

Boyertown Area School District

Grade 1 Curriculum 2013-2014



Boyertown Area School District Academic Standards

These standards statements, accompanied with specific benchmarks, define what students must know and be able to do.

ARTS & HUMANITIES

1. Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts
2. Historical & Cultural Contexts
3. Critical Response
4. Aesthetic Response

BUSINESS EDUCATION

1. Accounting
2. Business Law
3. Career Development
4. Entrepreneurship
5. Information Technology
6. International Business
7. Management

CIVICS & GOVERNMENT

1. Principles & Documents of Government
2. Rights & Responsibilities of Citizenship
3. How Government Works
4. How International Relationships Function

ECONOMICS

1. Scarcity and Choice
2. Markets & Economic Systems
3. Functions of Government
4. Economic Interdependence
5. Income, Profit and Wealth

ENVIRONMENT & ECOLOGY

1. Ecology
2. Watersheds and Wetlands
3. Natural Resources
4. Agriculture & Society
5. Humans and the Environment

WORLD LANGUAGE

1. Communication
2. Culture
3. Community

FAMILY & CONSUMER SCIENCES

1. Financial & Resource Management
2. Balancing Family, Work, & Community Responsibility
3. Food Science & Nutrition
4. Child Development

GEOGRAPHY

1. Basic Geographic Literacy
2. The Physical Characteristics of Places & Regions
3. The Human Characteristics of Places & Regions
4. The Interactions Between People & Places

HEALTH, SAFETY & PHYSICAL EDUCATION

1. Concepts of Health
2. Healthful Living
3. Safety and Injury Prevention
4. Physical Activity
5. Concepts, Principles & Strategies of Movement

HISTORY

1. Historical Analysis & Skills Development
2. Pennsylvania History
3. United States History
4. World History

READING, WRITING, SPEAKING & LISTENING

1. Reading Independently
2. Reading, Analyzing, and Interpreting Text
3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction
4. Types of Writing
5. Quality of Writing
6. Speaking and Listening
7. Characteristics and Functions of the English Language

READING, WRITING, SPEAKING & LISTENING (cont'd)

8. Research
9. Information, Communication and Technology Literacy

MATHEMATICS

1. Numbers, Number Systems & Number Relationships
2. Computation & Estimation
3. Measurement & Estimation
4. Mathematical Reasoning & Connections
5. Mathematical Problem Solving & Communication
6. Statistics & Data Analysis
7. Probability & Predictions
8. Algebra & Functions
9. Geometry
10. Trigonometry
11. Concepts of Calculus

SCIENCE & TECHNOLOGY

1. Biological Sciences
2. Physical Sciences: Chemistry and Physics
3. Earth and Space Sciences
4. Technology and Engineering Education

CAREER EDUCATION & WORK

1. Career Awareness and Preparation
2. Career Acquisition (Getting a Job)
3. Career Retention and Advancement
4. Entrepreneurship

INTRODUCTION

This booklet has been prepared by the staff and administration of the elementary schools of the Boyertown Area School District. It is one part of our effort to communicate to you the goals and objectives of the elementary instructional program.

Keeping you informed about the purpose and goals of the academic program fosters a coordinated effort between home and school to provide the very best education possible for your child. In order to clearly identify what students should know and be able to do in each quarter, we have created learning targets in the form of "I CAN" statements. These "I CAN" statements are used in the classroom during instruction to ensure that students understand what they are learning.

We have also created "I CAN" brochures for each quarter. These brochures are also available on our district website.

We hope that you will review the "I CAN" learning targets for each of the programs in which your child will be instructed this year. Please take a few minutes to discuss them with your child.

We encourage you to contact your child's teacher, principal or the curriculum office if you have any questions about the content of the academic programs. Your continued cooperation helps us to form a successful home and school partnership.

We welcome your comments after you have had a chance to review this document. Please let us know if it is helpful and/or how we might make it more useful in future years.

As a result of the required state legislated 2014-2015 transition to the Common Core Standards, America's schools are working to provide higher quality instruction than ever before. It is our goal to prepare students for the higher demands of college and careers today and in the future. During the 2013-2014 school year, the district elementary schools will begin to transition into a more Common Core aligned curricula.



