

ND Lower School 1ST GRADE CURRICULUM

Last reviewed August, 2019

The six Transdisciplinary Themes explored throughout the First Grade year include:

WHO WE ARE

HOW THE WORLD WORKS

WHERE WE ARE IN PLACE AND TIME

HOW WE ORGANIZE OURSELVES

HOW WE EXPRESS OURSELVES

SHARING THE PLANET

**See the Programme of Inquiry (POI) for unit specifics.*

Disciplines and IB Strands Include:

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

Language Strands

- Oral Language
 - Listening
 - Speaking
- Visual Language
 - Viewing
 - Presenting
- Written Language
 - Reading
 - Writing

Religion

Math

Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

IB Strands	Objectives	Unit Taught
Data Handling	<ul style="list-style-type: none"> • Represent and interpret data. • Using and making bar and pictographs • Take a survey and record results • 	STP
Measurement	<ul style="list-style-type: none"> • Order objects by length • Use the transitivity principle to measure indirectly. • Measure length using nonstandard units. • Write times to the hour and half hour shown on analog and digital clocks. • Use the hour hand to draw and write time on analog and digital clocks. 	STP
Shape and Space	<ul style="list-style-type: none"> • Compose a new shape by combining three-dimensional shapes. • Use composite three-dimensional shapes to build new shapes. • Sort, describe, and combine two-dimensional shapes. • Find shapes in shapes. • Equal or unequal parts • Parts • Fourths 	WWA
Number	<ul style="list-style-type: none"> • Understand and apply properties of operations and the relationship between addition and subtraction. • Use pictures and model to add and subtract • Add and subtract zero • Add and subtract within 20. • Add in any order. • Represent and solve problems involving addition and subtraction • Work with addition and subtraction equations • Add in any order • Count on • Use doubles to add • Doubles plus 1 and minus 1 • Add ten more • Add 3 digit numbers • Count back • Use 10 to subtract • Solve addition and subtraction problems • Record related facts within 20 • Use addition to check subtraction (apply the inverse relationship of addition and subtraction). • Choose an operation and strategy to solve an addition or subtraction word problem. • Determine if an equation is true or false. • Apply the inverse relationship of addition and subtraction. • Use related facts to determine unknown numbers. • Use a related fact to subtract. • Determine if an equation is true or false. • Count and extend a counting sequence up to 120. • Use objects, pictures and numbers to show 100 as tens and ones. • Read and write numerals to represent a number of 100-120. 	<ul style="list-style-type: none"> • HTWW • HWO • HWO

	<ul style="list-style-type: none"> • Model and compare two-digit numbers to determine which is equal to, greater or less. • Draw a model to add and subtract tens. • Use a hundred chart to find sums • Use tens and ones to add one and two digit numbers. • Add and subtract within 100. Including continued practice with facts within 20. 	<p>HWE0</p> <p>WWAPT</p>
IB Strands	Objectives	Unit Taught
Pattern and Function	<ul style="list-style-type: none"> • Complete addition sentences with sums up to 10 • Write addition sentences in vertical format • Model the concept of subtraction with manipulatives/symbols • Complete subtraction sentences both vertically and horizontally • Use models to act out subtraction story problems • Recognize and complete addition and subtraction concepts and strategies through 20 	<ul style="list-style-type: none"> • HTWW

Science

- (Aligned with NGSS)

Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy
- (Aligned with NGSS)

