

MCPS
CURRICULUM

2.0

Sight Words



Number Words

zero	one	two
three	four	five
		eight

Vowels

short

long

apron

ease

LEARNING FOR THE FUTURE

A PARENT'S GUIDE TO GRADE 1 CURRICULUM 2.0



MONTGOMERY COUNTY PUBLIC SCHOOLS

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VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

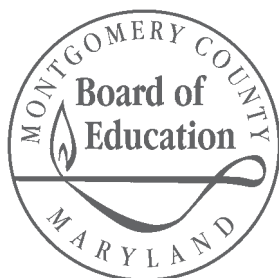
Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

Learning
Relationships
Respect
Excellence
Equity



CURRICULUM 2.0 broadens instruction beyond reading and mathematics to engage the whole child. Ten subject areas at the elementary level—*art, health education, information literacy, mathematics, music, physical education, reading, science, social studies, and writing*—have been refocused around the critical and creative thinking and academic success skills students need for a lifetime of learning. There are four major features of Curriculum 2.0:

“We need to prepare students for THEIR future, not OUR past.”

**Ian Jukes
Educator and
Futurist**

Internationally driven standards in mathematics, reading, and writing: Mathematics, reading, and writing are based on the rigorous Common Core State Standards (CCSS). These standards, adopted by Maryland in June 2010, describe the content that students must learn at each grade level and are designed to help U.S. students compete favorably with students around the world.

A focus on teaching the whole child: The curriculum provides more instructional focus on subjects such as the arts, information literacy, physical education, science, and social studies by blending them with mathematics, reading, and writing. Students will receive instruction across all subjects in elementary school.

Integrated thinking, reasoning, and creativity: The integration of thinking and academic success skills—or those skills that contribute

to students’ ability to creatively solve problems collaboratively, interpret multiple perspectives, analyze complex data, and understand connections among a variety of ideas—is the unique aspect of Curriculum 2.0. These skills have been identified in the educational research as the tools necessary to thrive in the 21st century knowledge-based global economy.

Communication of student progress through a “standards-based” report card: The elementary school report card is aligned with the concepts and topics taught in Curriculum 2.0 each marking period. The quarterly report card provides feedback to students and parents throughout the year about how well students are meeting academic standards compared with grade-level expectations.

Curriculum 2.0 deeply engages students and helps them develop the skills they need to thrive in school and beyond.

THINKING AND ACADEMIC SUCCESS SKILLS

Students who thrive academically, socially, and emotionally know more than just facts. They have a certain set of skills that enable them to learn and succeed in almost any environment. These include critical thinking, creative thinking, and academic success skills. The chart on the right describes the thinking and academic success skills that are integrated throughout Curriculum 2.0 as students progress through elementary school.





CRITICAL THINKING SKILLS

Critical thinking involves being objective and open-minded while thinking carefully about what to do or what to believe, based on evidence and reason.

Analysis

- Noticing what's alike and what's different
- Describing what parts make up a whole
- Looking for patterns
- Seeing how things fit together
- Sorting objects

Evaluation

- Questioning facts and claims, including your own
- Demanding evidence
- Checking the reliability of information you're viewing or reading
- Knowing what to do when two sources of information conflict
- Ranking options based on criteria

Synthesis

- Putting things back together after taking them apart
- Seeing how new ideas come from other ideas
- Making something new out of the parts you already have
- Organizing your thoughts



CREATIVE THINKING SKILLS

Creative thinking involves putting facts, concepts, and principles together in new ways and demonstrating a novel way of seeing or doing things.

Elaboration

- Including descriptive details in your writing, conversations, and art work
- Explaining something exactly how it happened takes time
- Explaining your thinking

Flexibility

- Considering the ideas and thoughts of others
- Questioning answers you're given
- Asking "why" questions
- Changing your thinking based on evidence or new ideas

Fluency

- Coming up with many new ideas
- Expressing your ideas or thoughts by writing, drawing, talking, or acting
- Showing the same thing in many ways
- Knowing many ways to answer a question

Originality

- Creating new ideas and products
- Explaining your answers in new and inventive ways
- Turning ideas and products of others into something new
- Seeing problems as a chance to solve something in a new way



ACADEMIC SUCCESS SKILLS

Academic success involves possessing attitudes and behaviors that enable students to reach their full potential in academic settings.