In order to help children become independent readers and writers, the grade 1 reading and writing program follows a comprehensive, balanced literacy model. In balanced literacy classrooms, teachers incorporate reading, writing, speaking and listening into the instructional program. Teachers read aloud to students. Students participate in shared reading together with other members of their class. They work in small, guided reading groups to read at their instructional level and receive explicit instruction on the skills of phonics, vocabulary, fluency and comprehension. Students also spend time reading real literature independently.

As students are developing basic reading skills, they are also using their knowledge of letters and sounds to write. Students write often, using a process called "Kid Writing," which embeds the teaching of phonics into the process of spelling and writing. Students also use the writing process to begin developing research skills.

As a foundation for their reading and writing instruction, students learn letter formation through the Foundations handwriting program. Information on how letters are taught is available on our district website as well as in the "Learning to Read and Write in the Primary Classroom" booklet

ENGLISH, LANGUAGE ARTS

In the Boyertown Area School District, we use a variety of materials to deliver a balanced literacy program through the implementation of reading and writing workshop, guided reading and independent reading. Teachers utilize a variety of fiction and nonfiction books, written at different levels, to provide students with instruction at their appropriate level.

Some of the key grade 1 reading, writing, speaking and listening skills and strategies are as follows:

Reading

- Knowing letter-sound relationships
- Blending sounds such as consonants, consonant blends and long and short vowels to decode words
- Decoding words with common word parts like base words, contractions, suffixes, etc.
- Blending syllables to decode words
- Reading aloud fluently with accuracy
- Recognizing high frequency words
- Developing strategies like using picture clues to read words
- Learning comprehension strategies such as making predictions or previewing books prior to reading them
- Identifying character traits, setting and the problem/solution in a story
- Retelling stories with a beginning, middle and ending

Writing and Research

- Writing using pictures, letters and beginning spelling patterns
- Writing about one idea and beginning to organize thoughts
- Forming basic sentences
- Using basic capitalization, punctuation and appropriate spacing
- Identifying basic parts of speech
- Writing in different styles including narrative, informative and persuasive
- Knowing and using different parts of books to locate information
- Collecting information about a research topic such as an animal

Listening

- Listening for a purpose when listening to a story

Speaking

Speaking clearly, accurately and fluently

MATHEMATICS

The grade 1 mathematics curriculum focuses on helping students to learn basic facts and skills while at the same time, developing a conceptual understanding of mathematics through a variety of problem solving activities. Teachers primarily use materials from the math program entitled *Investigations in Number, Data and Space* by Scott Foresman with supplementary instruction from the Scott-Foresman/Addison-Wesley mathematics series.

The mathematics program helps students to learn basic foundational skills. The major grade 1 topics include:

- Addition and Subtraction – Facts to 18
- Geometry and Fractions
- Time
- Money
- Understanding Numbers: Counting, Patterning, Comparing, Ordering
- Data and Graphs
- Measurement
- Probability

In *Investigations in Number, Data and Space*, students explore central topics in depth through a series of investigations, gradually encountering and using many important mathematical ideas. In addition to using paper and pencil, students are actively engaged in working with materials and with their peers to solve larger mathematical problems. Students play games and work on story problems in *Investigations*. They may also build something such as pattern block designs or make collections and sort objects. Students explore topics such as numbers, collecting and sorting data, geometry, addition and subtraction and measuring in these investigations.



SOCIAL STUDIES

The grade 1 social studies curriculum primarily focuses on giving students the opportunity to explore their relationship with the world around them through the examination of customs and traditions around the world. This occurs both thematically and through the integration of the social studies standards, which allows students to examine different cultures, history, geography, civics, government and economics. As a result of their grade 1 social studies, students will explore the following big ideas and questions as they study the United States, Canada, Germany and China:

Big Ideas:

- Culture is how people think, act, celebrate, make rules, and that is what makes a group of people unique.
- People, their history and their geography help to shape a community, its economy and its culture.
- Customs, symbols, and celebrations help to define a people and their culture.

Essential Questions:

- Why are customs, symbols, and celebrations important to a group of people?
- What historical event(s) or people have shaped and influenced these cultures?
- How did the geography effect the development of these cultures and their economy?

The primary textbook for the social studies curriculum is *People and Places* by MacMillan/McGraw-Hill publishers (2003). In addition, a variety of supplementary literature is used to integrate reading and writing skills with social studies content. Students will also utilize technology to conduct basic internet research and create PhotoStorybooks.