IB Strands	Objectives	Unit Taught
Inquiry Process	<ul style="list-style-type: none"> • Make purposeful observations of the natural world using the appropriate senses • Generate questions based on observations • Plan and conduct simple investigations • Manipulate simple tools (ex: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection • Make accurate measurements with appropriate (non-standard) units for the measurement tool • Construct simple charts from data and observations 	<ul style="list-style-type: none"> • ALL
Inquiry Analysis and Communication	<ul style="list-style-type: none"> • Share ideas about science through purposeful conversation • Communicate and present findings of observations • Develop strategies for information gathering (ex. ask an expert, use a book, make observations, conduct simple investigations, watch a video) 	<ul style="list-style-type: none"> • ALL
Reflection and Social Implications	<ul style="list-style-type: none"> • Demonstrate scientific concepts through various illustrations, performances, models, exhibits and activities. • Recognize that science investigations are done more than one time 	<ul style="list-style-type: none"> • ALL
IB Strand: Forces and Energy	<p>Waves: Light and Sound</p> <p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p>.]</p> <p>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*</p>	HTWW
IB Strand: Living Things	<p>Structure, Function and Informational Processing of living things</p> <p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p> <p>1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. [</p> <p>1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p>	STP
IB Strand: Living Things	<p>Keeping Fit and Healthy</p> <ul style="list-style-type: none"> • Categorize foods according to the food groups in which they belong 	WWA

	<ul style="list-style-type: none"> • Describe the importance of eating three balanced meals each day • Select foods that make up a balanced meal • Analyze snack foods to determine their fat content • Identify foods that make nutritious snacks • Analyze which muscles are being used while performing various exercises • Conclude that exercise works the muscles • Describe habits of rest and sleep that help people stay healthy • Compare the amounts of rest and sleep that different people get • Demonstrate the importance of hand-washing • Identify everyday good health and hygiene habits • Identify activities that promote good oral hygiene • Understand the importance of caring for our teeth • Infer the importance of brushing and flossing teeth daily • Understand that germs exist almost everywhere • Demonstrate how germs from a sneeze or on your hands can be spread • Observe how water droplets travel in a simulated sneeze • Conclude that covering your mouth and nose will help prevent germs from spreading • Illustrate and describe healthy activities 	HWEO
Materials and Matter	Patterns Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (1-ESS1-1),(1-ESS1-2)	WWAIPAT
Earth and Space	Space systems: Patterns and Cycles 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year	HWOO

Social Studies

Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments
 (Aligned with Michigan Association of Intermediate School Administrators)-MAISA

IB Strand	Objectives	Unit Taught
Social Organization and Culture	<p>Families</p> <p><i>K - E1.0.1:</i> Describe economic wants they have experienced.</p> <p><i>1 - H2.0.1:</i> Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><i>1 - G4.0.1:</i> Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.</p> <p><i>1 - C1.0.1:</i> Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</p> <p><i>1 - C5.0.1:</i> Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p><i>1 - E1.0.2:</i> Describe ways in which families consume goods and services.</p>	<ul style="list-style-type: none"> • HWEO
Human Systems and Economic Activities	<p>Families and Schools</p> <p><i>K - E1.0.1:</i> Describe economic wants they have experienced.</p> <p><i>K - E1.0.2:</i> Distinguish between goods and services.</p> <p><i>1 - E1.0.1:</i> Distinguish between producers and consumers of goods and services.</p> <p><i>1 - E1.0.2:</i> Describe ways in which families consume goods and services.</p> <p><i>1 - E1.0.3:</i> Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).</p> <p><i>1 - E1.0.4:</i> Describe reasons why people voluntarily trade.</p> <p><i>1 - E1.0.5:</i> Describe ways in which people earn money (e.g., providing goods and services to others, jobs).<i>1 - E1.0.6:</i> Describe how money simplifies trade.</p>	HWOO
Human and Natural Environments	<p>How do We Learn About Places?</p> <p><i>1 - G1.0.1:</i> Construct simple maps of the classroom to demonstrate</p>	HTWW

