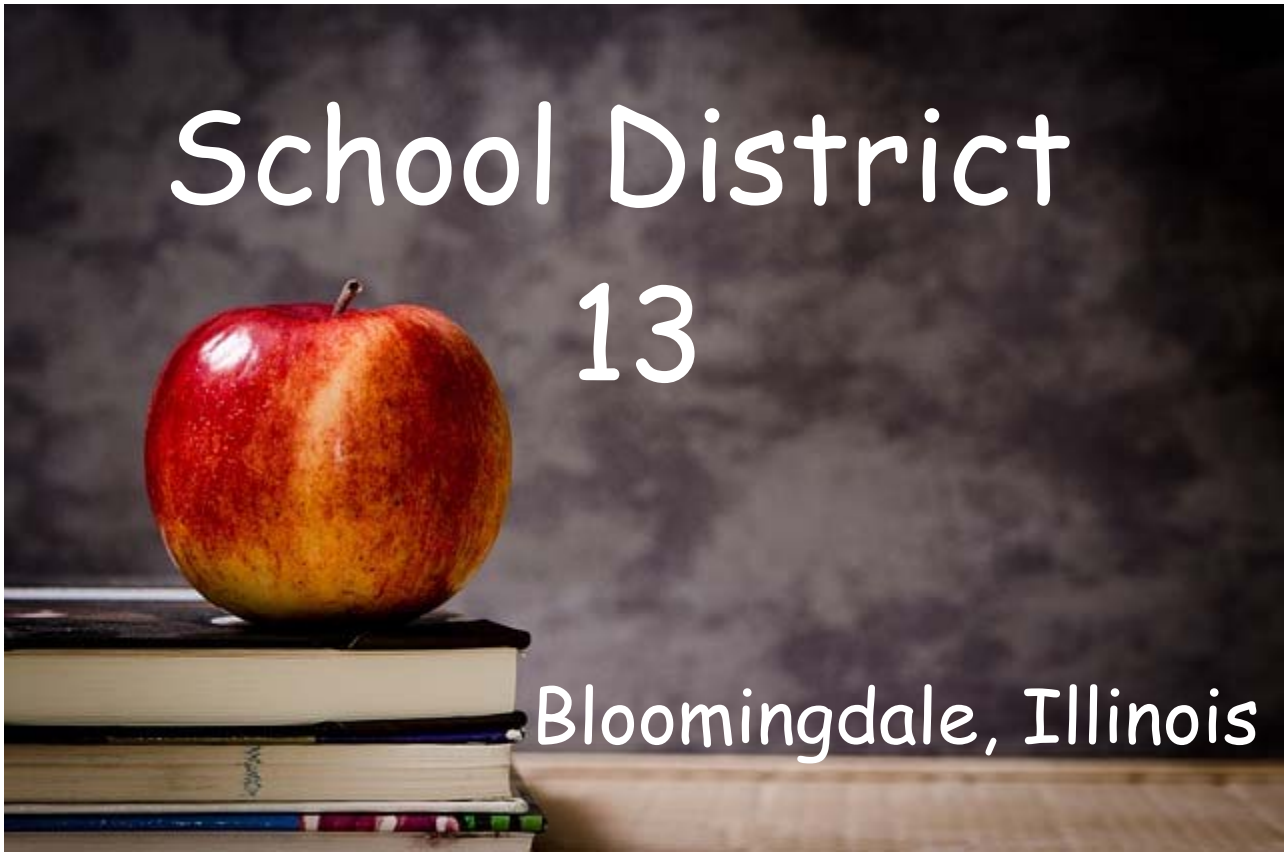

First Grade Curriculum

Literacy

Pearson's ReadyGEN literacy program for grades PreK-5 uses the gradual release model to provide high-quality instruction focusing on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Award-winning literature makes learning to read and reading to learn enjoyable. As the students progress through the program, the literature becomes more and more nonfiction based to give readers as much experience as possible with real-word text. Every module in the program emphasizes a science or social studies concept to help meet content-area as well as literacy standards. Authentic texts focus on a concept or big idea which connects vocabulary, spelling, writing, and language work. Student progress is monitored by use of multiple types of assessments which prescribe remediation and/or needs for greater challenge and differentiation. Instruction is customized as needed, delivered in whole group, small groups, or one-on-one. ReadyGEN supports daily reciprocity between reading and writing in informative, narrative, and opinion modes. Technology supports this program by providing such resources as audio text, videos, online assessments, and a large leveled reader database to provide additional materials to meet all reading abilities. Teachers will continue to use additional resources from our literacy centers, as well as ability-appropriate novel units to enrich students' literacy experience.