We recognize the importance of teaching students technology skills and applications to succeed as a learner in the 21st century. We will be integrating technology-based activities and projects into different areas of the curriculum with a web-based tool called TechSteps. TechSteps is a technology literacy curriculum and assessment tool that easily and effectively infuses technology skills into instruction, promoting core subject area outcomes while also teaching skills for 21st Century success. This approach allows teachers to teach and assess technology literacy in an integrated and systematic manner through the use of engaging and fun projects.

SCIENCE

Students will study a variety of concepts and processes in physical science, life science, earth and space science and science and technology throughout their elementary years. The grade 1 science curriculum provides students with learning experiences that allow them to build an understanding of science processes and content. To begin this process of understanding, the science curriculum is primarily inquiry-based. This means that students do the work of real scientists; that is, they will ask questions about how things work; develop investigations to explore possible answers to their questions; collect and analyze data from their investigations; propose solutions to their questions based on their data, and communicate and explain their findings to others. Using parts of this inquiry process, grade 1 students will conduct a number of investigations from three science kits:

Weather

Weather introduces students to the concept of weather and how it affects their lives. Using a variety of tools, students observe, discuss, measure, and record data on cloud cover, precipitation, wind, and temperature.

Solids and Liquids

Solids and Liquids provides experiences that heighten students' awareness of the physical world. In this module, first graders have introductory experiences with two states of matter, solid and liquid.

Organisms

Organisms provides hands-on experiences that help students develop an understanding of and sensitivity to living things. Students create and maintain a woodland habitat containing various live specimens and they also set up and observe a freshwater habitat. Students also study about the effects of pollution on living things.

LIBRARY

The library curriculum is based on the American Library Association's Information Literacy Standards for Student Learning. The goal is for students to be able to locate and use information responsibly and to become life-long readers.

In first grade students will be able to:

- cite the title and author of a book.
- select books.
- tell how a library is organized.
- connect feelings to emotions, characters, and events that they hear or read about in a book.
- tell the differences between fiction and non-fiction books.
- identify authors and illustrators.
- listen to nonfiction books read aloud.
- follow a primary modeled inquiry process to do research with a partner.
- ask "I wonder" questions about the research topic.
- identify a website.
- tell the purpose of the following: fiction, nonfiction, play, informational website.
find facts to answer questions



HEALTH and PHYSICAL EDUCATION

The Grade 1-3 Physical Education curriculum is developed around state standards that not only relate to **physical activity and movement**, but also **safety and healthy living**.



Students learn a variety of skills and activities grounded in these standards to enable them to achieve a physically active and healthy life. Research shows that this type of lifestyle will increase the chance for a child to achieve his/her highest academic potential.

The categories of movement skills taught to children in grades 1-3 include:

- locomotor such as running, skipping, leaping, galloping, jumping and hopping;
- non-locomotor such as bending, stretching, turning, lifting and twisting;
- manipulative such as throwing, rolling, sliding, catching and kicking;
- and a combination of the above.

Also included in the curriculum are concepts that reflect principles of exercise, spatial awareness, skill-related vocabulary and game strategies. By the completion of grade 3, students will also learn and practice skills and strategies that will enable both individual and team play. Guidelines of safe play are taught throughout the grade 1-3 experience as are cooperation and good sportsmanship. Ultimately, through learning the proper use of equipment and rules of game play, sports and fitness will naturally be a part of each child's life.

MUSIC

Students will learn the following concepts and skills in their grade 1 music experience:

Duration/Rhythm/Tempo

- Discerning between fast and slow
- Distinguishing between beat and no beat
- Demonstrating a beat
- Performing using a rhythmic system
- Demonstrating movement (walk, run, gallop) through time

Intensity

- Distinguishing between loud/soft sounds

Pitch

- Identifying high and low sounds
- Identifying ascending and descending sounds

Playing an Instrument

- Performing simple patterns on rhythm and/or barred instruments

Read and Notate Music

- Reading and notating quarter notes
- Reading and notating paired eighth notes
- Reading and notating quarter rests
- Identifying high and low

Instrument Care

- Handling barred instruments properly



ART



The art program emphasizes content from the four art disciplines: producing and exhibiting art, art criticism, art history and aesthetics. Students are exposed to a variety of art through the use of art reproductions, slides, videos

and other visual materials. Students also produce artwork in different forms by developing the skills of drawing, painting and sculpting. Other experiences in art may include working with fibers, printmaking or technology. Throughout their elementary experiences, students not only develop creativity, they also learn artistic vocabulary and the styles and works of different artists. The disciplines of art criticism and aesthetics provide opportunities for students to develop opinions about many different kinds of art and to set their own standards of evaluation as their tastes (likes and dislikes) in art (color, subjects, etc.) mature.

