

GRADE ONE CURRICULUM GUIDE



This booklet contains an outline of the instructional goals in each curricular area for first grade students at St. Joseph School. The topics are covered in a sequence that is responsive to the individual class of students. Overall, the philosophy of St. Joseph School emphasizes that learning is integrated, experiential, value-based and a foundation for continued and lifelong learning. Learning is designed to promote the spiritual, intellectual, social, physical, and emotional growth of each unique child.

RELIGION

The religion program in grade one emphasizes that God, our Creator, made each person special; that Jesus, the son of God, is our friend and brother; and that the Holy Spirit is the energizing force of our community, bringing strength, peace and joy.

The following concepts and objectives are general outcomes of the first grade Religion program. Students will be able to:

- Understand that children are followers of Jesus and their initiation to that fellowship is through the sacrament of Baptism
- Understand the importance of responsible membership in a community through kind and caring actions to classmates, friends and family as well as the entire environment
- Understand the parts and sequence of the Mass and the appropriate responses for each part
- Learn prayers and recite various prayers, particularly - Our Father, Hail Mary, Grace Before and After Meals, Glory Be and the Rosary
- Compose and recite spontaneous prayers
- Demonstrate the correct gestures and actions for each part of the Mass
- Understand that Bible stories are the Word of God, guiding our actions

Text: [This is Our Faith](#), Silver Burdett Ginn, 1998

LANGUAGE ARTS/LITERATURE

First Grade Language Arts is designed to move the children forward strategically in their ability to read, write, speak, listen and follow directions. By presenting decoding skills with the opportunity to read for content, the student will continue to improve reading skills as well as writing and vocabulary skills. Spelling words are taken directly from the spelling textbook which is coordinated with the reading textbook, and enforces spelling rules. The goal is to write a complete sentence using correct spelling and punctuation, including the list word in it. Spelling words will also be taken from the Dolch word list.

The following concepts and objectives are general outcomes of the first grade Language Arts/Literature program.

Students will be able to:

Phonics/Spelling

- Identify initial, medial, and final consonant sounds (both letter name and the sound it makes when used in a word)
- Identify r-controlled vowels - ar, er, ir, or, ur
- Identify consonant Blends - bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sc, scr, sk, sl, sm, sn, sp, squ, st, str, sw, tr
- Identify sound and letter combinations for consonant digraphs - ch, sh, th, wh,
- Identify sound and letter combinations for vowel digraphs - ai, oa, ie, ea, ee, ay and ue
- Understand and use correctly inflectional endings - ing, ed, er and est
- Develop rhyming vocabulary

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Grammar

- Form, construct and identify compound words
- Form and deconstruct contractions
- Classify objects into groups
- Write days of the week and months of the year in order
- Change singular into plural and plural into singular for nouns and verbs
- Identify and use past and present tense verbs
- Identify and use action words (verbs), describing words (adjectives), and naming words (nouns), in categories and sentences
- Use punctuation correctly - period, question mark, comma, quotation mark and exclamation mark
- Correctly capitalize sentences, proper nouns, names and titles
- Write a narrative sentence with correct punctuation and capitalization

Listening and Oral Communication

- Follow directions to complete assignments
- Participate productively and cooperatively in classroom discussions
- Present project or assignment to the class
- Listen to classmates' presentations respectfully

Reading

- Read from texts and supporting texts, aloud and with fluency
- Read with purpose of prediction, reflection, and recall

- Read and recall a story using the following strategies
 - Sequence maps (beginning, middle, end)
 - Character webbing using effective adjectives
 - Identify in a reading selection major characters, plot, setting, and ending
 - Venn diagram to relate personal experiences to a reading
- Read and follow written instructions in workbook, relating to text we are currently reading, reinforcing both reading, grammar and spelling skills
- Locate information pertaining to special units of interest (author study, continents, animals) for use in reports, using the library to gather information
- Understand the parts and uses of a non-fiction book or textbook - glossary, table of contents and index
- Read a multi-page text and answer questions recalling material
- Select three books or more and write and illustrate a report, poster and diagram
- Write down at least three facts gleaned from non-fiction resources such as books, computer, etc.

