



# Grade 1

## CURRICULUM OVERVIEW

2011 ~ 2012

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## Introduction

As the parent of a first grader you will be amazed at the changes your child will experience this year! Your child will grow socially, emotionally, and academically. This year your child will benefit from our balanced literacy program. It is organized into blocks to provide guided reading instruction, shared-reading experiences, working with words, self-selected reading, and writing experiences. This is a year of integrated content area studies of the Farm, the Rainforest, Africa, and the Pilgrims. These themes will permeate math problems, stories, art projects, songs, experiments, and games. Your child will study the author Jan Brett, learn to Just Say No, make change for a dollar, and visit a farm. You will be thrilled at the enthusiasm that this complete educational experience generates in your child.

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to first grade. It is an overview containing goals, applications of learning and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology, and information literacy. The standardized assessment and homework policy for the first grade are also included.

Please pay special attention to the Learning Standards for all District 67 students. These standards are what your child should know and be able to do as he or she exits from the eighth grade. The standards in District 67 are high. The course of study is rigorous, based in best practice, interesting, and engaging for your child. It is delivered by a highly qualified staff, who believe that all children can learn and who value the partnership with you to create an environment for your child's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

# First Grade Overview



*All District 67 children will demonstrate critical and creative thinking through projects, activities, and assessments that include real-life applications as part of the study of each curriculum area.*

*All District 67 children planning to attend college will be well prepared to succeed in high school AP or honors coursework.*

### **LEARNING STANDARDS**

By the end of eighth grade the following will be achieved:

**Language Arts:** All students will demonstrate their ability to read critically above grade level and effectively write and speak for a variety of purposes and audiences.

**Math:** All students will master Algebra I and related concepts, acquire a foundation in geometry and apply those concepts to real-life problems.

**Science:** All students will master the scientific method and synthesize the themes and related concepts that unite life, physical, and earth sciences.

**Social Studies:** All students will be able to locate information, analyze resources, and apply concepts of government, culture, economics, geography, current and historic events, in order to practice civic competency.

**World Languages:** All students will master high school level one world language classes and apply those concepts to real life situations.

**Visual Arts:** All students will demonstrate the artistic skills needed to analyze works of art and express themselves creatively.

**Performing Arts:** All students will demonstrate the musical and dramatic skills to express themselves individually and cooperatively through singing, acting, playing instruments, oration, or movement activities.

**Information Literacy:** All students will be able to access, evaluate, and synthesize information in order to develop, publish, and present products using various technological resources to communicate to an audience.

**Wellness:** All students will show an increased level of fitness and be able to develop and implement an individual health and fitness plan that includes proper nutrition, cardiovascular endurance, appropriate training techniques and the ability to make healthy choices providing a foundation for life long fitness.

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### Language Arts

- ◆ Separate the sounds by saying each sound aloud (identifying beginning, middle, and ending sounds)
- ◆ Replace beginning and ending sounds to make new words
- ◆ Know letter-sound correspondences
- ◆ Use self-monitoring and self-correcting strategies
- ◆ Retell a story they have read
- ◆ Summarize a story
- ◆ Describe in their own words what new information they gained from text
- ◆ Answer comprehensive questions about a text
- ◆ Extend the story
- ◆ Make predictions about a story and say why
- ◆ Talk about the motives of characters
- ◆ Describe the causes and effects of specific events
- ◆ Write and illustrate a personal narrative with beginning, middle, ending and use detail to create mind pictures
- ◆ Write a response to literature that shows a connection with the story or character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Use and spell (from memory) all kindergarten and first grade wall words
- ◆ Capitalize first words in sentences, “name” words and date
- ◆ Demonstrate the use of a period, question mark, and an exclamation mark
- ◆ Demonstrate the use of commas in a series
- ◆ Continue one sentence to the next line
- ◆ Write legibly in manuscript
- ◆ Revise writing by using line-outs, carets, cut and paste, rereading, writing a title that matches the writing
- ◆ Read a list of 115 sight words
- ◆ Use strategies to decode unknown words
- ◆ Make predictions before and during the reading of a story
- ◆ Apply prior knowledge to the story
- ◆ Develop motivation for reading independently
- ◆ Read ability appropriate material and 1<sup>st</sup> grade material at an instructional Level 1
- ◆ Use information to form questions and verify predictions
- ◆ Identify important themes and topics
- ◆ Compare and contrast elements within a story or between two stories
- ◆ Sequence the main events in a story correctly through retelling
- ◆ Demonstrate understanding of characters, setting, problem, and solution