Grade 1 students will create various artistic projects through the following experiences:

- Using different types of horizontal, vertical and diagonal lines
- Experimenting with different geometric and free form shapes
- Using various primary colors
- Learning to cut on a line
- Tracing a simple object
- Learning to fill in a field with color through painting
- Recognizing differences and similarities in American works of art



ELEMENTARY STANDARDS-BASED REPORT CARD

What is a standards-based report card?

A standards-based reporting system is designed to inform parents/guardians about their children’s progress toward specific learning standards set forth by the Pennsylvania Department of Education and adopted by the district. These standards serve as the basis for the Boyertown Area School District’s model of curriculum, instruction, and assessment. As such, the report card lists the state standard as well as a description of what specific skills or content students should know and demonstrate by the end of that specific grade level.

How does the standards-based grading system work?

Each report card has an area that defines the skills area and special subjects indicators.

4 Exceeds the Standard	3 Meets the Standard	2 Approaches the Standard	1 Below the Standard
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The following is an explanation of each category:

4=Student’s independent achievement meets and goes beyond grade level expectations. Achievement that earns a “4” is exemplary.

3=Student’s independent achievement consistently meets grade level expectations. Achievement that earns a “3” is proficient.

2=Student’s independent achievement shows inconsistent application of skills but is progressing towards meeting grade level expectations.

1=Student’s achievement needs continual support on grade-level expectations.

How will I know if my child is “on target” with what he/she should know and be able to do?

A “3” shows that a student has demonstrated competency on a specific skill up to the point it was taught. In a standards-based grading system, a three is where we want students to be. A “3” indicates that a student is achieving at the appropriate level of expectations for that grade at the time of this reporting period.

For each skill on the report card, there is a designated quarterly benchmark that we want each child to attain as they progress toward the end-of-the year skill. Below is a grade 1 math example:

EXAMPLE:

Report card descriptor: *Counts and groups objects by 1s, 2s, 5s and 10s to 100*

In order to get a “3” for that skill in the first marking period, students must apply number patterns as well as order and count with whole numbers *consistently* to 25 by 1s and 10s

In order to get a “3” for that skill in the second marking period, students must apply number patterns, order and count with whole numbers *consistently* to 50 by 1s, 5s and 10s

In order to get a “3” for that skill in the third marking period, students must apply number patterns, order and count with whole numbers *consistently* to 75 by 1s, 2s, 5s and 10s

In order to get a “3” for that skill in the fourth marking period, students must apply number patterns, order and count with whole numbers *consistently* to 100 by 1s, 2s, 5s; starting from a given number by 10s.

I CAN Statements

In order to understand what learning targets are being measured for each report card descriptor, we have created “I CAN” statements to help students and parents know what needs to be learned each quarter. Please see the “I CAN” brochure located on our district website to identify these targets.

ELEMENTARY GUIDANCE

Our school district believes that guidance and counseling should be available for all students. Students are encouraged to seek out counselors to discuss academic problems, peer difficulties and other concerns. Teachers and parents may also suggest that a counselor speak with a student about a specific issue. In addition, counselors work with small groups of children in a setting where they may address common concerns.

The guidance program is developmental in nature and encompasses academic, personal/social, and career awareness domains. A proactive approach is emphasized whereby counselors visit classrooms to conduct lessons on topics such as study skills, working cooperatively and developing decision-making, problem-solving and conflict-resolution skills.

At the sixth grade level, counselors work in conjunction with students, parents and the junior high school in facilitating the transition to seventh grade.



For more information on district curriculum initiatives, please refer to Parent Resources under the Parents/Community link on Boyertown Area School District website – www.boyertownasd.org - or contact:

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