

CURRICULUM SUMMARY

First Grade
2008-2009



THAT ALL
WILL LEARN
PATTONVILLE

SCHOOL DISTRICT



Curriculum/Instruction

11097 St. Charles Rock Road
St. Ann, MO 63074-1509
(314) 213-8007
www.psd3.org

Michael A. Fulton, Ed.D., Superintendent of Schools
Tim A. Pecoraro, Ed. D., Assistant Superintendent, Curriculum/Instruction

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Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that his information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)
Assistant Superintendent
Curriculum/Instruction

Curriculum/Coordinators/Directors

Art	Montie Richter	213-8032
Character Education	Jennifer Bober	213-8018
Communications Arts	Pickett Lema	213-8238
General/Vocal Music	Phyllis Pasley	213-8018
Library	David Miller	213-8060
Mathematics	Paul Markovits	213-8233
Physical Education	Karri Merseal	213-8015
Science/Health	Paul Markovits	213-8233
Social Studies	Pickett Lema	213-8238
Technology Services	Greg Southard	213-8050

**FIRST GRADE
CURRICULUM SUMMARY**

COMMUNICATION ARTS

PHILOSOPHY

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally

The following items are expected to be mastered by the end of first grade.

<u>I. Skills and Strategies Applied to Reading Process</u>	
Concepts of Print	Vocabulary
Upper and lower case letters	Use base words to read new words
First and last letters in words	Use classroom resources to identify new words
Spaces between words	Pre-Reading
Letter and word order	Uses prior knowledge in book discussion
Punctuation has meaning	Previews text and pictures in a “picture walk”
Phonemic Awareness	Predict based on preview and prior knowledge
Separate and say sounds in words	Set a purpose for reading (enjoyment, info, etc.)
Blend sounds to form words	During Reading
Replace beginning and ending sounds to form new words	Self-questions and corrects
Decode one syllable words	Infer meaning by drawing conclusions
Decode two syllable words	Predict using text evidence
Phonics	Confirm or adjusts predictions
Hear and make rhymes orally	Use cueing systems to decode unknown words
Hear and changes sounds—beginning, middle, end	Self-corrects errors in decoding and/or meaning
Recognize and identifies letters	
Letter/sound relationships: consonants, consonant clusters, short vowels, long vowels, diagraphs	Post-Reading
Spelling patterns: long and short vowels, silent ‘e’	Question to clarify
Read and write high frequency words (grade 1)	Reflect and analyzes story
Word meaning: synonyms	Draw conclusions based upon entire story
Identify word structure: syllables, plurals, contractions, endings	Retell story with most or all events in sequence
Change beginning, middle and ending letters to make new words	Making Connections
Fluency	Text-to-Text: Determine similarities between two texts (fiction)
Automatic reading of high frequency words	Text-to-Text: Determine similarities between two texts (non-fiction)
Appropriate phrasing and expression	Text-to-Self: Similarities between text ideas and own experiences