Collaboration

- Respecting the ideas of others
- Asking other people what they think
- Working with others to accomplish a goal or task
- Knowing how to lead a group and be a member of a group

Effort/Motivation/Persistence

- Challenging yourself to accomplish difficult tasks
- Thinking of additional ways to reach your goal when things get difficult
- Never giving up. Asking for help when learning is difficult

Intellectual Risk Taking

- Asking questions to help you understand—every day
- Sharing what you're thinking in a group
- Sharing your ideas and answering questions, even when you're unsure
- Challenging yourself to rise to the next level

Metacognition—Thinking about Thinking

- Thinking about what you already know about a topic before learning more
- Noticing the ways you learn best and asking for help when you're struggling
- Explaining your thinking



“Teaching for creativity aims to encourage self-confidence, independence of mind, and the capacity to think for oneself.”

Sir Ken Robinson, *Out of Our Minds: Learning to be Creative*

IN CURRICULUM 2.0, GRADE 1, specific critical and creative thinking and academic success skills are identified for each marking period. These skills are explicitly taught through the concepts and topics in the 10 content areas and provide a focus for integration across subjects.

Art	Physical Education
General Music	Reading/Language Arts
Health Education	Science, Technology, and Engineering
Information Literacy	Social Studies
Mathematics	Writing

The following pages highlight the critical thinking, creative thinking, and academic success skills along with the curriculum concepts and topics that are the focus of instruction in each marking period for Grade 1 students.

Curriculum 2.0 is built around developing students’ critical and creative thinking skills, as well as essential academic success skills, which will lead to college and career readiness in the 21st century.

MARKING PERIOD 1

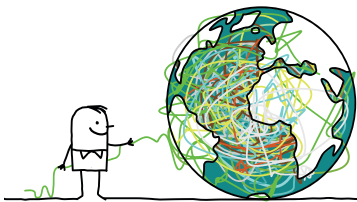
Bulleted concepts in red are graded on the report card for Marking Period 1.

Analysis (Critical Thinking Skill)—Breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.

- **Identify** and describe attributes.
- **Compare** by identifying similarities and differences.
- **Sort** and classify into categories.
- **Identify** and describe patterns and the relationships within patterns.
- **Identify** relationships among parts of a whole.

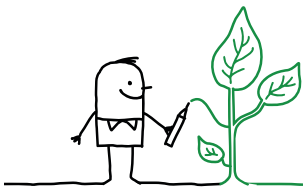
Collaboration (Academic Success Skill)—Working effectively and respectfully to reach a group goal.

- **Demonstrate** active listening and empathy in communicating with group members.
- **Solicit** and respect multiple and diverse perspectives to broaden and deepen understanding.
- **Demonstrate** teamwork by working productively with others.



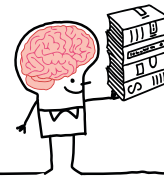
SOCIAL STUDIES

- **Civics:** Importance of rules; rights, responsibilities, and choices; leadership and authority; contributions of people important to the American political system; United States symbols and practices.



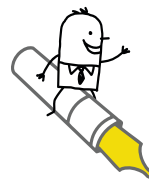
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Life Sciences:** Comparisons of plants and animals; parts of living things; basic needs of animals; relationships between fulfillment of basic needs and observable features of animals.



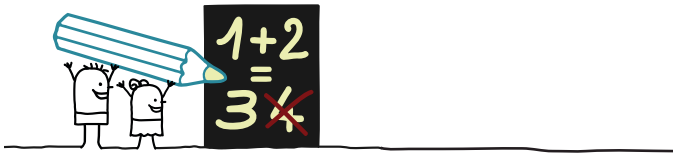
READING/LANGUAGE ARTS

- **Literature:** With prompting and support—read stories and poetry; Junior Great Books; ask and answer questions about key details; describe characters, settings, events; retell stories.
- **Informational Text:** With prompting and support—read informational text; ask and answer questions about key details and words and phrases; know and use text features to locate information; distinguish between information in text and illustrations/pictures.
- **Language/Vocabulary:** Participate in collaborative conversations; ask and answer questions about texts read aloud or information presented orally or through media; clarify meaning of unknown words or multiple meaning words/phrases; with guidance and support—understand word relationships.
- **Foundational Skills:** Know and apply phonics; demonstrate understanding of organization of print.