**Language Arts (cont'd)**

- ◆ Form a response to a piece of literature
- ◆ Evaluate literature
- ◆ Evaluate illustrations
- ◆ Analyze feelings and opinions of characters
- ◆ Give examples to describe the literacy elements of theme, setting, plot, and characters within a literary work
- ◆ Compare and contrast character, setting, and plot to personal, real-life situations
- ◆ Write to communicate for a variety of purposes
- ◆ Use subject/verb agreement in sentence structure
- ◆ Use pre-writing strategies such as brainstorming and webbing to generate and organize ideas
- ◆ Organize a message with a topic sentence, details, and closing sentence
- ◆ Organize a letter with a heading, greeting, body, closing, and signature
- ◆ Listen effectively in formal and informal situations
- ◆ Listen attentively by facing the speaker, making eye contact, and paraphrasing what is said
- ◆ Ask questions and respond to questions from the teacher and from group members to improve comprehension
- ◆ Follow oral instructions from single step to multi-step
- ◆ Use listening center appropriately
- ◆ Use computers independently during activities
- ◆ Present brief oral presentations, using language and vocabulary appropriate to the message and audience
- ◆ Participate in discussions around a common topic
- ◆ Identify questions and gather information
- ◆ Locate information using a variety of resources
- ◆ Copy the title and author of source used
- ◆ Write a report based on acquired information
- ◆ Present short oral reports that clearly tell a story
- ◆ Look at the audience while speaking
- ◆ Stand still while presenting orally

### Mathematics

- ◆ Identify simple number (counting) pattern involving addition
- ◆ Identify simple number patterns (counting) involving subtraction
- ◆ Fill in missing numbers on number line to 1000
- ◆ Measure and draw line segments to nearest centimeter
- ◆ Measure and draw line segments to nearest inch
- ◆ Memorize addition facts to 10 (computation test)
- ◆ Memorize subtraction facts to 10 (computation test)
- ◆ Write fact families to 10 given 3 numbers
- ◆ Identify missing number in an addition or subtraction sentence
- ◆ Identify missing operation in an addition or subtraction sentence
- ◆ Match pictures or objects with  $\frac{1}{2}$
- ◆ Match pictures or objects with  $\frac{1}{4}$
- ◆ Count nickels, dimes, and quarters and record amounts using \$ and ¢ signs
- ◆ Make change from \$1.00 in pennies (may use a 100's chart)
- ◆ Identify fractional parts of \$1.00 using quarters
- ◆ Read and write amounts of money to \$10.00 (cards assess)
- ◆ Find equivalent coins using penny, nickel, dime, and quarter
- ◆ Solve simple story problems involving money
- ◆ Identify place value for ones, tens, and hundreds
- ◆ Count by 1's starting at any 3-digit number
- ◆ Read and write numbers to 100
- ◆ Order and compare numbers to 1000 using  $<$ ,  $>$ ,  $=$  signs
- ◆ Tell time to nearest hour,  $\frac{1}{2}$  hour
- ◆ Use addition and subtraction to solve story problems both orally and through drawing
- ◆ Show evidence that whole number computational results are correct and/or that estimates are reasonable
- ◆ Compare the numbers of objects in groups
- ◆ Read temperatures to the nearest degree with Fahrenheit thermometers
- ◆ Identify and describe characteristics, similarities, and differences of geometric shapes
- ◆ Sort, classify, and compare familiar shapes
- ◆ Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and contemporary technology
- ◆ Answer questions and make predictions based on given data
- ◆ Formulate questions of interest and design surveys or experiments to gather data
- ◆ Collect, organize, and describe data using pictures, tallies, tables, charts, or bar graphs
- ◆ Analyze data, draw conclusions, and communicate the results

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## Science

- ◆ Observe and describe similarities and differences between seeds
- ◆ Recognize simple patterns in events and objects
- ◆ Compare animal characteristics and hypothesize how these characteristics help survival
- ◆ Categorize organisms by observable features and communicate the rule used
- ◆ Create a web of organisms living in the rainforest and explore what would happen if one type of organism is removed
- ◆ Develop questions from data collected concerning plant growth
- ◆ Demonstrate different ways that plants reproduce as through cuttings, bulbs, roots, and seeds
- ◆ Identify and describe the component parts of a plant and their major functions
- ◆ Construct a fair test to determine the requirements for germination
- ◆ Predict possible explanations for differences in experimental results
- ◆ Arrange data on a graph
- ◆ Compare estimates with non-standard and standard measurements
- ◆ Explain the rationale of basic safety practices
- ◆ Demonstrate the accurate use of a ruler, thermometer, and balance
- ◆ Interact with scientists from Lake Forest Open Lands and the Lake Forest Park District
- ◆ Provide coherent (though not necessarily valid or convincing) answers when asked why one believes something to be true or how one knows something
- ◆ Apply knowledge gained in the classroom about roots, stems, leaves, and seeds to Lake Forest Open Lands prairie visit
- ◆ Know and apply the concepts, principles, and processes of scientific inquiry
- ◆ Describe properties of air as it is compressed or when mixed with water
- ◆ Develop questions on what animals need to survive
- ◆ Collect data on height of growing plants using inches and centimeters
- ◆ Record and store data on plant growth in individual journals and on class chart
- ◆ Modify drawings to illustrate new data observed
- ◆ Describe the patterns found in charts and graphs
- ◆ Predict where new data would be placed
- ◆ Classify data into new patterns and describe the pattern
- ◆ Compare different ways individuals and groups sort objects
- ◆ Describe simple life cycle of plants and observe similarities and differences in their offspring
- ◆ Describe and compare characteristics of living things in relationship to the rainforest environment
- ◆ Design a bird using various adaptations and describe their relationship to the environment
- ◆ Design a fair test comparing sources of energy (sun light or no light) on plant growth
- ◆ Compare large-scale physical properties of matter, as size, shape, color, texture, and odor
- ◆ Construct a rule to classify and then classify objects by large scale physical properties
- ◆ Demonstrate that similar results occur when procedures are done the same way in fair tests on plants
- ◆ Model recycling of materials in the classroom