II. Reading Fiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Apply text features: Title, pictures, author, illustrator	Story elements: Determine characters, problems, solution, setting, and events of story
Literary Devices	Sequence of events: Retell most or all events in sequential order
Rhythm, Rhyme, and Alliteration: poetry and prose	Genre: Fiction, nonfiction, poetry, fairy tales, articles, wordless books, alphabet books, etc.
	Compare and contrast: Determine similarities and differences between texts, characters. Etc.
	Theme and related events: Discuss controlling idea or lesson of text
	Cause and effect: Determine the cause of the problem in a story, it's related effect, and the solution
III. Reading Nonfiction: Comprehend, Analyze and Evaluate	
Text Features	Text Elements
Identify and explain information in text, pictures, titles, and charts	Ask questions to clarify understanding
Literary Devices	Identify important information from text
Rhythm, Rhyme, and Alliteration in nonfiction text	Identify main idea and supporting details
Understanding Directions	Compare and contrast information from nonfiction text using simple venn diagrams
Read and follow simple directions to perform a task	Draw conclusions based upon an entire nonfiction book
Follow multi-step directions	
IV. Writing Skills and Strategies	
Writing Process	Writing Conventions
Brainstorm and record ideas	Handwriting: Upper and lower case letters, uses left to right and top to bottom directionality, uses correct spacing between letters and words
Generate a draft in written form	Capitalization: Beginning of sentences and for name
Reread writing and revises by adding detail and deleting unnecessary information	Punctuation: Periods, question marks, and exclamation points
Edit and proofreads for capitalization and punctuation in sentences	Parts of speech: Naming words (nouns) and actions words (verbs)
Publish writing that makes sense	Spelling: Spelling high frequency and CVC/CCVC spelling pattern words
Forms of Writing	Spelling: Use phonetic spelling
Narrative and descriptive writing: personal narrative stories	Spelling: Use classroom resources to check spelling
Expository and Persuasive Writing: How To/Process Explanation, Compare/Contrast, Concept Definition, All About/Simple Reports, and Simple Correspondence	Sentence construction: Write simple, complete sentences
Audience and Purpose: Various forms including thank you notes, friendly letters, lists, poems and invitations	
Audience and Purpose: Identify audience and compose appropriate text	
V. Listening and Speaking Skills and Strategies	
Listening	Speaking
Purpose: Listen for enjoyment, information and to follow simple directions	Speak clearly when sharing ideas and asking questions in small and large groups
Listening behavior includes maintaining eye contact and listening without interruption	Give simple oral directions
VI. Information Literacy	
Research Process Skills	Sources Consulted: Give credit, through discussion, for others ideas, images and information, with assistance
Find resources on topics of interest, with assistance	Media Messages: Identify, with assistance, simple messages conveyed through oral and visual media

MATHEMATICS

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

OBJECTIVES

Number and Operations

- Count by 2s to 20; count by 5s to 50
- Count up and back by 1s starting with any number up to and including 100
- Count up to 20 objects
- Exchange pennies for nickels
- Solve simple subtraction problems by skip counting on the number line and the number grid
- Order and compare numbers to 100
- Understand place value for 10s and 1s
- Know addition facts for +1, +0, doubles, and sums of 10
- Count sets of quarters, dimes, nickels, and pennies

Problem Solving

- Complete Frames-and-Arrows diagram
- Identify and complete patterns
- Sort and identify objects by attributes

Geometric and Spatial Relationships/Measurement

- Tell time to the nearest half-hour
- Identify polygons and know their characteristics

Data and Probability

- Perform simple data collection and graphing

SCIENCE/HEALTH

PHILOSOPHY

The Pattonville science/health program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOALS: Students will

1. develop a better understanding of the natural world.
2. develop higher-order thinking skills by building a foundation of basic science/health processes and content.
And
3. understand the relationship between science/health and their daily life.

OBJECTIVES

Science Processes that form the foundation for scientific inquiry and showing relevance to daily life:

- observe, describe, measure, classify, compare, communicate

Science Content

- Matter and Energy – physical characteristics of objects, changes in materials, interactions of matter and energy
- Force, Motion and Mechanical Energy – position and motion of objects, kinds of forces, magnets and tools
- Universe – the shape of the earth and planets, the sun is seen in the daytime but the moon can also be seen some times during the day, the sun, moon and stars all appear to move slowly across the sky.

Health

- Safety
- Community health
- Environmental health
- Family life
- Mental health
- Nutrition
- Personal health
- Substance abuse

SOCIAL STUDIES

PHILOSOPHY

The Pattonville School District realizes the importance of the social studies. Ideally, in first grade, the student will begin to appreciate their role and obligations as a citizen. This is accomplished by instruction in geography, history and economics. In addition, the first grade student will begin to understand cultural diversity, community and their own connections to the global community.

GOALS: Students will

1. practice rights and responsibilities of citizens.
2. understand economic interdependence through stories and study of geography.
3. understand differences between long ago and today.
4. understand the role and contributions of individuals to culture.

