

# Grade 1 Parent's Guide to Year-Long Learning

During Grade 1, students receive instruction on the concepts and skills described below.

## SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students use observations to describe patterns of the sun in the day sky, and patterns of the moon in the night sky. They investigate patterns of sunlight in different seasons. Students also:</p> <ul style="list-style-type: none"> <li>• Make observations of shadows and analyze how they change over a day.</li> <li>• Apply their understanding to construct a model of the sky during a time and season of their choice.</li> </ul>	<p>During the marking period, students begin to explore light and sound. They investigate how vibrating materials produce sound, and explore what happens when light shines on different materials. Students also:</p> <ul style="list-style-type: none"> <li>• Carry out an investigation of a string phone.</li> <li>• Use mirrors to redirect a light beam.</li> <li>• Apply their understanding to design and construct a device to send a message using sound or light.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students explore how different parts of animals and plants help them survive and grow. They investigate how engineers mimic the structures of plants and animals in design solutions. Students also:</p> <ul style="list-style-type: none"> <li>• Observe seeds, leaves, flowers and fruit of plants.</li> <li>• Observe animal structures.</li> <li>• Design a solution to a human problem.</li> </ul>	<p>During the marking period, students explore how young plants and animals are alike. They investigate parent behaviors that protect offspring. Students also:</p> <ul style="list-style-type: none"> <li>• Compare plants and their seedlings.</li> <li>• Observe and explain behaviors of animal parents.</li> <li>• Apply their understanding to design a bird's nest that will protect young birds.</li> </ul>

## SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students develop an understanding of relationships among rights, responsibilities and rules in school. Students explore contributions of people past and present to the American political system. They also:</p> <ul style="list-style-type: none"> <li>• Explain the importance of rules.</li> <li>• Solicit and provide multiple perspectives.</li> </ul>	<p>During the marking period, students explore different cultures. Students discover similarities and differences in ways that people satisfy wants and needs for food, clothing, shelter, recreation, music and stories. Students will also:</p> <ul style="list-style-type: none"> <li>• Observe and describe ways that people of different cultural backgrounds meet human needs.</li> <li>• Classify events as belonging to the past or present.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students use geographic tools to identify their place in the world. Students are introduced to cardinal directions. Students explore how people adapt to changes in the environment, such as using less water in a drought. Students also:</p> <ul style="list-style-type: none"> <li>• Locate continents and oceans using maps/globes.</li> <li>• Identify human-made features of a place.</li> <li>• Explain how people adapt their environment.</li> </ul>	<p>During the marking period, students identify economic principles that are helpful to producers and consumers. Students study how goods and services are made, distributed and acquired. Students explore technology's effect. Students examine the types of markets and interactions between buyers and sellers. Students also:</p> <ul style="list-style-type: none"> <li>• Determine how money is earned and compare values of different goods.</li> </ul>

## INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students identify, locate and select resources. Students also:</p> <ul style="list-style-type: none"> <li>• Share new learning in a variety of formats.</li> </ul>	<p>During the marking period, students create and refine questions in order to search for information. Students identify relationships within fiction and nonfiction literature and real life. Students also:</p> <ul style="list-style-type: none"> <li>• Identify resources to meet an information need.</li> </ul>

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Marking Period 3	Marking Period 4
<p>During the marking period, students formulate and refine questions. Students identify relationships within fiction, nonfiction and real life. Students also:</p> <ul style="list-style-type: none"> <li>Record data/information in a variety of formats.</li> <li>Use a variety of formats to prepare the findings/conclusions of the information.</li> </ul>	<p>During the marking period, students use a variety of formats to prepare the findings/conclusions for sharing. Students use specific sources to find information. Students also:</p> <ul style="list-style-type: none"> <li>Evaluate the relevance of information within a source.</li> <li>Record data/information in a variety of formats.</li> </ul>