WRITING

- **Informative/Explanatory:** Name a topic, supply facts and provide closure.
- **Narrative:** Recount two or more sequenced events; include details and provide closure.
- **Process, Production, and Research:** Focus on a topic, respond to feedback and add details to writing; use a variety of digital tools to publish writing; participate in shared research.
- **Use of Language:** Upper- and lower-case letters; common, proper, and possessive nouns; singular and plural nouns with matching verbs; use end punctuation for sentences; spell words phonetically.
- **Opinion:** Introduce a topic, state an opinion, supply reason for opinion, and provide closure.



MATHEMATICS

- **Measurement and Data:** Categorical data—bar graphs, pictograph.
- **Number and Operations in Base Ten:** Counting to 120, starting at any number less than 120; place value—tens and ones; comparison of 2-digit numbers.
- **Operations and Algebraic Thinking:** Addition and subtraction situations for 1-digit number; ten more, ten less; part-whole concepts (1-digit numbers)—decomposing.

Curriculum 2.0 deeply engages students and helps them develop the skills they need to thrive in school and beyond.



ART

- **Analyzing and Responding to Art/Creating Art:** Safety and responsibility in the art room; direction and types of lines; organic and geometric shapes; expression of personal meaning through color; 3-D, geometric, and organic forms; reasons for creating art; response to art; communication of ideas.



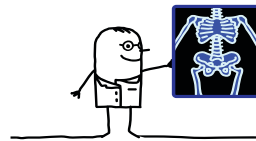
PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Locomotor skills (hop, jump, slide, gallop, and skip); levels (low, medium, high); directions (forward, backwards, sideways); spatial awareness (general, self).
- **Personal and Social Responsibility:** Following rules, routines, and moving safely within physical activity settings.



GENERAL MUSIC

- **Analyzing and Responding to Music:** Identify same and different sections in music; follow musical cues; compare high and low sounds.
- **Performing Music:** Sing in a variety of vocal registers; play classroom instruments.



HEALTH EDUCATION

- **Mental and Emotional Health:** Define ways to communicate with friends and family; describe emotions; identify what makes a good decision (safe, respectful, legal, and parent approved).
- **Alcohol, Tobacco, and Other Drugs:** Describe the functions of medicines; describe the harmful effects of tobacco; recognize alcohol is unhealthy and illegal for children.



INFORMATION LITERACY

- Borrowing routines and rules.
- Questioning, keyword, and inquiry strategies.
- Topic choice.
- Resource attributes to locate answers—key words, text features.
- Personal information need.
- Making connections to literature.

MARKING PERIOD 2

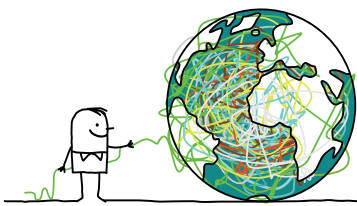
Bulleted concepts in blue are graded on the report card for Marking Period 2.

Fluency (Creative Thinking Skill)—Generating multiple responses to a problem or an idea.

- **Generate** ideas using multiple strategies.
- **Ask** questions in a variety of ways.

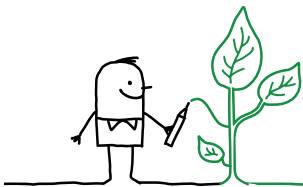
Intellectual Risk Taking (Academic Success Skill)—Accepting uncertainty or challenging the norm to reach a goal.

- **Adapt** and make adjustments to meet challenges when seeking solutions.
- **Demonstrate** willingness to accept uncertainty by sharing ideas, asking questions, or attempting novel tasks.



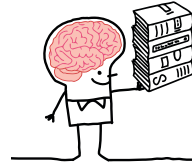
SOCIAL STUDIES

- **Culture:** Different ways of meeting human needs; people share and borrow culture; social skills.
- **History:** Differences between past and present; people and objects of today and long ago.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Parts of non-living objects; movement of non-living objects; effects of magnets on objects.
- **Life Sciences:** Parts of living things.