Text: Everyday Spelling, Scott Foresman Addison Wesley, 1998
D'Nealian Handwriting, Scott Foresman, 1993
Literature Works, Silver Burdett Ginn, 1997
Voyages in English, Grade 1, Loyola Press

MATHEMATICS

A primary goal in first grade math is to develop problem-solving skills and a solid understanding of numbers, math facts and math operations. Students will use concrete objects that can be manipulated and observed to promote and enhance understanding of math concepts. Students will be encouraged to progress beyond the comprehension level to critical and analytical thinking levels.

The following concepts and objectives are general outcomes of the first grade Math program. Students will be able to:

- Understand the place values of ones, tens, and hundreds
- Understand the concepts of addition and subtraction incorporated in math facts families 1-20
- Count numbers 1-1000
- Measure units of time through the use of calendars and clocks (both digital and analog)
- Identify and describe the values and relationships among coins and solve addition and subtraction problems using currency
- Read temperatures to the nearest degree through opportunities to chart weather and temperature
- Understand various methods of estimation and choose a suitable method to estimate an answer
- Use appropriate instruments to weigh and measure objects
- Use geoboards, tangrams and grids to develop an understanding of perimeter and area

- Identify, describe and extend simple geometric and numeric patterns, through math fact families, simple number sentences, and pattern identification
- Describe the basic arithmetic operations (addition and subtraction) orally, in writing and using concrete materials and drawings
- Identify correctly the unknown numbers in whole number addition and subtraction
- Draw and describe geometric figures
- Draw logical conclusions and communicate reasoning about simple geometric figures
- Organize and display data using pictures, tables, charts or bar graphs
- Answer questions or make predictions based on given data in tables, pictures, charts or graphs
- Develop an understanding of probability in relationship to likelihood and chance, through use of flipping coins, rolling dice, spinning spinners

Text: McGraw-Hill Math, 2002

SOCIAL STUDIES

The first grade program continues to develop and expand social studies concepts and skills introduced in kindergarten through lessons which focus on social environments.

The following concepts and objectives are general outcomes of the first grade Social Studies program. Students will be able to:

- Develop an understanding of government laws, individual rights and the common good
- Identify the different levels of government as local, state and national through current events, as well as stories of the first Americans and the history of how the United States of America was formed
- Understand and apply values of responsible citizenship including respect for the law, patriotism, civility and working with others
- Identify the roles of civic leaders through school assemblies involving local officials as well as meeting with members of the student government
- Identify relationships that the federal government establishes with other nations
- Describe political ideas and traditions important to the development of the United States through activities that celebrate national holidays, e.g. Thanksgiving, Memorial Day and Veterans Day
- Identify the advantages and disadvantages of different ways of distributing goods and services
- Describe the progress of individual civil rights through studies of Abraham Lincoln, Martin Luther King and Harriet Tubman

- Develop geography skills using maps, to identify where people live and the reasons for their choices
- Understand the availability of the country's resources
- Understand that barter is a type of exchange
- Construct a timeline demonstrating comprehension of the present and future times
- Understand the role key individuals had in forming the United States of America
- Investigate folklore and understand the differences between legends, biographies and traditions
- Understand the role of Antoine Wilmette and other traders and Native Americans in developing the profile of the Midwestern area
- Understand similarities and differences of various cultures on the local community
- Understand the importance of energy sources and their conservation
- Understand the value of folklore in the development of the heritage and culture of the United States of America, e.g. Paul Bunyan, Johnny Appleseed and Casey Jones
- Understand the importance of community systems, such as banks, fire departments, hospitals and law enforcement officials
- Understand buying/selling as a form of barter using money as an exchange

Text: People and Neighborhoods, MacMillan/McGraw-Hill, 1995

SCIENCE

The first grade science program continues the development of investigatory skills. Through studying a variety of topics students will use and apply the skills of observation, comparison, experimentation, classification, prediction and evaluation. Science will include a number of hands-on activities. In order to solidify scientific knowledge, the science program emphasizes active learning through a variety of topics.

