

Curriculum Framework

Grade One

Avondale Schools

Auburn Hills, Michigan



English Language Arts: First Grade

In Grade 1, children continue to learn about words and how to express themselves using spoken and written language. They write to share their ideas and explain what they have learned. They participate in shared research projects. Students add to their vocabulary and learn to write using correct capital letters and punctuation marks. For more information please see: www.corestandards.org

Standards for Writing	
Text Types and Purposes	<ol style="list-style-type: none"> 1. Write opinion pieces in which the student introduces the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, and provide some sense of closure. 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. 3. Write narratives in which they recount a 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.
Production and Distribution of Writing	<ol style="list-style-type: none"> 4. (Begins in Grade 3) 5. 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. 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.
Research to Build and Present Knowledge	<ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record Science observations.) 8. Recall information from experience or gather information from provided sources to answer a question. 9. (Begins in Grade 4)
Range of Writing	<ol style="list-style-type: none"> 10. (Begins in Grade 3)
Standards for Speaking and Listening	
Comprehension and Collaboration	<ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to clarify comprehension and gather additional information.
Presentation of Knowledge and Ideas	<ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feeling clearly. 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. 6. Produce complete sentences when appropriate to task and situation. (See Grade 1, Language Standards 1 and 3).
Standards for Language	
Conventions of Standard English	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	<ol style="list-style-type: none"> 3. (Begins in Grade 2).
Vocabulary Acquisition and Use	<ol style="list-style-type: none"> 4. 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. 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 6. Use words and phrases acquired through conversations and reading, and begin responding to texts including using frequently occurring conjunctions to signal simple relationships.



Reading: First Grade

In Grade 1, children continue to learn skills required for the beginning stages of reading. They explore the relationships between different letters, letter combinations, and sounds. Reading becomes more fluent as they learn skills to identify words and gain meaning from text. **For more information, please see:**

www.corestandards.org

Foundational Skills	
Print Concepts	Demonstrate understanding of the organization and basic features of print.
Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.
Fluency	Read with sufficient accuracy and fluency to support comprehension.
Literature	Informational Text
Key Ideas and Details	
<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. 	<ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify the main topic of and retell key details of a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
<ol style="list-style-type: none"> 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. 5. Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. 6. Identify who is telling the story at various points in a text. 	<ol style="list-style-type: none"> 4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, icons) to locate key facts or information in a text. 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
<ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. (Not applicable to literature) 9. Compare and contrast the adventures and experiences of characters in stories. 	<ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).



Mathematics: First Grade

In Grade 1, children learn the basic processes of addition and subtraction. They identify shapes, recognize patterns, and continue developing ideas in data. For more information, please see: www.corestandards.org

<p>Mathematical Practices</p> <ol style="list-style-type: none"> 1. Making sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics. Use appropriate tools strategically 5. Attend to precision 6. Look for and make use of structure 7. Look for and express regularity in repeated reasoning 	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> • 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 	<p>Measurement and Data</p> <ul style="list-style-type: none"> • Measure lengths indirectly and by repeating length units • Tell and write time • Represent and interpret data
	<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract 	<p>Geometry</p> <ul style="list-style-type: none"> • Reason with shapes and their attributes



Science Curriculum- Grade One

In first grade, children further develop an understanding of the world around them, and they gain skill at organizing and describing that world. In LIFE SCIENCE the concept of heredity is introduced by observing parent/offspring relationships. They also study common garden plants (peas, beans) and familiar vertebrates (family pets) to develop awareness of distinguishing characteristics of living things. Children expand their knowledge of the basic survival needs of these plants and animals and describe the life cycles of familiar organisms. In PHYSICAL SCIENCE children describe common physical changes in matter including changes of size and shape, freezing, melting, and dissolving. Children also classify and identify familiar objects using observable attributes such as color, size, shape, smell, magnetic properties, hardness, and texture. In EARTH SCIENCE children explore local weather conditions and seasonal changes and identify various types of severe weather and their safety precautions.



Social Studies- Grade One- Families and Schools

The first grade social studies curriculum uses the context of “Families and Schools” to guide students in the study of history, geography, civics and government, and economics. Using family histories, students develop historical thinking skills as they explore how life today (present) is like or different from family life in the past. As they use ideas of time and chronology, students also learn about the people and events that are celebrated as part of the national holidays of the United States. Students address geographic concepts and develop spatial skills through map construction and visual representations. In addition, students begin to develop an understanding of how humans interact with their environments and some of the consequences of those interactions. In civics and government, school is used as a context for learning about why people create rules, what is authority in a school setting, and the characteristics of citizenship. Economic principles are explored using the context of family. Students investigate ways in which families consume goods and services, how people make a living, and how scarcity and choice affect economic decisions. Students continue to develop an understanding of public issues, the importance of citizen action, and begin to communicate their positions on public issues.