Bloomingdale District 13
Reading Curriculum

The goal of a balanced literacy approach to literacy is to foster life-long interest and growth in all areas of language arts: reading, writing, listening, speaking, viewing, representing, and spelling. Our purpose is for learners to have the ability to discover language patterns and rules and strategic principles for reading and writing. In addition, students need to be able to construct meaning and make connections through the use of fiction and nonfiction text. This literacy curriculum must appropriately meet the needs of all learners through a balanced literacy framework. This framework consists of: shared reading, guided reading, independent reading, writing, and word work.

Balanced Literacy Components

Shared reading
- All students read the same piece of text.
- The teacher models and demonstrates strategies.
- Students have the opportunity to practice strategies with teacher guidance.
- Thinking aloud helps to develop metacognitive skills.

Read aloud
- The teacher provides a good model of oral reading.
- Reading aloud develops students' listening skills.
- Students become engaged in quality literature.

Guided reading
- Small groups of students read material at their instructional level.
- Small groups provide opportunities to practice and demonstrate understanding of strategies.
- Small groups enable teachers to provide individual assistance to students.

Independent
- Reading material is self selected.
- Material is at the student's independent level which means student can read it fluently with 95% accuracy.
- Students practice strategies learned in shared reading lessons.

Word Work
- Students work with the skills associated with reading in small or large groups.
  - *phonics
  - *structural analysis
  - *vocabulary
  - *spelling
  - *base words and affixes

Writing
- Students respond to reading through writing.
- Writing provides opportunities to strengthen phonetic skills.
- Developing communication is the purpose of writing.

Strategies

Connecting
Enhancing text understanding by relating text to background knowledge and information. There are three types of connections: text to self, text to text, and text to the world.

Questioning
Asking questions before, during, and after reading to focus attention on significant concepts in text and deepen understanding. Questioning is used to clarify meaning.

Summarizing
The continuous process of determining important events or information from text.

Inferring
Using clues in the text and background knowledge and experiences to create an understanding and interpretation of the text.

Predicting
Thinking about what one knows and using text features to make guesses about text and making adjustments as new information is presented.

Imaging
Using details of text to create sensory images which enhance comprehension.

Vocabulary Acquisition
Learning and remembering new words encountered in text through thoughtful word selection and multiple and meaning opportunities for use.

Kindergarten/ First Grade Reading Curriculum
Balanced Literacy Program

Shared teacher models	**Read Aloud** teacher models	**Guided** student application of reading strategies under teacher direction	**Independent** application of reading strategies	**Word Work** small/large group or individual skill activities	**Writing** process writing, grammar and punctuation, and handwriting
• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• modeling of good reading practices • engaging students in quality literature • variety of genres read at listening level • listening skills • "thinking aloud" • fluency • story elements • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• basic book conventions • simple story structure • beginning, middle, end of story • story elements • setting a purpose for reading • decoding strategies (picture, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling	• phonemic awareness • phonetic principles • alphabet recognition • concept of word • concept of sentence • introduction to rhyming words • introduction to parts of speech • sight words • book/print conventions • synonyms and antonyms • contractions • describing words	• words • sentences • developmental spelling • fundamental mechanics (basic capitalization and punctuation) • Zaner-Bloser

Social Studies Scope and Sequence

First Grade

People and Places

UNIT	CHAPTERS/LESSONS	SCHEDULE
Unit 1 All About Families	Lesson 1 – *Many Families* Lesson 2 – *Families Celebrate* and *Celebrate Families With a Poem* Lesson 3 – *Where Families Live* Lesson 4 – *Family Rules* Problem Solving Lesson 5 – *Families On the Move* Using Charts Lesson 6 – *Families and Change* Biography *Thomas Edison* *Being a Good Citizen...Helping Kids Have Fun* *A Look At the Family...Celebrating in Kenya* Review and Project Unit Summary Chart	First Quarter
Unit 5 Americans Long Ago	Lesson 1 – *Native Americans, Then and Now* Using Time Lines Lesson 2 – *New People Come to America* Lesson 3 – *George Washington* Lesson 4 – *Sacajawea* Biography *Sam Houston* Lesson 5 *Abraham Lincoln* Lesson 6 *Susan B. Anthony* ***Celebrate history With a Poem *Veteran's Day With Grandpa*-Use when appropriate Lesson 7 – *Martin Luther King, Jr.* Citizenship The World Around Us-A Look at Hero From Mexico Review and Project Unit Summary Chart	Second Quarter