## MUSIC

Marking Period 1	Marking Period 2
<p>During the marking periods, students study melodic contour. Students also:</p> <ul style="list-style-type: none"> <li>Read iconic notation (long and short sounds).</li> <li>Study musical contrasts (e.g., loud/soft, fast/slow).</li> </ul>	<p>During the marking periods, students classify and perform on classroom instruments. Students also:</p> <ul style="list-style-type: none"> <li>Perform a steady beat.</li> <li>Read iconic notation (high and low sounds).</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking periods, students study musical forms. Students also:</p> <ul style="list-style-type: none"> <li>Read and label pitches on a staff (sol and mi).</li> </ul>	<p>During the marking periods, students study musical symbols (parts of a note in standard notation). Students also:</p> <ul style="list-style-type: none"> <li>Read and notate simple rhythms and pitches.</li> <li>Study vocal skills and technique.</li> </ul>

## PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students will demonstrate locomotor skills such as hopping, jumping, galloping, sliding and skipping. Students also:</p> <ul style="list-style-type: none"> <li>Practice spatial awareness.</li> <li>Move safely in general space in response to a signal.</li> </ul>	<p>During the marking period, students practice underhand throwing and catching. Students also:</p> <ul style="list-style-type: none"> <li>Practice movements such as: push/pull, roll, bend, stretch, swing, lift, and twist/turn.</li> <li>Study the effects of exercise.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students practice jumping and landing. They learn static and dynamic balance. Students also:</p> <ul style="list-style-type: none"> <li>Practice weight transfer on and across low equipment.</li> <li>Identify exercises and activities that improve muscular strength, aerobic capacity, cardiorespiratory fitness, and flexibility.</li> </ul>	<p>During the marking period, students kick a stationary ball towards a target. They strike with various body parts. Students also:</p> <ul style="list-style-type: none"> <li>Identify the process of goal setting.</li> <li>Identify the role of practice and hard work in reaching that goal.</li> </ul>

## HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students discuss techniques for communication. They learn about emotions and positive decision making. Students also:</p> <ul style="list-style-type: none"> <li>Learn about medicine, tobacco and alcohol.</li> </ul>	<p>During the marking period, students learn about information, products and services to support and maintain personal health. Students also:</p> <ul style="list-style-type: none"> <li>Learn how safety rules and procedures prevent emergencies.</li> <li>Learn about harassment, abuse and assault.</li> </ul>

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Marking Period 3	Marking Period 4
<p>During the marking period, students learn about nutrition and physical activity guidelines. They discuss how food related to good health. Students also:</p> <ul style="list-style-type: none"> <li>• Discuss the family unit.</li> <li>• Learn about physical, mental and social growth.</li> </ul>	<p>During the marking period, students learn what disease is and how diseases are classified. Students also:</p> <ul style="list-style-type: none"> <li>• Discuss practices to prevent disease and illness.</li> </ul>

### ART

Marking Period 1 - 4 CREATING & CONNECTING TO ART	Marking Period 1 - 4 PRESENTING & RESPONDING TO ART
<p>During the marking periods, students engage in artmaking by utilizing drawing, painting, printmaking, collage/mixed media, and sculpture/ceramics media. They create art that is personally meaningful and unique. Students also:</p> <ul style="list-style-type: none"> <li>• Identify why people from different places make art.</li> <li>• Investigate to generate multiple ideas for artwork.</li> <li>• Use art elements and design principles to represent ideas about place.</li> </ul>	<p>During the marking periods, students engage in art history, art criticism, aesthetics and curation. Students also:</p> <ul style="list-style-type: none"> <li>• Select artwork from a personal collection for presentation and justify the choice.</li> <li>• Identify how different spaces might enhance artwork.</li> <li>• Categorize subject matter and describe relevant details to interpret artwork.</li> </ul>