	<p>aerial perspective.</p> <p><i>1 - G1.0.2:</i> Give examples of places that have absolute locations (e.g., home address, school address).</p> <p><i>1 - G1.0.3:</i> Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.</p> <p><i>1 - G1.0.4:</i> Distinguish between landmasses and bodies of water using maps and globes.</p> <p><i>1 - G2.0.1:</i> Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.</p> <p><i>1 - G2.0.2:</i> Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).</p> <p><i>1 - G5.0.1:</i> Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).</p>	
<p>Continuity and Change Through Time</p>	<p>How Do We Learn About the Past?</p> <p><i>1 - H2.0.1:</i> Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.</p> <p><i>1 - H2.0.2:</i> Use a calendar to distinguish among days, weeks, and months.</p> <p><i>1 - H2.0.3:</i> Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.</p> <p><i>1 - H2.0.4:</i> Retell in sequence important ideas and details from stories about families or schools.</p> <p><i>1 - H2.0.5:</i> Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.</p> <p><i>1 - H2.0.6:</i> Compare life today with life in the past using the criteria of family, school, jobs, or communication.</p> <p><i>1 - H2.0.7:</i> Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).</p>	<p>WWAIPAT</p>
<p>Human and Natural Environments</p>	<p>What Is a Good Citizen?</p> <p><i>1 - G.1.0.2:</i> Give examples of places that have absolute locations (e.g., home address, school address).</p> <p><i>1 - C1.0.1:</i> Identify some reasons for rules in school (e.g., provide order,</p>	<p>WWA</p>

	<p>predictability, and safety).</p> <p><i>1 - C1.0.2:</i> Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).</p> <p><i>1 - C1.0.3:</i> Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).</p> <p><i>1 - C2.0.1:</i> Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).</p> <p><i>1 - C2.0.2:</i> Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).</p> <p><i>1 - C5.0.1:</i> Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).</p> <p><i>1 - C5.0.2:</i> Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).</p> <p><i>1 - P3.1.1:</i> Identify public issues in the school community.</p> <p><i>1 - P3.1.2:</i> Use graphic data to analyze information about a public issue in the school community.</p> <p><i>1 - P3.1.3:</i> Identify alternative resolutions to a public issue in the school community.</p> <p><i>1 - P3.3.1:</i> Express a position on a public policy issue in the school community and justify the position with a reasoned argument.</p> <p><i>1 - P4.2.1:</i> Develop and implement an action plan to address or inform others about a public issue.</p> <p><i>1 - P4.2.2:</i> Participate in projects to help or inform others.</p>	<p>STP</p>
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Language Arts (Reading)

IB Strand	Units of Study	Objectives	Phase Taught
<p>Visual</p> <p>Speaking and Listening</p>	<p><u>Launching the Readers Workshop</u></p>	<p><u>Literature</u> RL.1.1. Ask and answer questions about key details in a text. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Informational Text</u> RI.1.1. Ask and answer questions about key details in a text. RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1. Foundational Skills-Fluency a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Speaking and Listening</u> SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>HWOO</p>
<p>Visual</p> <p>Speaking and Listening</p>	<p>Readers Use Strategies to Solve Words</p>	<p><u>Reading: Literature</u> Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.1.1. Ask and answer questions about key details in a text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.1.3. Describe characters, settings, and major events in a story, using key details. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><u>Reading: Informational Text</u> Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.1.1. Ask and answer questions about key details in a text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>WWAIPAT</p>

	<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>Foundational Skills</p> <p>Print Concepts</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness</p> <p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Phonics and Word Recognition</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Language</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.1.4. 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.</p> <p>L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks,</p>	
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		looked, looking).	
IB Strand		Objectives	Phase Taught
Visual Speaking and Listening	Readers Learn From Informational Reading	<p><u>Informational Text</u> Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.1.1. Ask and answer questions about key details in a text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI.1.2. Identify the main topic and retell key details of a text. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RI.1.5. 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. 6. Assess how point of view or purpose shapes the content and style of a text. RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.1.7. Use the illustrations and details in a text to describe its key ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RI.1.8. Identify the reasons an author gives to support points in a text. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently. RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><u>Reading: Foundational Skills</u> Fluency RF.1.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Speaking and Listening</u> Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one</p>	HWEO