The following concepts and objectives are general outcomes of the first grade Science program. Students will be able to:

- Explore plant, animal and human life – similarities and differences
- Understand major body parts – functions, features and conditions necessary for optimal growth and survival
- Determine predictable and unpredictable patterns in the weather and seasons on the planet earth
- Demonstrate an understanding of magnets and magnetism in daily life
- Compare and contrast land and water resources on the earth
- Understand the value of keeping fit and healthy through a study of the food pyramid and the necessity of good nutrition, sleep, exercise and medical care
- Apply the concepts, principles and processes of scientific inquiry through use of scientific journals charting observed events, collecting data and recording data
- Learn the major parts of the solar system – sun, planets, satellites, meteors, and asteroids

- Understand the relation of the revolution and rotation of the earth and the seasons, length of day and weather patterns
- Formulate possible solutions to problems
- Understand basic safety practices (fire drills, weather procedures, bus evacuation) and the importance of preventive measures
- Demonstrate ways to reduce, reuse and recycle materials through opportunities, such as composting and worm farms

Text: McGraw-Hill Science, 2002

FOREIGN LANGUAGE - SPANISH

The foreign language program in first grade builds on skills learned in kindergarten. The process of learning a new language increases a student's listening capability. The Spanish curriculum is flexible to adjust to different levels of competency among students. Catholic prayers and traditions are incorporated in keeping with the religious nature of the school.

The program goals are to:

- Develop the necessary skills to communicate in Spanish
- Enhance word recognition
- Provide various instructional approaches to create interest in learning Spanish

The following concepts and objectives are general outcome expectations of the first grade Spanish program. Students will be able to:

- State his or her name to another person
- Use greetings and farewells
- Identify four classroom objects
- Identify basic shapes – apply shapes to every day things
- Identify ten colors
- Recognize numbers 0 to 30
- Identify six fruits with colors
- Recognize domestic animals and some zoo animals
- Combine colors with animals and fruits and communicate these relationships in complete Spanish sentences
- Learn three Spanish songs

- Recognize fifteen parts of the body
- Recognize immediate members of the family
- Make the Sign of the Cross
- Listen to and repeat the Hail Mary
- Describe various traditions celebrated on Hispanic holidays
- Recognize basic language patterns (e.g. forms of address and questions)
- Respond appropriately to simple commands
- Respond to and ask simple questions with prompts
- Imitate pronunciation, intonation and inflection
- Recognize a few written words in a simple Spanish story
- Identify cognates from context
- Copy/write words, phrases and simple sentences

Text: First 1000 Spanish Words, Usborne Publishing, 2000

FINE ARTS - MUSIC

In first grade music class we expand on the students' natural love of music. All students actively participate in a wide variety of music activities that form the basis for further exploration of how music is organized, written, performed and appreciated.

First grade students are involved in two music programs that are presented to school families and the community. Students are involved in these programs on many levels. The goal of these programs is to encourage students to share their talents in a unified group endeavor that displays pride in our school, individual pride, and magnifies the values of our Christian community.

The following concepts and objectives are general outcomes of the first grade Music program:

- Beats in music
- Using the voice expressively
- Dynamics (loud – soft)
- Instrument families
- Strong beats and weak beats
- High - low
- Fast - slow
- Music notation
- Note names
- Music theory, including tempo and rhythm
- Music for liturgical celebrations
- Note values – whole, quarter, and half as well as dotted notes
- Seasonal music

- Multi-cultural music
- Composers and composition

Text: The Music Connection, Silver Burdett Ginn, 1998

FINE ARTS - ART

The following concepts and objectives are general outcomes of the first grade Art program. Students will be able to:

- Identify elements of:
 - Secondary colors (orange, green, purple)
 - Types of lines (curves, straight, spiral, jagged)
 - Two dimensional geometric shapes (oval, diamond, rectangle) and textures (wet, dry, hairy, slimy)
 - Space (horizon line, bottom/floor, top/sky and point of view)
 - Size (larger/smaller)
- Identify subject matter in works of art - portrait, landscape and still life
- Manipulate materials to express the ideas of self-portrait, landscape and still life
- Create a collage of found objects
- Use imagination to express the qualities of anger and terror in visual art
- Demonstrate how to use the media and tool(s) in a safe manner