Social Studies Scope and Sequence

First Grade-cont'd

People and Places

UNIT	CHAPTERS/LESSONS	SCHEDULE
Unit 2 Where We Live	Lesson 1 – *We Live in Communities* Geography Skills…Using Pictures and Maps Lesson 2 - *Our Country* Lesson 3 – *Our World* Celebrate Our World With a Song Lesson 4 – *Water and Land* Geography Skills…Using Map Keys Lesson 6 – *Caring for Our Natural Resources* Biography *Rachel Carson* Citizenship *Making Decisions* The World Around Us *A Look at Geography in Switzerland* Review and Project Unit Summary Chart	Third Quarter
Unit 3 Good Citizens Unit 4 All Kinds of Jobs	Unit 3 Lesson 1 – *People Get Along* and Lesson 2 *People Follow Laws* Lesson 3 – *What Is a Leader?* and Lesson 4 *Votes Count* (skip Biography) Lesson 5 *Our Symbols and Pledge* (skip Using the Calendar) Lesson 6 *Good Citizens* The World Around Us *A Look at First Grade in Japan* Unit Review and Unit Summary Chart Unit 4 Lesson 1 – *Needs and Wants* Lesson 2 – *Work and Jobs* (skip *Celebrate Work With Art*) Lesson 3 *Goods and Services* (skip *Using Picture Graphs*) Lesson 4 – *Getting Goods and Services* (skip *Biography* and *Citizenship* Lesson 5 *New Tools At Work* and Lesson 6 *People with Great Ideas* (skip *Putting Things in Order*) The World Around Us – *A Look at Jobs in Brazil* Unit Review and Unit Summary Chart	Fourth Quarter

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Grade 1

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

(3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.[1]

(4) Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

[1]Students should apply the principle of transitivity of measurement to make indirect comparisons, but they need not use this technical term.

Grade 1 Overview

Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction.**
- **Understand and apply properties of operations and the relationship between addition and subtraction.**
- **Add and subtract within 20.**
- **Work with addition and subtraction equations.**

Number and Operations in Base Ten

- **Extend the counting sequence.**
- **Understand place value.**
- **Use place value understanding and properties of operations to add and subtract.**

Measurement and Data

- **Measure lengths indirectly and by iterating length units.**
- **Tell and write time.**
- **Represent and interpret data.**

Geometry

- **Reason with shapes and their attributes.**

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking 1.OA

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[2]
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

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

3. Apply properties of operations as strategies to add and subtract.[3] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*
4. Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*

Add and subtract within 20.

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Work with addition and subtraction equations.

7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = □.*

Number and Operations in Base Ten 1.NBT

Extend the counting sequence.

1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones — called a "ten."
   b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
   c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

[2]See Glossary, Table 1.
[3]Students need not use formal terms for these properties.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

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

4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data 1.MD

Measure lengths indirectly and by iterating length units.

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

Tell and write time.

3. Tell and write time in hours and half-hours using analog and digital clocks.

Represent and interpret data.

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry 1.G

Reason with shapes and their attributes.

1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[4]
3. Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

[4]Students do not need to learn formal names such as "right rectangular prism."

First Grade

The performance expectations in first grade help students formulate answers to questions such as: "What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?" First grade performance expectations include PS4, LS1, LS3, and ESS1 Disciplinary Core Ideas from the *NRC Framework*. Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light. Students are also expected to develop understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs as well as how behaviors of parents and offspring help the offspring survive. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents. Students are able to observe, describe, and predict some patterns of the movement of objects in the sky. The crosscutting concepts of patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

First Grade
Music

World of Music - Silver-Burdett & Ginn

Achievement in Listening

1. Ability to recognize music of different types, such as the march and lullaby
2. Ability to recognize the direction of melodic movement (up/down)
3. Ability to identify basic contrasts in music (high/low, fast/slow, up/down, loud/soft).
4. Ability to recognize the presence of rhythmic and harmonic additions to a melody
5. Ability to identify tone patters and phrases as same or different
6. Ability to identify by sight the following instruments: trumpet, flute, clarinet, snare drum, cymbals, tympani and piano

Achievement in Performance

1. Ability to sing with accuracy and smoothness within a range from C to G.
2. Sing many songs of different types
3. Play simple rhythm accompaniments to songs on rhythm instruments.