Music Education

It is the purpose of the Avondale Elementary Music Program to develop each child's musical understanding, sensitivity, and self-expression through song, movement, guided listening, and composition. The Avondale Elementary Music Program will provide a nurturing and mentally stimulating environment for young children to learn the musical fundamentals of rhythm, melody, harmony, timbre, form, and expression. The understanding of these fundamentals is structured to provide each child with the necessary tools to refine and more fully enhance musical experiences in subsequent grades. We will employ a variety of educational techniques to achieve musical understanding. The Avondale Elementary Music Program goals and curriculum are aligned with the newly revised State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education (MDE, 2011) and also support the National Standards in Music Education (MENC, 1994).

WHAT WILL STUDENTS EXPERIENCE WHILE IN MUSIC CLASS?

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

ANALYZE

Standard 3: All students will analyze, describe, and evaluate in the arts.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

OVERARCHING QUESTIONS for our STUDENTS TO CONSIDER:

Musical Dimensions

What ways did you experience melody, harmony, and rhythm?

Musical Design

In what ways did you experience the elements of musical design including articulation, dynamics, form, meter, mood, tempo, texture, timbre, genre and style?

Musical Perspectives

In what ways did you gain understanding of musical styles, genres, and roles from social, historical, and cultural perspectives?

PHYSICAL EDUCATION

What will your child learn?

At the elementary level we expect all students to have a basic understanding and a functional ability in all of the following:

Physical Fitness (Presidential Challenge, Fitness Jog, and daily PE warm-up)

- Aerobic Fitness
(jogging)
- Muscular Strength and Endurance
(ABC push-ups, rope climbers, etc.)
- Flexibility
(stretching)

Motor Skill Development

- Locomotors
(jump, run, skip, side-step, gallop, hop, walk)
- Object control
(catching, dribbling)
- Non-locomotors and body control
(batting, striking, kicking)
- Lifelong physical activities
(basketball, jogging and power walking, softball, tennis, soccer)

Activity Related Knowledge

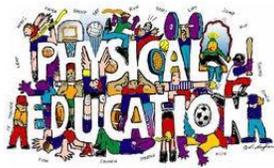
- Body awareness, force, time, space, and direction
- Explain and apply the steps in learning motor skills
- Describe the effects of activity vs. inactivity

Personal and Social Skill

- Personal activities that contribute to life-long health and well being

How do we know they learn?

Most of our evaluation is through observation; watching students perform the skill in “drill” type activities, and watching students interact with each other and practice the skills and concepts taught in lead-up activities.





Art Education

The Avondale Elementary Visual Art Department goals, curriculum, and report cards are aligned with the State of Michigan Standards, Benchmarks, and Grade Level Content Expectations for Arts Education, adopted by the Michigan Department of Education in 2011. Our elementary art program is discipline-based, structured through four areas of study: **Art Production, Art History, Art Criticism, and Aesthetics**, commonly known as **D.B.A.E.**

Art production is the creation of artwork. It is through this process that children acquire higher level thinking skills such as interpretation, evaluation, and synthesis. There is no single solution: therefore, students are able to express their own unique vision.

The study of **Art History** enables students to gain an understanding and appreciation of people of various cultures and time periods throughout history. Children learn how art plays a vital role in developing and defining culture.

Art Criticism is the ability to understand and respond to a work of art through discussion, collaboration, and written activities. As students learn how to describe and evaluate art they develop the visual literacy that is crucial to living and working in the 21st Century.

Aesthetics is the branch of philosophy that focuses on the nature and necessity of art. This area helps children to understand their personal perceptions of art and develops skills to discuss art.

Each year concepts are revisited within units of study. In Kindergarten, students are introduced to basic art materials and techniques. They explore various media, view and discuss artwork, learn about other cultures, and get a sampling of art history. These concepts are repeated using a variety of media, techniques, discussions, and activities throughout the elementary years.

The goal for the Avondale Elementary Visual Arts program is to provide a smooth transition for students studying art in their middle school years. To achieve this goal, we hope that by Fifth Grade, students have mastered several art techniques, are able to use art vocabulary to communicate ideas, describe personal artwork, and recognize art of various cultures and historical periods.