

# Curriculum Quick-View: Grade One

Grade  
1

## A Coherent Curriculum Emphasizing Teaching for Student Understanding

The Hilliard City School District curriculum is developed with the belief that the focus of all teaching and learning is on the student. To empower our students to be informed problem solvers, critical thinkers and communicators in the context of a changing, global society, we believe it is crucial to provide our students with quality learning experiences through a rich curriculum.

**We accomplish our mission by:**

- Aligning our curriculum in all content areas with National and State Academic Content Standards;
- Setting and enforcing high measurable standards of performance;
- Providing instruction that is based upon researched best practice that supports the social, emotional and cognitive development of children in grades K-5;
- Providing quality learning experiences that focus on knowledge, skills and the application of knowledge to new situations and problems.



**Several ideas create the foundation for guiding all of our teaching and learning activities:**

### Constructivist Theory of Learning

It is our belief that students *construct* or produce knowledge or meaning, rather than merely reproducing the knowledge of others. They do so by learning content and skills while:

- Interpreting
- Evaluating
- Analyzing
- Synthesizing
- Organizing

Constructivist teaching is focused on posing problems relevant to learners, structuring learning around “big ideas” and concepts, valuing the student’s point of view and assessing student learning in the context of teaching.

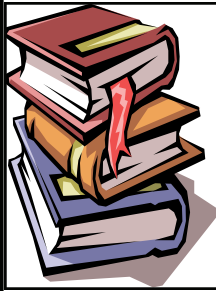
### Backward Design Model for Teaching for Understanding and Inquiry-Based Learning

Backward Design is a curriculum framework in which teaching and learning take place around enduring understanding and essential questions in each content area. Teachers ask three questions of themselves as they design instructional units:

- What should students be able to know and/or do?
- How will students demonstrate their understanding of new knowledge?
- What experiences will students engage in to achieve the desired results?

Rather than simply “covering” content, students are supported in the “uncoverage” of knowledge through sustained inquiry that involves exploring old questions, asking new questions and problem solving using a variety of information sources and media.

# WHAT YOUR CHILD WILL BE TAUGHT IN FIRST GRADE



This guide provides parents with an overview of the concepts and skills that students will be taught in Literacy, Mathematics, Science, Social Studies, and Wellness during the coming school year. Our Elementary Program provides students with a variety of opportunities to learn and grow in a developmentally appropriate learning environment. Our teachers use instructional strategies to excite, motivate, and challenge all students. Throughout the elementary grades, students learn to identify various sources of information and how to gather, organize, and use it. They work with technology tools across subject areas. They write often and for various purposes. Students are assessed through a variety of methods to determine each student's instructional needs, as well as his/her understanding of concepts and skills. Your child's progress report will reflect his or her learning. **All information printed below is abbreviated for informational purposes and appears in no particular sequence or order.**

## LITERACY

*The development of literacy (reading, writing, and oral communication) is facilitated through the Literacy Collaborative Framework which centers on the following eight elements of reading and writing:*

<i>Read Aloud</i>	<i>Shared Writing</i>
<i>Shared Reading</i>	<i>Interactive Writing</i>
<i>Guided Reading</i>	<i>Writer's Workshop</i>
<i>Independent Reading</i>	<i>Independent Writing</i>

*The curriculum is aligned to the Common Core State Standards, supported through abundant, high-quality children's literature.*

*In addition to developing age-appropriate reading and writing skills, students in first grade continue to develop a love for reading and writing while exploring a variety of literary styles and writing strategies.*

### Reading for Literature, the learner will:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories & books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.
- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### Reading: Informational Text, the learner will:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- 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.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts procedures.)
- With prompting and support, read informational texts appropriately complex for grade 1.

### Reading: Foundational Skills, the learner will:

- Demonstrate understanding of the organization and basic features of print such as features of a sentence.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

### In writing, the learner will:

- Write opinion pieces which introduce the topic or name of the book they are writing about and state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- Participate in shared research and writing projects (e.g., explore a number of 'how-to' books on a given topic and use them to write a sequence of instructions).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### In Speaking and Listening, the learner will:

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

**Literacy, continued**

- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Describe people, places, things, and events and, with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Produce complete sentences when appropriate to task and situation.

**In language, the learner will:**

- Demonstrate command of the conventions of standard English grammar and usage developmentally appropriate for first grade when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling developmentally appropriate for first grade when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**MATHEMATICS**

The first grade math curriculum is provided through the *Everyday Mathematics* series published by the University of Chicago.

