

Maywood Public School District

CURRICULUM OBJECTIVES GRADE 1

COMPREHENSIVE HEALTH & PHYSICAL EDUCATION

LANGUAGE ARTS

MATHEMATICS

MUSIC

SCIENCE

SOCIAL STUDIES

TECHNOLOGY

VISUAL ARTS

WORLD LANGUAGES

LIBRARY/MEDIA

COMPREHENSIVE HEALTH

WELLNESS

All students will acquire health promotion concepts. Students will know:

- Decisions we make every day affect how healthy our bodies are.
- Understand what foods are healthy.
- There are ways we can try to keep our bodies from getting sick and try to stay healthy.
- There are many ways to keep our bodies safe.
- There are certain people to contact during different emergencies. Like calling 911 when someone stops breathing

INTEGRATED SKILLS

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will know:

- There are many strategies to help live a healthy lifestyle.
- There are people in the school and community that can help us.
- Character is important for development of social and personal health.

DRUGS AND MEDICINE

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will know:

- Medicine comes in different forms and is used for different reasons.
 - The use of tobacco can negatively impact the human body.
 - A trusted adult doctor should be administering medicine to a child.

HUMAN RELATIONSHIPS AND SEXUALITY

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will know:

- There are different dynamics in family lifestyles.
- There are many factors that contribute to a healthy relationship.

LANGUAGE ARTS

Reading - Literature

Student objectives (outcomes):

Students will be able to:

- listen carefully to a story
- ask and answer questions about a story
- recall key elements of the story.
- use key elements to construct a retelling
- identify the central message of a story.
- put key details in sequential order to retell a story they know.
- recognize and describe elements in a story, including characters, setting, and major events.
- will be able to use picture clues to identify feelings and senses.

- identify the genre of the book and defend their thinking.
- explain the difference between books that tell stories and books that provide information to determine a purpose for reading
- use the illustrations to describe the characters, setting or events in the story
- compare and contrast characters' experiences and adventures
- with prompting and support, read and comprehend text of steadily increasing complexity.

Essential Question(s):

- Why do readers read?
- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
- How does the author's point of view and purpose shape and direct the text?
- How does analyzing more than one text help readers to interpret the author's intent and build our knowledge?
- How does reading add meaning to a reader's life?
- How do readers adapt when text becomes more complex?

Reading Foundation Skills

Student objectives (outcomes):

Students will be able to...

- point out the capital letter of a sentence
- point out ending punctuation
- blend and segment single syllable C-V-C words and CCVC and CVCC words
- manipulate sounds in a variety of words
- sort pictures and words into long or short vowel sounds
- analyze and orally decode words to enhance vocabulary
- use correct pronunciation of the sounds of each consonant and vowel
- use spoken words, syllables, and sounds by distinguishing long from short vowel sounds in spoken single-syllable words (CVC)
- isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words
- to segment single-syllable words into their complete sequence of individual sounds ●
- decode and use other word analysis skills to read fluently
- use final -e and common vowel team conventions for representing long vowel sounds
- break multi-syllable words into syllables in order to decode the word
- recognize common inflectional endings such as -ed, -s, -ing, -est, -er and can read words when these endings have been added
- read first grade appropriate irregular words

Essential Question(s):

- How do readers construct meaning?
- How does the author's use of structure affect the meaning of the text?
- How do readers figure out an unknown word?
- How do readers adapt when text becomes more complex?
- What strategies can writers use to spell an unfamiliar word?

Reading

Student objectives (outcomes):

Students will be able to...

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- break multi-syllable words into syllables in order to decode the word
- recognize common inflectional endings such as -ed, -s, -ing, -est, -er and can read words when these endings have been added
- read first grade appropriate irregular words.
- apply grade level phonics and word attack skills in decoding words.
- determine word parts (prefixes, suffixes (word endings) and root words)

Essential Question(s):

- How do readers construct meaning?
- How does the author's use of structure affect the meaning of the text?
- Why do readers read?
- How does reading add meaning to your life?
- How do readers adapt when text becomes more complex?

