

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"> • Make observations of shadows and analyze how they change over a day. • Apply their understanding to construct a model of the sky during a time and season of their choice. 	<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"> • Carry out an investigation of a string phone. • Use mirrors to redirect a light beam. • Apply their understanding to design and construct a device to send a message using sound or light.
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"> • Observe seeds, leaves, flowers and fruit of plants. • Observe animal structures. • Apply their understanding to design a solution to a human problem. 	<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"> • Identify similarities between plants and their seedlings. • Observe and explain behaviors of animal parents. • Apply their understanding to design a bird's nest that will protect young birds.

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. Students work to develop their skills in active listening. They also:</p> <ul style="list-style-type: none"> • Explain the importance of rules. • Solicit and provide multiple perspectives. 	<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 examine differences between past and present. Students will also:</p> <ul style="list-style-type: none"> • Observe and describe ways that people of different cultural backgrounds meet human needs. • Classify events as belonging to the past or present.
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. Students also:</p> <ul style="list-style-type: none"> • Locate continents and oceans using maps/globes. • Identify human-made features of a place. • Explain how people adapt their environment. 	<p>During the marking period, students identify economic principles that are helpful. Students study how goods and services are made and distributed. 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"> • Determine how money is earned and compare values of different goods.

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

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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"> Record data/information in a variety of formats. Use a variety of formats to prepare the findings/conclusions of the information. 	<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"> Evaluate the relevance of information within a source. Record data/information in a variety of formats.

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"> Identify why people from different places make art. Investigate to generate multiple ideas for artwork. Use art elements and design principles to represent ideas about place. 	<p>During the marking periods, students engage in art history, art criticism, aesthetics and curation. Students exploring big ideas relating to place. Students also:</p> <ul style="list-style-type: none"> Select artwork from a personal collection for presentation and justify the choice. Identify how spaces might enhance artwork. Categorize subject matter and describe relevant details to interpret artwork.

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

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"> Practice spatial awareness. Move safely in general space in response to a signal. 	<p>During the marking period, students practice underhand throwing and catching. They study relationships with body parts. Students also:</p> <ul style="list-style-type: none"> Practice movements such as: push/pull, roll, bend, stretch, swing, lift, and twist/turn.
Marking Period 3	Marking Period 4
<p>During the marking period, students practice jumping and landing. They learn about balance. Students also:</p> <ul style="list-style-type: none"> Practice weight transfer on and across low equipment. Identify exercises and activities that improve muscular strength, aerobic capacity, and flexibility. 	<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"> Identify the process of goal setting. Identify the role of practice and hard work in reaching that goal.

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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"> Learn about medicine, tobacco and alcohol. 	<p>During the marking period, students learn about information, products and services to support and maintain personal health. They learn about personal health issues. Students also:</p> <ul style="list-style-type: none"> Learn how safety rules prevent emergencies. Learn the meaning of harassment, abuse and assault.
Marking Period 3	Marking Period 4
<p>During the marking period, students learn about nutrition and physical activity guidelines. Students also:</p> <ul style="list-style-type: none"> Discuss the family unit. Learn about physical, mental and social growth. 	<p>During the marking period, students learn what disease is and how diseases are classified. Students also:</p> <ul style="list-style-type: none"> Discuss practices to prevent disease and illness.

CURRICULUM 2.0 READING

Marking Period 1	Marking Period 2
<p>During the marking period, students ask and answer questions about the details in a text, retell stories, describe characters, settings and events in a story, and use pictures and illustrations. Students use various text features on websites to locate key facts or information. Students also:</p> <ul style="list-style-type: none"> Follow agreed-upon rules for conversations. Ask questions to clarify ideas about a story. Sort words into categories to demonstrate what they know about a concept. 	<p>During the marking period, students ask and answer questions about key details in a text. They compare the adventures and experiences of characters in stories. They identify the main topic of informational text using photographs and text. Students also:</p> <ul style="list-style-type: none"> Retell familiar stories and describe characters, settings and major events. Use the illustrations to describe characters. Understand an author's central message.
Marking Period 3	Marking Period 4
<p>During the marking period, students look for patterns of details to identify the main topic of an informational text and retell key details. They identify similarities in and differences between two texts on the same topic. Students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Students also:</p> <ul style="list-style-type: none"> Ask questions to determine or clarify the meaning of words or phrases in text. Identify who is telling the story at various points in a narrative text. Ask questions in collaborative conversations to clear up confusion about a topic. 	<p>During the marking period, students identify words and phrases in literary texts, poetry and narrative stories that suggest feelings or appeal to the senses. Students identify reasons an author gives to support points. They describe connections between two pieces of information in an informational text. They retell stories and describe story elements to demonstrate understanding of a central message. Students also:</p> <ul style="list-style-type: none"> Use various text features to locate key facts or information in informational texts. Explain major differences between books that tell stories and texts that give information.

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CURRICULUM 2.0 WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students recall familiar experiences to compose narratives that include several events with details, sequence the events, and provide a sense of closure. They participate in shared research and use information to write informative texts. Students also:</p> <ul style="list-style-type: none"> • Share writing with peers and receive feedback • Include visual displays to enhance their writing and convey meaning to readers. 	<p>During the marking period, students write informational texts, name a topic, give some facts about the topic, and provide a sense of closure. Students write opinion pieces and give a reason for their opinion. Students write narrative texts with several events in sequence with details about the events. Students also:</p> <ul style="list-style-type: none"> • Participate in shared research. • Add drawings to narratives to convey meaning to their readers.
Marking Period 3	Marking Period 4
<p>During the marking period, students write informative texts that name a topic, include adjectives and provide a sense of closure. They write opinion pieces that use a topic, an opinion, provide reasons and closure. Students also:</p> <ul style="list-style-type: none"> • Add drawings to clarify ideas. • Use digital tools to publish their writing and share with peers. 	<p>During the marking period, students write poems that describe an event, including details. Students research and write a short informative text that they will use as the foundation for writing an opinion piece. They use a technology tool to add drawings or other visual displays. Students also:</p> <ul style="list-style-type: none"> • Use a digital drawing tool to create an image to accompany their poems. • Respond to feedback from peers.

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"> • Represent and solve problems involving addition and subtraction. • Apply operations to add and subtract within 20. • Relate counting to addition and subtraction. 	<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"> • Solve problems involving addition and subtraction. • Apply operations to add and subtract within 20. • Order objects by length; compare the lengths of two objects indirectly by using a third object.
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 $23 + 6$ as an opportunity to separate the 2 tens in 23 and concentrate on the familiar addition problem $3 + 6$. Students also:</p> <ul style="list-style-type: none"> • Compare two-digit numbers based on the meaning of the tens and ones digits. • Add within 100; subtract multiples of 10. • Mentally find 10 more or 10 less of a two-digit number without having to count. 	<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"> • Classify shapes according to their attributes. • Compare two-digit numbers based on the meaning of the tens and ones digits. • Tell and write time to the hour and half-hour.