*Mathematics is more than facts and computation. In first grade, students continue to build and expand their “hands-on” and “concrete” sense of number, value, and mathematical thinking, in addition to building critical basic and computational math skills.*

**In mathematics, the learner will:**

- Solve problems involving addition and subtraction using objects, pictures, numbers and/or words.
- Understand and use the properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Count to 120, starting at any given number.
- Read and write numbers up to 120.
- Understand place value.
- Use place value understandings and properties of operations to add and subtract.
- Measure lengths indirectly and understand how length is measured without gaps or overlays.
- Tell and write time in hours and half-hours on digital and analog clocks.
- Represent and interpret data with up to three categories.

- Compare 2 and 3 dimensional shapes and their characteristics.

**In all levels of Mathematics, the learner will:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**SCIENCE****Theme: Observations of the Environment**

*Students will develop the skills for systematic discovery to understand the science of the natural world around them in greater depth by using scientific inquiry. Students in order to conduct scientific inquiry will develop the skills of observing, describing, identifying, inquiring, examining, reflecting, utilizing, organizing, evaluating, interpreting, reviewing, developing, predicting, and communicating.*

**Earth and Space Science Strand, the learner will understand that:**

- The sun is the principle source of energy.
- The physical properties of water change.

**Physical Science Strand, the learner will understand that:**

- Properties of objects and materials can change.
- Objects can be moved in a variety of ways, such as straight, zig-zag, circular and back and forth.

**Life Science Strand, the learner will understand that:**

- Living things have basic needs, which are met by obtaining materials from the physical environment.
- Living things survive only in environments that meet their needs.

## **SOCIAL STUDIES**

### **Theme: Families Now and Long Ago, Near and Far**

*The first grade year builds on the concepts developed in kindergarten by focusing on the individual as a member of a family. Students begin to understand how families lived long ago and how they live in other cultures. They develop concepts about how the world is organized spatially through beginning map skills. They build foundation for understanding principles of government and their roles as citizens.*

#### **History Strand, the learner will:**

- Use vocabulary correctly to distinguish categories of time such as months of the year, past, present and future.
- Use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.
- Compare the way families met basic needs in the past with the way they are met today.

#### **Geography Strand, the learner will:**

- Use maps to locate and identify familiar places in the classroom, school or neighborhood.
- Compare physical and human characteristics of different places in the local community.
- Describe the way families in different places interact with the physical environment.
- Compare the way families interact with the physical environment in the past with the way they interact today.
- Describe how different cultures satisfy basic needs and how this may change over time.

#### **Government Strand, the learner will:**

- Demonstrate accountability for personal actions.
- Collaborate in a way that demonstrates respect for the rights and opinions of others.
- Explain why there are different rules for different settings.
- Explain why rules need to be guided by the principle of fairness and why rules include consequences for those who break them.

#### **Economics Strand, the learner will:**

- Explain how and why people must make economic choices.
- Demonstrate how people are producers and consumers in the community.
- Explain why people trade.
- Demonstrate the use of currency in an economic exchange by making real or pretend transactions.

## **WELLNESS**

*Wellness curriculum provides students with the knowledge, skills, and understandings that lead to lifelong positive attitudes and behaviors related to healthy living.*

#### **In Wellness, the learner will:**

- Accept personal responsibility for lifelong wellness.
- Respect and promote the wellness of others.
- Understand the process of growth and development.
- Select and use wellness-related information, products and services.

## **LEARNING THROUGH THE RELATED ARTS**

*In educating the "whole child," The Hilliard City Schools are committed to integrating the related arts — art, music, and physical education — into the elementary curriculum. Students receive regular instruction in the related arts by qualified and specially trained teachers in each area.*

#### **In Art and Music, the learner will:**

- Experience art history and style through master artists such as Matisse and Grandma Moses.
- Use a variety of media to create art works that express his/her personal response to the aesthetic.
- Identify concepts such as line, shape, color, texture.
- See art as an expression of mood, theme, and meaning.
- Experience music from a variety of cultures and voices and perform through singing, moving, and playing instruments.
- Compare and contrast mood, style, and form in musical experiences.

#### **In Physical Education, the learner will:**

- Work on object control such as bounce, dribble, kicking, etc.
- Engage in physical skills such as hopping, tossing, catching, dancing, and gymnastics such as tucking, straddling, rolling, climbing, etc.
- Demonstrate choices in fitness related to exercise, leisure activities, and nutrition.
- Develop physical skills for play in small and large group settings.

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**Testing and Assessment in First Grade**

Teachers conduct frequent, ongoing assessments that chart a student’s progress in literacy (fluency, phonemes/phonics, writing conventions, reading comprehension, etc.) and mathematics (computation, problem solving, etc.) development.

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Or visit our website:  
**[www.hilliardschools.org](http://www.hilliardschools.org)**



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