Essential Vocabulary:

- sentence
- capital letter
- punctuation period
- uppercase letters
- question mark
- period
- exclamation mark
- syllable
- vowel
- vowel teams
- digraphs
- consonant
- inflectional endings
- silent-e

Informational Text

Student objectives (outcomes):

Students will be able to:

- listen carefully to a story
- ask and answer questions about a story
- identify the main topic
- retell key details
- answer the question, “What is the author telling or teaching us in this story?”
- identify the genre of the book and defend their thinking.
- compare and contrast fiction and non-fiction.
- explain the difference between books that tell stories and books that provide information to determine a purpose for reading
- describe the connection between two individuals, events, ideas, or pieces of information in a text
- ask and answer questions to determine or clarify the meaning of words and phrases in a text ●
- identify the reasons and author gives to support points in a text
- use the illustrations and details in a text to describe its key ideas
- identify basic similarities and differences between two texts on the same topic
- know and use various text features to locate key facts or information in text
- with prompting and support, read and comprehend text of steadily increasing complexity.

Essential Question(s):

- Why do readers read?
- How do readers construct meaning?
- How does word choice impact the overall meaning of the text?
- How does the author’s point of view and purpose shape and direct the text? ●
- How does the use of evidence impact the author’s claim?
- How does analyzing more than one text help readers to interpret the author’s intent and build our knowledge?
- How does reading add meaning to a reader’s life?
- How do readers adapt when text becomes more complex?
- What text features can help readers better understand text?

Writing

Student objectives (outcomes):

Students will be able to...

- write opinion pieces that clearly state their preferences and supply a reason for their thinking
- write a concluding statement to finish their opinion or preference writing ●
- develop and write a simple introductory sentence that states the topic
- identify facts and opinions within a specific sources
- gather facts and definitions from text
- utilize learned information to write facts about a topic
- tell about a series of events in logical sequence, using temporal words to signal event order
- write a conclusion related to their narrative
- ask and answer questions about their writing
- develop and strengthen writing as needed by planning, revising, editing, rewriting
- focus their writing on a topic with assistance from adults and peers
- respond to questions and suggestions

- add descriptive words to their writing to strengthen their piece
- develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (during conferences and peer editing). produce and publish writing using technology or digital tools (i.e. computer, projector, interactive whiteboard, email, iPad, etc.)
- write collaboratively with peers
- continue exploring digital tools to produce and publish writing. organize information, and write directions in an appropriate and understandable sequence (with guidance)
- participate in a teacher-led research project on a given topic
- participate in a teacher-led writing product (e. g. poster, class book, PowerPoint) which demonstrates learning on the chosen topic
- contribute opinions and information from the research
- gather information from sources
- participate in guided research to answer questions about a topic
- use shared, teacher-led research to learn about a given topic
- recall information learned from research

Essential Question(s):

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

Speaking and Listening

Student objectives (outcomes):

Students will be able to...

- use frequently occurring adjectives to describe.
- add details to expand ideas and sentences.
- distinguish between relevant and irrelevant details.
- add visual displays to illuminate chosen facts and details.
- use appropriate procedures for presenting pictures, displays, and audio recordings (e.g. where to stand, hold a visual display).
- identify components of a sentence.
- distinguish between sentences and sentence fragments.
- orally produce complete sentences when appropriate to task and situation.

Essential Question(s):

- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Language

Student objectives (outcomes):

Students will be able to...

- identify and explain the meaning of prefixes and suffixes (affixes)
- identify and define root words
- identify and use inflectional endings (e.g., s, es, ing) and determine their effect on word meaning
- identify and demonstrate the difference in meanings by correctly using the words in a sentence or phrase
- use sentence clues to determine or clarify the meaning of words or phrases
- identify real-life connections between words and their use
- words into categories according to meaning and attributes
- apply the appropriate verb according to intensity and meaning. develop rich oral language and strengthen writing through exposure to a variety of texts and conversations with peers and adults
- demonstrate the correct use of conjunctions in oral and written language

Essential Question(s):

- Why is it important to have command of Standard English conventions?
- How do I determine the meaning of an unfamiliar word or usage?
- How do words and their use influence language?
- How does the depth of your vocabulary contribute to your ability to read, write, listen, and speak more effectively?

MATHEMATICS

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

Entering Expected Skills:

- Number sense
- Language – number sentence – basic vocabulary
- Understanding basic number sense
- Transition (beginning) to mental math – not just manipulatives
- Compose/decompose up to 5
- How to use manipulatives

MUSIC

Singing

- Sing a song by imitation.
- Participate in singing games and dramatizations.
- Indicate direction and movement of melody.
- Sing with good posture, breath control, and articulation.
- Sing from memory a basic repertoire of folk and composed songs representing various genres, styles, and cultures.