		<p>at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	
<p>Visual</p>	<p>Character Study</p>	<p>Literature Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.1.6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Reading: Foundational Skills Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>WWA</p>

		<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
<p>Visual</p>	<p>Building a Repertoire of Strategies</p>	<p>Literature Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills Print Concepts</p> <p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p> <p>Language Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.1.4. 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.</p> <p>L.1.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks,</p>	<p>HTWW</p>
<p>Speaking and Listening</p>			

		<p>looked, looking).</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.5c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>L.1.5d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L.1.6. 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., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	
IB Strand		Objectives	Unit Taught
Visual	Series Reading-Reacting Character Clubs	<p>Literature</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.1.3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.1.9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>Reading: Foundational Skills</p> <p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	STP
Speaking and Listening			

		<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	
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Language Arts (Writing)

IB Strand	Objectives	Unit Taught
	The Sentence <ul style="list-style-type: none"> • Identify sentences from fragments • Recognize that every sentence has a naming part • Recognize that sentences have an action part • Identify the naming parts and action parts in sentences • Recognize that a telling sentence is a group of words that tells something • Recognize that telling sentences begin with a capital letter and end with a period • Capitalize and punctuate telling sentences correctly • Recognize that a question is a group of words that asks something • Identify telling sentences and questions; distinguish the two • Recognize that questions begin with a capital letter and end with a question mark • Capitalize and punctuate questions correctly • Correctly punctuate telling sentences and questions • Recognize and use question words in sentences • Demonstrate how to ask a questions orally 	<ul style="list-style-type: none"> • HTWW • All
	Writing a Story/Personal Narrative <ul style="list-style-type: none"> • Discuss the steps of the writing process • List topics for a story and select a topic to write about • Discuss story topic • List details for the story • Make a word web • Discuss the drafting and revising steps • Discuss the proofreading step and practice proofreading • Proofread work • Discuss ideas for publishing and sharing • Choose a way to share a story • Add a title • Listen to three-step oral directions • Follow three-step oral directions 	<ul style="list-style-type: none"> • HTWW • All
	Nouns and Pronouns <ul style="list-style-type: none"> • Recognize and write nouns that name people and animals • Recognize and write nouns that name things and places • Recognize and write proper nouns that name people • Recognize and write proper nouns that name animals and places • Recognize plural nouns ending in 's' • Distinguish between singular and plural nouns • Use 'I' correctly when talking about self and another person • Write 'I' with a capital letter • Recognize he, she, it and they as words that take the place of nouns in sentences • Write he, she, it and they to replace nouns in sentences 	<ul style="list-style-type: none"> • HWOO • All
	Verbs <ul style="list-style-type: none"> • Recognize and write action verbs in sentences • Recognize that 's' at the end of a verb means that the subject is singular • Complete sentences using verbs that agree with the subjects • Complete sentences using verbs that agree with pronoun subjects • Recognize past tense verbs with 'ed' • Write a verb with 'ed' in a sentence • Distinguish between the use of "is" and "are" with singular and plural subjects • Write "is" and "are" in sentences • Distinguish between the use of "was" and "were" with singular and plural subjects • Write "was" and "were" in sentences • Recognize and write contractions with "not" in sentences 	<ul style="list-style-type: none"> • WWAIPIT • All