### BENCHMARK ELA READING

Marking Period 1	Marking Period 2
<p>During the marking period, students read informational texts and learn how to ask and answer questions. Students identify reasons that support key points and analyze text structure. They compare and contrast informational and literary texts using different genres. In vocabulary skills instruction, students learn and apply context clues and multiple meaning words.. Students also:</p> <ul style="list-style-type: none"> <li>• Read and analyze grade-level text.</li> <li>• Retell key details.</li> <li>• Identify and describe character.</li> </ul>	<p>During the marking period, students read literary texts. Students compare and contrast texts from different genres. In vocabulary skills instruction, students make connections between words and their use. They apply knowledge of beginning and ending consonant blends during foundational skills instruction. Students also:</p> <ul style="list-style-type: none"> <li>• Make inferences.</li> <li>• Describe and retell story events.</li> <li>• Determine shades of meaning in verbs.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students read informational texts to build knowledge about social studies content topics. Students compare and contrast texts on the same topic, and compare and contrast central messages in two literary texts. In vocabulary skills instruction, students sort words and use affixes to clarify word meanings. They employ phonological awareness and phonics skills that require students to apply knowledge of long vowel sounds a, o, i and e. Students also:</p> <ul style="list-style-type: none"> <li>• Use photographs to identify key details.</li> <li>• Describe the sequence of events.</li> <li>• Describe settings.</li> </ul>	<p>During the marking period, students review informational and literary reading standards previously taught, including describing major events, comparing and contrasting two texts, and identifying author's reasons. In vocabulary skills instruction, students learn how to understand root words and inflectional endings, and apply sensory words in writing. In foundational skills instruction, students apply knowledge of r-controlled vowels and vowel patterns. Students also:</p> <ul style="list-style-type: none"> <li>• Describe major events.</li> <li>• Identify author's reasons.</li> <li>• Describe characters and settings.</li> </ul>

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## BENCHMARK ELA WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students write narrative and informational texts using different genres and comparison texts. Students write a key detail about a character, write dialogue and write an opinion text. Students also:</p> <ul style="list-style-type: none"> <li>Identify and write key details and descriptions.</li> <li>Use common and proper nouns, and use singular nouns with matching verbs and articles.</li> </ul>	<p>During the marking period, students write in response to reading. Students write events, and write a description of characters. Students write a comparison of informational and narrative texts. Students also:</p> <ul style="list-style-type: none"> <li>Write text-dependent answers to questions.</li> <li>Write opinions about text features.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students construct opinion and narrative texts. Students engage in process writing including editing, revising and publishing. Students also:</p> <ul style="list-style-type: none"> <li>Identify and write key details.</li> <li>Write a story with events, including dialogue.</li> <li>Use simple and compound sentences; use prepositions and conjunctions.</li> </ul>	<p>During the marking period, students use informational text to introduce pre-writing in the writing process. Students organize writing in response to a prompt. Students revise, edit, and publish and write acrostic and sensory poems. Students also:</p> <ul style="list-style-type: none"> <li>Write opinion, narrative and poetry pieces.</li> <li>Read and analyze a prompt.</li> <li>Use commas and adjectives.</li> </ul>

## EUREKA MATH

Marking Period 1	Marking Period 2
<p>During the marking period, students work with numbers to 10, to further understand the meaning of addition and subtraction. They begin to intentionally build fluency with addition and subtraction facts. Students also:</p> <ul style="list-style-type: none"> <li>Represent and solve problems involving addition and subtraction.</li> <li>Apply operations to add and subtract within 20.</li> <li>Relate counting to addition and subtraction.</li> </ul>	<p>During the marking period, students add and subtract within 20. Students begin by modeling adding and subtracting across 10 in word problems and equations. Students conceptualize 10 as a single unit. Students also:</p> <ul style="list-style-type: none"> <li>Solve problems involving addition and subtraction.</li> <li>Apply operations to add and subtract within 20.</li> <li>Order objects by length; compare the lengths of two objects indirectly by using a third object.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students work to understand place value. They understand 10 as a unit that can be counted. Students begin to see a problem like <math>23 + 6</math> as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem <math>3 + 6</math>. Students also:</p> <ul style="list-style-type: none"> <li>Compare two-digit numbers based on the meaning of the tens and ones digits.</li> <li>Add within 100; subtract multiples of 10.</li> <li>Mentally find 10 more or 10 less of a two-digit number without having to count.</li> </ul>	<p>During the marking period, students think about the attributes of shapes, and compose and decompose geometric shapes. Students continue adding and subtracting within 100, building on place value, understanding and using mental math strategies. Students also:</p> <ul style="list-style-type: none"> <li>Classify shapes according to their attributes.</li> <li>Compare two-digit numbers based on the meaning of the tens and ones digits.</li> <li>Tell and write time to the hour and half-hour.</li> </ul>