Playing Instruments

- Play simple rhythms on classroom instruments accurately and independently.
- Play independent instrumental parts (simple, rhythmic, or melodic).
- Echo short rhythmic, and melodic patterns and phrases.
- Demonstrate when playing in groups skill in matching tone quality, and listening to others.
- Play a varied repertoire of music representing diverse genres and styles.
- Play rhythmic accompaniments to songs from various musical cultures.

Improvising and Composing

- Improvise “answers” to given rhythmic and melodic phrases in appropriate matching style and form.
- Utilize music to dramatize songs and stories.

Reading and Notation

- Identify musical elements in response to diverse aural prompts such as rhythm, timbre, dynamics, form, and melody.
- Read a system of notation that represents a complex symbolic language that indicates pitch, rhythm, dynamics, and tempo.

Listening and Responding

- Listen to a variety of music.
- Demonstrate musical perception by describing or answering questions about music heard.
- Respond through movement.
- Practice employing audience behavior.
- Discriminate mood.
- Echo – clap simple 2, 3, or 4 beat patterns.
- Respond to rhythms by walking, running, marching and skipping.
- Identify and describe uses of the elements of music in various genres and styles.

- Identify and describe simple musical forms.
- Use correct terminology in describing or explaining music, musical notation, musical instruments, vocal ranges, and musical performance.
- Create patterns of movement to express thoughts or feelings to the musical works.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

Critiquing

- Compare two performances using personal criteria or criteria developed by the class.
- Explain why specific compositions may be effective or appropriate in certain settings and not in others.
- Apply the principles of positive critique in giving and receiving responses to performances.

Recognizing relationships

- Acknowledge the relationships between music and the other arts.
- Participate in folk dances and singing games.
- Explain how music reflects historical and social events and movements.
- Use the expressive and rhythmic elements of music making in interpretive readings.

Understanding Western music

- Describe and compare characteristics of various genres of Western art and music.
- Identify specific occasions that can be enriched by music and describe the characteristics of suitable music.

Understanding world music

- Recognize music from various world cultures.

PHYSICAL EDUCATION

Basic Movement Skills and Concepts

- Demonstrate locomotor skills using appropriate form.
- Demonstrate non-manipulative skills.
- Participate in manipulative skills.
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback. Use visual and verbal cues to improve performance and self-assess skills.

Team Sports

- Explain what it means to demonstrate good sportsmanship.
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Determine how attitude impacts physical performance.
- Demonstrate strategies that enable team members to achieve goals.

Individual Sports/Recreational Games/Lifetime Activities

- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Explain the difference between offense and defense
- Determine how attitude impacts physical performance

Fitness and Physical Activity

- Employ health related fitness.
- Demonstrate skill related fitness:
- Recognize body responses:
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit.
- Develop a fitness goal and monitor progress toward achievement
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment
- Determine how attitude impacts physical performance

Project Adventure (Optional Enrichment)

- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities
- Explain what it means to demonstrate good sportsmanship
- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

Guided Discovery (Optional Enrichment)

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment

ATTITUDES AND VALUES

- Demonstrate positive feelings toward safety in physical education.
- Demonstrate good sportsmanship.
- Demonstrate positive attitude and behaviors toward self and others in physical education
- Appreciate physical activities for creating an avenue of self-expression.
- Demonstrate a knowledge of rules which enhances the success of the activity.
- Understand the importance of maintaining physical fitness.
- Appreciate physical activity for promoting mental and physical well-being.

SCIENCE

Unit 1: Patterns of Change in the Night Sky

In this unit of study, students observe, describe, and predict some patterns in the movement of objects in the sky. The crosscutting concept of patterns is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate understanding of the core ideas.

Unit 2: Characteristics of Living Things

In this unit of study, students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how the behaviors of parents and offspring help offspring survive. The understanding that young plants and animals are like, but not exactly the same as, their parents is developed. The crosscutting concept of patterns is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in obtaining, evaluating, and communicating information and constructing explanations. Students are also expected to use these practices to demonstrate understanding of the core ideas.

Unit 3: Mimicking Organisms to Solve Problems

In this unit of study, students develop an understanding of how plants and animals use their parts to help them survive, grow, and meet their needs. Students also need opportunities to develop possible solutions. As students develop possible solutions, one challenge will be to keep them from immediately implementing the first solution they think of and to instead think through the problem carefully before acting. Having students sketch their ideas or make a physical model is a good way to engage them in shaping their ideas to meet the requirements of the problem. The crosscutting concept of structure and function is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and in developing and using models. Students are expected to use these practices to demonstrate understanding of the core ideas.