READING/LANGUAGE ARTS

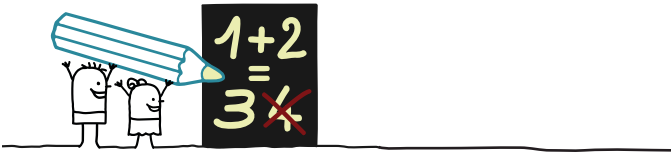
- **Literature:** With prompting and support—read stories and poetry; Junior Great Books; describe characters setting, and major events; ask and answer questions about key details; compare/contrast adventures or experiences of characters.
- **Informational Text:** With prompting and support—read informational text; identify main topic and retell key details; use illustrations and details in text to describe the key ideas; ask and answer questions to determine or clarify unknown words or phrases.
- **Language/Vocabulary:** Participate in collaborative conversations; clarify meaning of unknown words or multiple meaning words/phrases; with guidance and support—understand word relationships; ask and answer questions about key details in a text read aloud or information presented orally or through other media; ask and answers questions about what a speaker says.
- **Foundational Skills:** Know and apply phonics; demonstrate understanding of organization of print.



WRITING

- **Informative/Explanatory:** Name a topic, supply facts and provide closure.
- **Narrative:** Recount two or more sequenced events; include details and provide closure.
- **Opinion:** Introduce a topic, state an opinion, supply reason for opinion, and provide closure.
- **Process, Production, Research:** Focus on a topic, respond to feedback and add details to writing; use a variety of digital tools to publish writing; participate in shared research and writing projects; recall information from experiences or gather information to answer a question.
- **Use of Language:** Write complete sentences; pronouns; verbs; conjunctions; articles; capitalize dates and names; commas; spelling patterns; describe with relevant details; add drawings or visual displays to clarify ideas, thoughts, and feelings.

FLUENCY AND INTELLECTUAL RISK TAKING



MATHEMATICS

- **Number and Operations in Base Ten:** Place value and representation—decomposing and composing 2-digit numbers.
- **Operations and Algebraic Thinking:** Meaning of equal sign; problem-solving strategies—1- and 2-digit addition and subtraction; adding three numbers—sums to 20.



ART

- **Analyzing and Responding to Art/Creating Art:** Lines, shapes, textures, and patterns in the environment; sketches—develop ideas from observation, memory, and imagination; color: primary, secondary, warm, cool; overlapping; shapes combined to make images; choice of materials; critiques.



PHYSICAL EDUCATION

- **Health-Enhancing Physical Fitness and Activity:** Effect of exercise on the body (heart, lungs, skin).
- **Movement Skills and Concepts:** Non-locomotor movements (bend, stretch, pull, twist, turn, push, swing, lift); catch (ball tossed underhand); underhand throw; relationships of body parts (wide, narrow, round, twisted, symmetrical, nonsymmetrical).



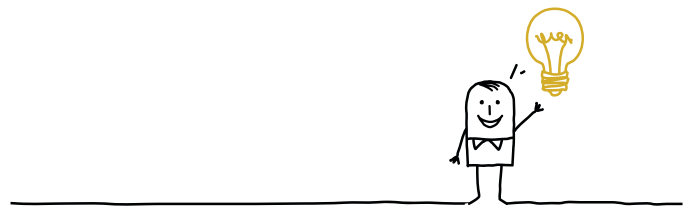
GENERAL MUSIC

- **Analyzing and Responding to Music:** Compare loud/soft and fast/slow sounds.
- **Performing Music:** Perform steady beat on classroom instruments.
- **Reading and Notating Music:** Read icons for quarter and eighth notes, *so* and *mi*.



HEALTH EDUCATION

- **Personal and Consumer Health:** Describe ways to promote dental health; identify health services and providers available in schools; explain why litter is harmful to health and how to prevent spreading litter.
- **Safety and Injury:** Practice responding to an emergency and calling 911; demonstrate crossing a street safely; show precautions around animals; identify ways to stay safe at home, identify products to avoid; identify the characteristics of bullies, model actions to stay safe around strangers; distinguish between telling and tattling.