Achievement in Rhythmic Responsiveness

1. Ability to participate freely in action songs and singing games
2. Respond to the rhythm of the music he/she hears and performs with large body movements (walk, run, gallop, skip, etc.)
3. Move to show basic contracts in music (high/low/ fast slow, loud/soft, even/uneven)
4. Clap or play on a rhythm instrument simple beat patterns and rhythmic patterns

Achievement in Creativity

1. Ability to express the mood of the music through bodily movement
2. Sing spontaneously to express feelings
3. Create additional words for songs
4. Create rhythm patterns (clapping) to accompany songs

Achievement in Notation

1. Show melodic direction with hand levels.
2. Read three-tone melodies (mi, sol and la)

Musical Concepts

Ability to recognize, conceptualize and verbalize in his/her own terms these basic contracts in music:

1. High and low
2. Up and down
3. Fast and slow
4. Loud and soft
5. Major and minor
6. Melodic repetition and contrast

First Grade
Physical Education

Ball Manipulation Skills
- Bounce and catch
- Throw and catch

Body Awareness
- Body parts
- Laterality, symmetrical and asymmetrical
- Body shapes

Bowling
- Skills
- Games
- Modified scoring

Dance
- Folk dance
- Aerobic Dance
- Contemporary dance
- Lummi Sticks

Group Games

Gymnastics Unit
- Tumbling skills
- Balance beam skills (low and high beams)

Health Related Physical Fitness
- Aerobic conditioning
- Abdominal endurance
- Flexibility
- Muscle strength

Hoops
- Skills
- Games and Activities

Jump Rope
- Short rope skills

Kicking Skills
- Skills: Trapping, dribbling, kicking
- Group Activities

Locomotor Movement Skills
- Walk, run, jump, hop, leap, skip, slide, gallop
- Alone and in combination

Non-Locomotor Skills
- Push, pull, bend, stretch, lift, swing, turn, twist

Parachute Activities

Pilo Polo Unit
- Striking skills
- Individual and partner
- Modified Games

Qualities of Movement
- Time, force

Spacial Awareness
- Own space, room space
- Levels

Volleyball Skills
- Skills with balloons and beach balls
- Lead-up games

Art Curriculum

Students are met daily with the rigor of the National Visual Art Standards as well as the Elements and Principles of Art which provide for structured, project-based assignments designed to encourage original creative choice. Students are taught concepts, techniques, art movements, artists and skills throughout each year at DuJardin. The goal is to help each student become the best artists they can be through cultivating their natural creativity.

Elements of Art			Principles of Design		
Space	Texture	Value	Proportion	Variety	Movement
Form	Color	Line	Balance	Unity	Pattern
Shape			Emphasis		

Grade Level	Artists of Focus	Clay Skills
Kindergarten	1. Salvador Dali 2. Wassily Kandinsky 3. Piet Mondrian 4. Alexander Calder 5. Mark Rothko 6. Rorschach (Walter Joseph Kovacs)	Pinch Pot Making
1st Grade	1. Pablo Picasso 2. Andy Warhol 3. Michelangelo 4. Wayne Thiebaud 5. Vincent Van Gogh 6. Grant Wood 7. Amedeo Modigliani	Pinch Pot Making Mold Making Slip/Scoring
2nd Grade	1. Georges Seurat 2. Keith Haring 3. Romero Britto 4. Piet Mondrian 6. Paul Klee 7. Claude Monet 8. Andy Goldsworthy	Slab Making Coil Making
3rd Grade	1. Wassily Kandinsky 2. Australian Aboriginal Art 3. Zentangles/Mehndi Henna 4. Georgia O'Keefe 5. Henri Matisse 6. Jackson Pollock	Smoothing Coils
4th Grade	1. Bridget Riley 2. Pablo Picasso 3. Gwyneth Leech 4. Holton Rower 5. Robert Indiana 7. Google Logo/Contemporary Art	Slipping Scoring Sculpting with coils Pinch pots.
5th Grade	1. Mandalas 2. Frank Lloyd Wright 3. Dale Chihuly 4. Mark Crilley 5. Umberto Boccioni	Clay Choice Project with use of; - Coils - Slipping and Scoring - Slab making.

BLOOMINGDALE DISTRICT#13 – GRADES K-5
STUDY SKILLS GOALS

To provide District #13 students with a consistent format for accurately recording daily and long-term assignments and expectations in grades 4-5.

To provide teachers of students in grades K-3 with a developmentally appropriate format based on the model of the lesson plan book used by grades 4-5.

To instruct students in the correct use of the lesson plan book and to monitor its use throughout the year as needed.

To give students experience in daily, weekly and monthly planning.

To help students develop the responsibility for keeping track of their assignments and due dates.

To help students plan and budget their study time based on their plan books.