Unit 4: Light and Sound

In this unit of study, students develop an understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level by placing objects made with different materials in the path of a beam of light and determining the effect of the different materials. The crosscutting concept of cause and effect is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate 12 grade-appropriate proficiency in planning and carrying out investigations, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate understanding of the core ideas.

Unit 5: Communicating with Light and Sound

In this unit of study, students continue to develop their understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects. Students apply their knowledge of light and sound to engage in engineering design to solve a simple problem involving communication with light and sound. The crosscutting concepts of structure and function and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations and designing solutions, asking questions and defining problems, and developing and using models. Students are also expected to use these practices to demonstrate understanding of the core ideas.

SOCIAL STUDIES

Civics, Government, Human Rights

Students will be able to:

- Explain the need for rules.
- Evaluate what makes a good rule or law.
- Recognize that people work together to solve a problem.
- Students will write dreams for their school-making connections to Martin Luther King Jr – people work together to solve problems.
- Retelling of Ruby Bridges by sequencing pictures of the story of her life. Rewrite the story under each picture.
- Identify the purpose for an election.
- Discuss the contributions of Abraham Lincoln, Martin Luther King, Jr., Rosa Parks, and Ruby Bridges.

Geography, People, and the Environment

Students will be able to:

- Differentiate between globes and maps.
- Understand the characteristics of maps and globes.
- Identify symbols and the map key.
- Describe how resources such as land, air, water, and plants affect everyday life.
- Plan a project to inform others about environmental issues (i.e. pollution).

Economics, Innovation, and Technology

Students will be able to:

- Define needs and wants of individuals.
- Compare and contrast the needs and wants of individuals.
- Define and illustrate natural resources.
- Define earnings and savings.
- Describe the different transportation systems.

History, Culture, and Perspectives

Students will be able to:

- Compare and contrast Native Americans and Pilgrims.
- Compare and contrast the similarities and differences in the lifestyle of people from another culture with American culture.
- Describe family history through two generations.
- Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- Describe the historical significance of major national holidays including Presidents' Day, Thanksgiving Day, Memorial Day, and Independence Day.
- Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.
- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.

TECHNOLOGY

K - 4 Objectives

Technology Operations and Concepts

- Identify and use the basic features of a computer and its operating system
- Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/logout).
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
- Demonstrates appropriate keyboarding/mouse skills and correct posture.
- Create a document with text using a word processing program.
- Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
- Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

Digital Citizenship

- Model legal and ethical behaviors when using both print and non-print information by citing sources.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

Research and Information Literacy

- Use the Internet to explore and investigate information with a teacher's support.
- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
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Critical Thinking, Problem Solving, and Decision-Making

- Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
- Use mapping tools to plan and choose alternate routes to and from various locations.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.

VISUAL ARTS

Objectives for Kindergarten, Grades 1 and 2

The Creative Process:

- Identify the basic elements of art and principles of design in diverse types of artwork.
- Identify elements of art and principles of design in specific works of art and explain how they are used.

History of Arts and Culture:

- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

Performing:

- Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
- Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation
- Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories ● Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media
- Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.

Aesthetic Responses and Critique Methodologies

- Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the subject or theme in works of dance, music, theatre, and visual art.

WORLD LANGUAGE

Personal Expressions

Students will be able to:

- Express phrases indicating wants and needs.
- Identify basic foods.
- Dramatize real-life situations combining “want” phrases.
- Use appropriate basic greetings and responses.

Family and Animals

Students will be able to:

- Identify family members and household animals.
- Name one’s family members and household pets (use verb “to have”).

Commands and the Body

Students will be able to:

- Identify basic parts of the body.
- Practice Total Physical Response (TPR) with commands.

LIBRARY/MEDIA

The mission of the school library media center program is to provide an inclusive environment which promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 1 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources.
- Demonstrate ethical and safe use of the Internet and electronic resources.
- Demonstrate appropriate use and care of materials.
- Learn how to identify, locate, select and access print and non print materials.
- Identify, locate and utilize the parts of books: print and electronic.
- Understand that fiction and non-fiction books can be used as resources for recreational reading.
- Understand that libraries provide diverse collections of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection.
- Understand that fiction and nonfiction books can be used as resources for research and class assignments.
- Utilize technological resources as available and appropriate.
- Utilize computer applications and software (databases, spreadsheets, presentations and word processing) as needed.
- Perform a basic search by (a) Author, Title Subject; (b) Keyword.
- Utilize electronic resources (eg: eBooks, apps, etc.)
- Identify, locate, select and utilize fiction and nonfiction literature.