INFORMATION LITERACY

- Topic choice.
- Resource attributes to locate answers—keywords, text features.
- Note taking attributes.
- Product development: main idea, fact and opinion, format for presentation.
- Citing sources.

MARKING PERIOD 3

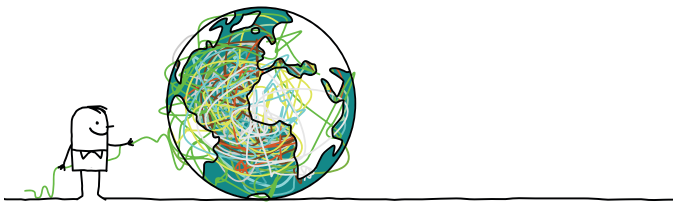
Bulleted concepts in green are graded on the report card for Marking Period 3.

Synthesis (Critical Thinking Skill)—Putting parts together to build understanding of a whole concept or form a new or unique whole.

- **Organize** parts to form a new or unique whole.
- **Integrate** ideas, information, and theories to invent or devise a solution.

Effort/Motivation/Persistence (Academic Success Skill)—Working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.

- **Demonstrate** strategies to achieve a goal or solve a problem.
- **Self-assess** effectiveness of strategies and redirect efforts to achieve a goal or obtain a solution to a problem.
- **Identify** an achievable, yet challenging goal.
- **Identify** and describe the outcome of a goal.



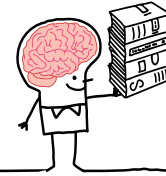
SOCIAL STUDIES

- **Geography:** People modify, protect, and adapt to their environment; geographic tools used to locate and describe places on Earth, physical and human characteristics of places.



SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Physical Sciences:** Properties of materials and objects.
- **Earth and Space Sciences:** Natural features of Earth's surface; natural and man-made objects in the environment; changes in the environment.
- **Life Sciences:** Human actions that harm the environment.



READING/LANGUAGE ARTS

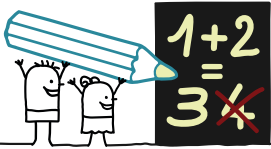
- **Literature:** With prompting and support—read stories and poetry; Junior Great Books; identify words and phrases that appeal to senses; identify who is telling the story; ask and answer questions about key details; compare/contrast adventures or experiences of characters.
- **Informational Text:** With prompting and support—read informational text; ask and answer questions about key details and unknown words; know and use text features/illustrations to locate information and key ideas; identify main topic; retell key details; similarities/differences between texts.
- **Language/Vocabulary:** Participate in collaborative conversations; clarify meaning of unknown words or multiple meaning words/phrases; with guidance and support—understand word relationships;
- **Foundational Skills:** Know and apply phonics; demonstrate understanding of organization of print.



WRITING

- **Informative/Explanatory:** Name a topic, supply facts and provide closure.
- **Opinion:** Introduce a topic, state an opinion, supply reason for opinion, and provide closure.
- **Process, Production, Research:** Focus on a topic, respond to feedback and add details to writing; use a variety of digital tools to publish writing; participate in shared research and writing projects; recall information from experiences or gather information to answer a question.
- **Use of Language:** Write complete sentences; pronouns; singular and plural nouns; verbs; adjectives; conjunctions; articles; prepositions; capitalize dates and names; commas; end punctuation; sentence types; describe with relevant details; add drawings or visual displays to clarify ideas, thoughts, and feelings.

SYNTHESIS AND EFFORT/MOTIVATION/PERSISTENCE



MATHEMATICS

- **Measurement and Data:** Direct comparison—ordering objects by length; length—nonstandard units.
- **Number and Operations in Base Ten:** Addition—1-digit to 2-digit numbers (concrete models and drawings); addition—2-digit numbers to 2-digit multiples of 10 (concrete models and drawings); subtraction—2-digit multiples of 10 (concrete models and drawings).
- **Operations and Algebraic Thinking:** Relationships and properties of addition and subtraction; fact families (sums through 10); finding the unknown in an equation.

Curriculum 2.0 is designed to do an even better job of teaching students the academic, creative, and critical thinking skills that build confidence, generate success, and prepare children to thrive in the 21st century.



ART

- **Analyzing and Responding to Art/Creating Art:** Color and line to express personal meaning; 3-D geometric and organic forms; representations from observation, memory, and imagination; texture—types, how things feel; surface decoration; art vocabulary to describe the artistic process; self-assessment; form and function; procedures for creating art.



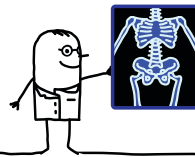
PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Jump and land (five forms, height and distance); static balance (base of support); weight transfer (travel on body parts, on and across low equipment).
- **Health-Enhancing Fitness and Activity:** Health-related fitness components (aerobic capacity/cardiorespiratory fitness, muscular strength, flexibility).



GENERAL MUSIC

- **Creating Music:** Improvise using instruments.
- **Reading and Notating Music:** Read icons for quarter and eighth notes, so and mi; notate simple rhythm and pitch patterns.
- **Performing Music:** Perform singing games from world cultures.



HEALTH EDUCATION

- **Nutrition and Fitness:** Differentiate how the senses affect food choices; describe how food keeps the body healthy; recognize MyPlate.gov food groups; explain the importance of fruits and vegetables for health.
- **Family Life and Human Sexuality:** Identify what is special about your family; describe the growth process (height and weight changes).



INFORMATION LITERACY

- Questioning, keyword, and inquiry strategies.
- Strategies for finding, organizing and recording answers to questions.
- How and why to cite sources.
- Product development, personal connections, summarizing, drawing conclusions, layout design, digital tool.

MARKING PERIOD 4

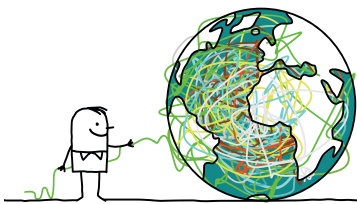
Bulleted concepts in yellow are graded on the report card for Marking Period 4.

Originality (Creative Thinking Skill)—Creating ideas and solutions that are novel or unique to the individual, group, or situation.

- **Create** a new idea, process, or product using multiple and varied formats.
- **Plan** and formulate a new, unique, or alternative solution to a problem or situation.
- **Transform** an idea, process, or product into a new form.

Metacognition (Academic Success Skill)—Knowing and being aware of one’s own thinking and having the ability to monitor and evaluate one’s own thinking.

- **Examine** one’s own thoughts and ideas to identify background knowledge.
- **Explain** thinking processes.
- **Self-monitor** strategies to assess progress and apply new thinking.
- **Seek** clarification and adapt strategies to attain learning task/outcome.



SOCIAL STUDIES

- **Economics:** Economic choices about goods and services; production process; technology affects the way people live, work, and play; markets in the community; differing values of goods and services.



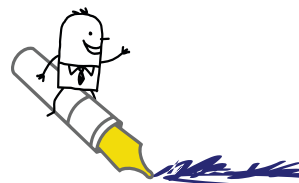
SCIENCE, TECHNOLOGY, AND ENGINEERING

- **Earth and Space Sciences:** Human actions that affect the environment; conservation and protection of natural resources.
- **Physical Sciences:** Use of electricity.



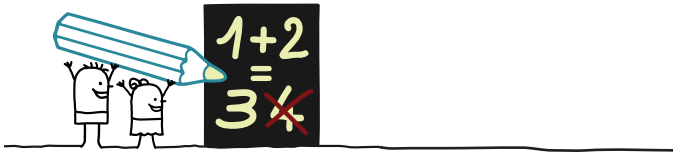
READING/LANGUAGE ARTS

- **Literature:** With prompting and support—read stories and poetry; Junior Great Books; retell stories, describe characters, setting, and major events; identify words and phrases that appeal to senses: compare/contrast experiences of characters; books that tell stories vs. books that tell information; ask and answer questions about key details; identify who is telling the story.
- **Informational Text:** With prompting and support—read informational text; connections between information in texts; ask and answer questions about key details; know and use text features/illustrations to locate information and key ideas; identify reasons an author gives to support points; compare/contrast two texts on the same topic; main topic.
- **Language/Vocabulary:** Participate in collaborative conversations; clarify meaning of unknown words or multiple meaning words/phrases; with guidance and support—understand word relationships; use words and phrases acquired through conversation, reading, being read to, and responding to texts.
- **Foundational Skills:** Know and apply phonics; demonstrate understanding of organization of print.