To provide students with a visual means of organization.

To provide students with a consistent organizational strategy in a visual modality for their material by using an organizational system, such as color-coded folders, expandable file, etc.

To maintain a consistent standard for headings.

Implementations of Goals

1. Each of the elementary schools will order enough plan books for every child in grades 4-5.

2. Teachers in grades 4-5 will instruct students in the correct use of the plan book and selected organizational system during the first 2 weeks of school and monitor its use throughout the year as needed.

3. Classroom teachers will require students to use the correct folder/file for their subject. The teacher may require specific colors of spirals for specific subjects.

4. Classroom teachers will require that students write their full name in an upper corner of all assignments.

5. If any type of color-coded system is used, please follow color scheme listed below:

Blue:	Math
Red:	Reading
Yellow:	L.A.
Green:	Science
Orange, Purple or White:	S.S.

Study Skills Goals – First Grade

To provide students with a visual means of organization.

A. This will be accomplished by using the following organizers:

1. Daily schedule posted in room
2. Day and time of "Specials" posted in room.
3. Monthly calendar displayed in room where it can be seen by the children and used for reference.
4. Individual "mailboxes" for student use.
5. Teacher-created "check-in" procedure for homework and a means of following through with work not returned to on time.

To provide students with a visual means of organizing their materials.

A. This will be accomplished by using color-coded folders:

Red: Language Arts
Blue: Math
Green, yellow and white to be used at the direction of the individual teacher for science, social studies, homework and mail:

To help students develop the ability to follow directions, both verbal and written.

A. This will be accomplished by using teacher-initiated activities throughout the year. These activities will focus on understanding oral and written directions, and listening for a purpose. The individual teacher decides which activities are developmentally appropriate for the individuals in her class.

CHARACTER COUNTS! sm

CHARACTER COUNTS is a continuing community endeavor directed toward improving and supporting positive character in young people. Bloomingdale District 13 is one of the many local Bloomingdale organizations belonging to a community partnership - the Bloomingdale CHARACTER COUNTS! Coalition.

CHARACTER COUNTS is integrated throughout District 13 and is a part of the character development framework at all grade levels, PreK - 8. CHARACTER COUNTS is based on shared beliefs and consensus values called the "Six Pillars of Character". District 13 supports the Bloomingdale CHARACTER COUNTS! Coalition mission to actively build and nurture *trustworthiness, respect, responsibility, fairness, caring, and citizenship* throughout the community.

DuJardin's staff and student body will continue to actively work to understand all that we do and say makes a difference at home, school, and in the community. Our school calendar identifies the month(s) targeted to focus on each of the "Six Pillars of Character". CHARACTER COUNTS! compliments and extends our efforts to eliminate "bully" like behaviors and live the principle that indeed, character does count. Please join the community effort to support and encourage CHARACTER COUNTS! in your family's homelife.

The Six Pillars of Character

(Definitions for Young People)

TRUSTWORTHINESS

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable — do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family, friends and country.

RESPECT

- Treat others with respect; follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act — consider the consequences.
- Be accountable for your choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

CARING

- Be kind.
- Be compassionate and *show* you care.
- Express gratitude.
- Forgive others.
- Help people in need.

CITIZENSHIP

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

District 13 Technology Curriculum Summary: 1st Grade

The use of technology is an important part of the overall learning environment throughout the Bloomingdale School District 13. It is the responsibility of each of us to prepare our students for a technological world.

Your first grader will be introduced to technology in the following ways:

- Discussing the advantages and disadvantages of the use of technology in today's world
- Discovering how computer technology fits into school life
- Identifying workstation components: hard drive; floppy drive and disk; CD-ROM drive and disk; printer; CPU; mouse; keyboard; microphone; speakers; and digital camera
- Practicing proper keyboarding techniques: correct posture and wrist position; typing with two hands; and locating numbers, letters, Enter, Esc, arrow, and function (Shift, Backspace, etc.) keys
- Identifying and using Home Row keys
- Learning why and how to take care of equipment, diskettes, and CD-ROMs
- Navigating within the Windows environment (e.g. click, drag, minimize, and maximize windows)
- Opening and closing applications
- Logging on and off a network
- Saving to an appropriate drive
- Becoming familiar with age-appropriate software including entering data and navigating within a word processing document

Finally, we hope to introduce your child to use appropriate resources to enhance learning:

- Reinforcing and expanding knowledge and skills through the appropriate use of electronic tutorials, simulations, etc.
- Using appropriate multimedia resources to support learning
- Using technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories