
- Compare and contrast defining and non-defining attributes of shapes
- Draw shapes to show defining attributes
- Build shapes to show defining attributes
- Know that shapes can be decomposed to create composite shapes
- Describe properties of original, decomposed and composite shapes
- Determine how the original and created composite shapes are alike and different
- Create composite shapes
- Compose new shapes from a composite shape
- Partition circles and squares into two and four equal shapes
- Identify when shapes are equal
- Describe equal shapes using vocabulary: halves, fourths and quarters, half of, fourth of, and quarter of

- Describe the whole as two of two or four of four equal shapes
- Analyze that dividing a circle or rectangle into more equal pieces creates smaller shapes

SOCIAL STUDIES

Economics

Production/Consumption/Distribution

- Identify the interdependence between business and workers
- Name resources and products from the United States and around the world

Exchange

- Explain the role of banks

History

Time

- Recognize a timeline and its use
- Construct a personal timeline. Identify and use a variety of sources to gather and record information about the past

People

- Name some important people in history
- Recognize that History is about ALL people - we are part of history

Events

- Describe some important events in history
- Introduce an awareness of current events

Political Science

Citizenship

- Explain the various behaviors that promote or hinder cooperation
- Explain forms of civic action: voting, local improvements, protesting

Laws

- Learn basic community laws and explain why they are needed

Government

- Identify the types of leaders in a community

Geography

Location

- Identify the continents

Map Skills

- Identify Cardinal Directions
- Understand and construct a simple map using a key and legend
- Know map terms

Human Environment Interaction

- Name environmental changes in a community
- Identify changes people make to a community over time
- Name ways to protect the environment
- Identify earth's resources and ways people use them

Place

- Identify physical features: rivers, lakes, and mountains

Behavioral Science

Individual

- Recognize the uniqueness of individual classmates and others

Institution

- Understand the importance of belonging to groups Society:
- Explore cultures of each continent
- Complete projects working in cooperative groups

Catholic Social Teaching

Life and Dignity of the Human Person

- Recognizes all life as a gift from God
- Relates to others with respect
- Demonstrates the value of sharing to help others
- Responds to conflicts in a peaceful way

The Call to Family, Community, and Participation

- Identifies at a primary level the family as a basic social institution
- Recognizes examples of social responsibility Understands the concept of the blended family
- Shares self and material things for the good of others

The Rights and Responsibilities of the Human Person

- Begins to solve problems in a peaceful way
- Recognizes obligations of Christians to seek justice in the world
- Understands the basic rights of people

Option for the Poor and the Vulnerable

- Can discuss ways to care for the poor
- Identifies vulnerable (those who need help) members of a family, class, and neighborhood
- Expresses and shows compassion to those in need
- Practices behaviors that help others
- Can tell stories about what poor children and children who are not poor have in common

Dignity of Work and the Rights of Workers

- Practices good work habits and sees them as important
- Demonstrates good responsible behavior in class
- Shows respect for others' work

Solidarity of the Human Family

- Identifies examples of prejudice
- Displays examples of individual and cultural differences
- Participates in simple service projects that benefit others

Care for God's Creation

- Can name bad elements that hurt the environment (land, air, and water)
- Demonstrates that people can make the environment better by their actions
- Takes part in simple activities that improve the environment
- Identifies God as the maker of everything in the environment

SCIENCE

Physical Science

Matter:

- Learn that water and solids have weight

Forces, motion, and energy:

- Identify that energy is needed for things to grow or move

Earth Science

Weather

- Infer that the water cycle plays a role in weather
- Know that air has many uses
- Understand that the Earth is surrounded by air called the atmosphere
- Demonstrate that air exists and takes up space
- Discover that air temperature varies with time and place
- Know that short-term weather conditions can change daily and weather patterns change over the seasons
- Identify how rainy, sunny, snowy, and cloudy days have similarities and differences
- Identify that rain and snow come from clouds
- Measure air temperature using a thermometer

Space

- Realize that the Earth is a planet that supports life

Changes in the Earth

- Discover that erosion can change rocks and landscapes

Earth's Structure/Composition

- Know that Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere, and have different properties
- Know three types of rocks
- Discover that rocks of different sizes have different masses

Life Science

Animals

- Cycles
 - Illustrate that animals have life cycles
 - Identify the life cycle of an insect
- Characteristics
 - Discover that insect adaptations help them survive
- Behavior
 - Observe that animals move, grow, change, and reproduce
 - Infer that insects can be beneficial or harmful
 - Evaluate that some insects are social

Plants

- Characteristics
 - Identify the parts of a seed
- Classification
 - Explain that people and animals use plants in many ways

Environment

- Habitats
 - Understand that different animals have different types of homes

Human Body

- Identify the type of teeth and their function
- Demonstrate how to properly care for your teeth

Standards and information obtained from:

- Archdiocese of Milwaukee Office of Schools
- National Benchmarks and Standards for College and Career Readiness
- Department of Defence Education Activity