Examples include:

- Painting - experiment with watercolor
- Crayon - resist techniques: mix primary colors to create secondary colors
- Drawing - experiment using straight, curved, spiral, and jagged lines
- Printmaking - relief stamp printing, using vegetable halves of assorted sizes

PHYSICAL EDUCATION

An effective physical education curriculum incorporates many aspects of physical, emotional, social and personal growth. The program includes the following components:

- 1) Emphasize the child as a whole person and exercise the mind as well as the body.
- 2) Utilize a variety of learning strategies
- 3) Emphasize core skills, such as locomotion, throwing and catching.
- 4) Emphasize the development of lifelong physical fitness
- 5) Demonstrate good sportsmanship and cooperation as fundamental core values
- 6) Emphasize participation in all sports – individual as well as team

The following concepts and objectives are general outcomes of the first grade Physical Education program. Students will be able to:

- Use different locomotor patterns while moving through general space
 - Skipping, running, hopping, jumping, galloping, sliding
- Chase, flee, and dodge
 - Dodge stationary and moving objects
 - Chase a moving object or person
 - Flee from a moving object or person
 - Chase, flee, dodge in a game situation

- Jump and land
 - Jump up and land on two feet
 - Jump a distance from a standing start as well as while running
 - Jump rope
- Kick and dribble a ball
 - Kick a moving and stationary ball
 - Start and stop in different pathways while dribbling a ball
- Throw and catch
 - Underhand/overhand throw
 - Throw to a target
 - Throw and catch during a game situation
- Perform basic stunts and tumbling moves
 - Log roll, egg roll, forward roll,
 - Balance on a tripod
- Strike and volley an object at a target
- Move rhythmically to music of different speeds
- Use small apparatus - scooters, hoops, wands and the parachute
- Establish good sportsmanship habits
 - Take turns
 - Be courteous of others
 - Encourage other teammates without negativity
 - Put forth full effort
- Develop individual physical fitness level
 - Cardiovascular endurance
 - Muscular strength
 - Flexibility
 - Demonstrate outcomes of regular and daily exercise
 - Increase exercise duration and stamina

COMPUTER

The Computer curriculum, in a sequential and stepwise fashion from kindergarten through eighth grade, emphasizes and incorporates classroom strategies and student activities that promote the core foundational skills – keyboarding and word processing. Students are encouraged to enhance individual skill levels and to continue to improve independently. Students are also encouraged to develop cooperative classroom skills of patience and mutual respect. The computer curriculum emphasizes lifetime skills of research, writing and document development.

The following concepts and objectives are general outcomes of the first grade Computer program. Students will be able to:

- Use input and output devices correctly (mouse and keyboard)
- Use and apply software responsibly
- Use creative skills with certain applications (MS Paint, Clipart)
- Understand basic functions of word processing software
- Improve keyboarding skills which additionally augment spelling and vocabulary skills
- Use a search engine correctly

LIBRARY

The following concepts and objectives are general outcomes of the first grade Library program. Students will be able to:

- Use the library independently
- Master checkout procedures
- Understand the arrangement of materials in a library
- Develop knowledge and understanding of library and book terms and concepts
- Understand genres of literature and nonfiction to develop individual interest areas

Terms, concepts, and skills that are reviewed and reinforced in first grade:

Spine
Cover
Dust Jacket
Author
Title
Illustrator
Library/Media Center

New terms, concepts and skills introduced:

Location of Materials	Call Number
Alphabetizing	Checkout Procedures
Fiction	Publisher
Nonfiction	Copyright
Characters	Copyright Date
Setting	Plot
Book Card, Book Pocket, Date Due Slip	

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HOMEWORK

Students in first grade should continue to read/be read aloud to for at least 30 minutes per night. In addition, written homework assignments may also be assigned. First graders should typically spend a maximum of 10-15 minutes on these assignments. Appropriate paper to be used will be provided or otherwise specified by teacher. Pencil should always be used unless otherwise specified by teacher. The student's name should appear on all such work.

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