WRITING

- **Informative/Explanatory:** Name a topic, supply facts and provide closure.
- **Narrative:** Recount two or more sequenced events; include details and provide closure.
- **Opinion:** Introduce a topic, state an opinion, supply reason for opinion, and provide closure.
- **Process, Production, Research:** Focus on a topic, respond to feedback and add details to writing; use a variety of digital tools to publish writing; participate in shared research and writing projects; recall information from experiences or gather information to answer a question.
- **Use of Language:** Write complete sentences; pronouns; singular and plural nouns; verbs; adjectives; conjunctions; articles; prepositions; capitalize dates and names; end punctuation; sentence types; spelling patterns; describe with relevant details; add drawings or visual displays to clarify ideas, thoughts, and feelings.



MATHEMATICS

- **Geometry:** 2- and 3-dimensional shapes—attributes, composing to create a new shape, partitioning 2-dimensional shapes into equal parts.
- **Number and Operations in Base Ten:** Addition—1-digit to 2-digit numbers (written method); addition—2-digit numbers to 2-digit multiples of 10 (written method); subtraction—2-digit multiples of 10 (written method).
- **Measurement and Data:** Time on analog and digital clocks—hours, half-hours.



ART

- **Analyzing and Responding to Art/Creating Art:** Experimentation—expression of thoughts and feelings; forms—3-D, organic, and geometric; choice of materials; elements of art and principles of design observed in the environment; pattern—repetition and center of interest; creation and response to artwork—artistic processes and personal response.



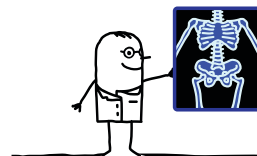
PHYSICAL EDUCATION

- **Movement Skills and Concepts:** Kick (stationary ball); strike lightweight objects using various body parts, and underhand strike.
- **Personal and Social Responsibility:** Goal Setting.



GENERAL MUSIC

- **Creating Music:** Arrange sounds to enhance a melody.
- **Reading and Notating Music:** Read icons for quarter rests, la, so and mi; notate simple rhythm and pitch patterns.
- **Performing Music:** Perform songs and tonal patterns.



HEALTH EDUCATION

Disease Prevention and Control: Define germs and describe how they enter the body; identify ways to prevent the spread of germs.



INFORMATION LITERACY

- Questioning, keyword, and inquiry strategies.
- Resource attributes: print, online, multimedia.
- Strategies for finding, organizing, and recording answers to questions.
- How and why to cite sources.
- Share writing using digital tool.
- Making connections to literature.

The Curriculum 2.0 report card provides feedback to students and parents throughout the year about how well students are meeting academic standards compared with grade-level expectations.

HOW PARENTS CAN HELP



You want your child to succeed in school and in life. There are many ways to encourage him or her to achieve. Following are some of the many ways you can help your child get the most out of school:

- **Show interest** in what your child is doing in school.
- **Set high expectations** for your child. Make it clear that school should be his or her first priority.
- **Dedicate at least 15 minutes** each day to talking with your child and reading with him or her.
- **Provide a quiet place** for your child to study.
- **Help your child** with his or her homework.
- **Limit the amount of television** your child watches and discuss what he or she sees on television.
- **Monitor the amount of time** your child spends playing video games or surfing the Internet.
- **Volunteer to help** with school activities and try to get other parents involved as well.
- **Talk with your child's teachers** regularly about your child's progress and what you can do to help him or her improve.
- **Encourage your child** to complete challenging work.

Adapted from *A Parent's Guide to Achievement Matters Most*, Maryland State Department of Education.

The MCPS Parent Academy offers free workshops that provide parents with information and resources to support their children's success in school. For more information, visit www.mcpsparentacademy.org.

Additional information about Curriculum 2.0 is available at www.montgomeryschoolsmd.org/curriculum/2.0/.



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