Democratic Understanding and Civic Values

- learn the importance of rules and responsibilities to the community
- participate in individual and group-decision making
- identify roles and responsibilities of government officials (president, governor, mayor) and authority figure (principal, teacher, parents)

History

- learn time patterns and differences between past/present or long ago/now
- identify contributions of famous Americans (George Washington, Martin Luther King, Jr., etc.)
- identify holiday celebrations in US/other countries

Economics

- learn about goods and services through literature and role playing
- learn about occupations and jobs in the community

Geography

- locate continents, oceans and famous places on a map or globe
- learn the importance of local, state, and global geography
- understand how geography influences the materials and styles of homes around the world

Social/Cultural

- learn about family traditions and customs
- learn relationships between self and family/community
- appreciate customs and traditions of different cultures

INSTRUCTIONAL TECHNOLOGY**PHILOSOPHY**

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

LIBRARY MEDIA

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

LIBRARY MEDIA (Continued)

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

ART

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of art in the school curriculum. First grade art will help develop and enhance creativity, communication, understanding cultural diversity, and express ideas with basic skills and experimentation. These will be emphasized through instruction in processes, applications, thinking skills, and equal opportunities to learn.

GOALS: Students will

1. acquire skills to develop ideas.
2. know appropriate media, methods and tools people used to express art throughout time.
3. describe, interpret and judge works of art that can be shared.
4. continue acquired skills to next grade level.

OBJECTIVES/SKILLS

- identify organic and geometric shapes
- identify art media to create works of art
- learn, use and care of art tools
- describe lines, different textures, forms, motifs, and subject areas of works of art
- identify/discuss feelings and ideas that can be shared from works of art
- combine primary color to create secondary colors

PHYSICAL EDUCATION

PHILOSOPHY

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same, the well rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

GOALS: Students will

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

Body and Spatial Awareness

- identify various body parts
- demonstrate knowledge of personal and general space

Developmental Games/Activities

- demonstrate motor skills and rules knowledge in simple games involving locomotor and manipulative patterns
- cooperate effectively with a partner and in small groups
- demonstrate various turning patterns with a long rope
- demonstrate jumping a long rope

PHYSICAL EDUCATION (Continued)

Fundamental Manipulative/Movement Skills

- perform various locomotor skills
- perform movements on various body parts
- demonstrate proper overhand throwing
- perform fundamental two-hand bouncing

Gymnastics

- perform a tuck roll
- demonstrate balances on a variety of body parts
- walk backward on a low balance beam
- demonstrate a straight arm support on apparatus

Personal Fitness

- exhibit an approved level of health related fitness
- demonstrate knowledge of warm-up and cool-down activities

Rhythms/Dance

- demonstrate a basic beat coordination
- perform simple singing games

GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience, but not the primary focus. It is a natural extension of the music curriculum.

GOAL: Students will:

1. develop positive attitude toward music.
2. acquire the essential elements of music literacy.
3. gain a deeper understanding of music and its relationship to other arts.
4. develop a respect for all people and their ethnic culture/customs.

COURSE DESCRIPTION:

First grade students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, and tone color. The learner objectives are as follows.

- | | | |
|------------------------|---|--|
| • Rhythm | - | Identify and perform quarter note, quarter rest, and two eighth notes.
Demonstrate understanding of steady beat through movement. |
| • Melody | - | Sing fluently between sol and mi.
Show melodic direction (up and down) in a melodic phrase. |
| • Harmony/Texture | - | Sing or play a rhythmic ostinato. |
| • Expressive Qualities | - | Identify and define temp as the speed of the beat. |
| • Form | - | Sing in call and response style.
Identify the introduction to a piece of music. |
| • History | - | Experience play-party games. |
| • Tone Color | - | Distinguish between various classroom non-pitched percussion instruments. |

CHARACTER*plus* EDUCATION

PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTER*plus* of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

GOALS

The goal of CHARACTER*plus* is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Character*plus* of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability



Michael A. Fulton, Ed. D.
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