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## Social Studies

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Explain the concept of production, distribution, and consumption on a farm
- ◆ Understand the concept of “needs and wants”
- ◆ Compare their own environment to the unique environments and geography of Africa and the world’s rainforests
- ◆ Explore historical events and people such as, Christopher Columbus, Martin Luther King Jr., and the Pilgrims
- ◆ Use geography skills to interpret keys, and identify continents, oceans, and the equator on a map
- ◆ Use a variety of writing styles and products to express learned concepts
- ◆ Understand responsibilities of citizens
- ◆ Describe the need for rules and laws and participate in classroom rule making
- ◆ Define what a job is and summarize why people have jobs
- ◆ Describe how human, natural resources are used to produce goods and services
- ◆ Identify limitations in resources that force producers to make choices about what to produce
- ◆ Know that barter is a type of exchange and that money makes exchange easier
- ◆ Research the importance of the Pilgrims and give examples of why this group decided to leave their homeland and come to the New World
- ◆ Examine their personal history and determine which events are important in their lives
- ◆ Ask historical questions and seek out answers from historical stories, photographs, and other visual sources
- ◆ Compare the lives and contributions of selected political leaders
- ◆ Use a map to locate specified areas and demonstrate their knowledge of symbols on a map

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## Wellness

- ◆ Demonstrate control when performing fundamental locomotor and manipulative skills
- ◆ Travel in different ways without bumping into others or falling
- ◆ Demonstrate clear contrasts between slow and fast movement when traveling
- ◆ Demonstrate non-locomotor (axial) movements
- ◆ Maintain balance while bearing weight on a variety of body parts
- ◆ Demonstrate movement forms of a various body part such as head flexion extension and rotation
- ◆ Roll sideways (right or left) without hesitating; walk forward and sideways the length of a bend without falling; toss a ball and catch it before it bounces
- ◆ Demonstrates a variety of relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of
- ◆ Participate in appropriate experiences for flexibility in shoulders, legs and trunk
- ◆ Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration
- ◆ Respond appropriately to starting and stopping signals
- ◆ Demonstrate the ability to play within boundaries during games and activities
- ◆ Work cooperatively with others in a group
- ◆ Describe the benefits from involvement in daily physical activity
- ◆ State that rest and sleep are important in caring for the body
- ◆ Explain appropriate water safety rules
- ◆ Explain appropriate reactions during emergencies in physical education
- ◆ Identify basic parts of body systems and their functions of the body (e.g., cleanliness, proper diet, exercise)
- ◆ Identify individual differences in growth and development among people
- ◆ Know and apply safety practices associated with physical activity
- ◆ Identify positive verbal and nonverbal communication skills
- ◆ Recognize how choices can affect health

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Technology Literacy is the process of teaching about the computer and other technologies to develop within students the technology skills needed to effectively make use of technology in other curricular areas.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. This instruction occurs as a part of an overall integrated process. Information Literacy is taught collaboratively between the Information Literacy Instructor and the classroom teacher. The information technology skills taught directly relate to content area curriculum and to classroom assignments.

## **Technology**

- ◆ With appropriate adult supervision launch an application
- ◆ Develop an awareness for the structure of the keyboard
- ◆ Use content specific software to support learning
- ◆ Work cooperatively and collaboratively with peers when using technology in the classroom

## **Information Literacy**

- ◆ Derive meaning from information presented creatively in a variety of formats
- ◆ Interpret information gathered from various sources and experiences
- ◆ Connect experiences and/or information to their own lives.

# **Grade 1**



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### Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

#### **The purpose of homework will be to extend learning through:**

- ◆ Practice or reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

#### **Benefit to students:**

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

#### **Professional staff responsibilities:**

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

#### **Student responsibilities:**

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

#### **Principal/Administration responsibilities:**

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

#### **Parent responsibilities:**

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

### HOMEWORK EXPECTATIONS

We encourage parents to begin learning connections with their child and develop strong foundational homework skills. Homework will be assigned occasionally throughout the school year. Ongoing family homework activities include:

- ◆ Practicing word recognition skills-through reading newly learned words, having stories read to them and having them read stories to you when they are able to do so.
- ◆ Practicing mathematical skills through activities begun in the classroom with home and family connections, including hands-on money experiences.
- ◆ Completing small projects with parents based upon a theme or unit of study from the classroom.
- ◆ Collecting and sharing materials at home for use in classroom sharing time.

WE SINCERELY APPRECIATE YOUR COOPERATION AND SUPPORT OF THIS EDUCATIONAL EXPERIENCE.

NOTES