IB Strand	Objectives	Unit Taught
	<p>Adjectives</p> <ul style="list-style-type: none"> • Recognize adjectives that describe how things look • Identify adjectives in sentences • Write an adjective in a sentence to describe how things look • Recognize adjectives that describe taste and smell • Write adjectives that describe taste and smell to finish sentences • Recognize adjectives that describe how things sound and feel • Write adjectives to finish sentences that describe sound and texture • Recognize that adjectives with ‘er’ compare two nouns and that adjectives with ‘est’ compare more than two • Identify ‘er’ and ‘est’ adjectives in sentences • Finish sentences using adjectives with ‘er’ and ‘est’ 	<ul style="list-style-type: none"> • STP
	<p>More Capitalization and Punctuation</p> <ul style="list-style-type: none"> • Recognize a sentence that is an exclamation • Recognize the exclamation point as the end punctuation of a sentence that is an exclamation • Write an exclamation • Recognize that titles for people begin with capital letters • Recognize correct punctuation of titles • Use capital letters and punctuation in proper nouns and titles • Write a sentence, using capital letters and punctuation in proper nouns and titles • Recognize capital letters at the beginning of the first word and other important words in book titles • Recognize that a book title is underlined • Write the title of a favorite book, using capital letters correctly • Recognize capital letters at the beginning of the names for the days of the week, months of the year and holidays • Use capital letters to write the names for the days of the week, months of the year and holidays • Recognize that a comma is used between the number of the day and the year in a date • Use a comma correctly in a date • Recognize that a comma is used between the city and state in an address • Use a comma correctly in addresses • Write a place name using a comma correctly in the city and state address 	<ul style="list-style-type: none"> • WWA • All
	<p>Handwriting</p> <ul style="list-style-type: none"> • Use good sitting position • Position paper and hold pencil correctly • Write vertical, horizontal, backward circle, forward circle and slant lines • Write numbers 1 to 10 • Write the 26 letters of the alphabet in both upper and lower case • Write a question mark and exclamation point 	<ul style="list-style-type: none"> • ALL
	<p>Spelling</p> <ul style="list-style-type: none"> • Write and verbally spell the assigned grade-level words in the following categories: <ul style="list-style-type: none"> ○ Short vowel sounds ○ Long vowel sounds ○ st clusters ○ Final ck and sh blend ○ th and wh ○ w’s ○ ch and ph ○ tch and ov ○ Adding s/es ○ Adding ed/ing ○ Color words, School words, Direction words, Amounts, Common words (part 1 and 2), Number words 0 to 20, Ordinal numbers 1 to 12 	<ul style="list-style-type: none"> • ALL

	<ul style="list-style-type: none"> ○ Days of the week, Months of the year ○ Holiday words: Halloween, Christmas 	
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Religion

Unit	Chapters and Objectives	Unit Taught
Our Church Community	<ul style="list-style-type: none"> • Demonstrate that Jesus' Church is like a family. When we make the sign of the cross, we show that we belong to God's Family. • Observe and discuss that the parish church is where Catholics gather as a community to pray, and especially to celebrate Mass. • Realize that we believe the Bible is God's word. God speaks to us when we listen to the scripture readings at Mass. • Recognize that God is wonderful and good. All creation owes God praise. We praise God with our parish community at Mass. 	<ul style="list-style-type: none"> • HTWW • HTWW • HWO0 • HWO0
Our Loving God	<ul style="list-style-type: none"> • Understand that God, our loving Father, created us out of love and created all the wonderful things in our world. • Discuss that God gives us the gift of Baptism so that we can belong to Jesus' Church and conform our lives to the Gospel. • Reflect how God made us to know, love and serve him and to be happy with him in Heaven. We find happiness by being holy. • Understand that all good gifts in life come from God. God is a loving Father who always gives us what we need to be truly happy. 	<ul style="list-style-type: none"> • HWEO • HWEO • WWAIPIT • WWAIPAT
God's Son Jesus	<ul style="list-style-type: none"> • Recognize that God loved us so much that he gave us the best gift possible, his own Son, Jesus. • Identify that Jesus is present throughout the Eucharistic liturgy, especially in the bread and wine. • Determine how God's laws help us make loving choices. When we fail to be loving people, we need to ask God for forgiveness. • Discuss how meditating on the Gospels is a good way to pray. It can help us get closer to Jesus. 	<ul style="list-style-type: none"> • STP • STP • WWA • WWA
The Holy Spirit	<ul style="list-style-type: none"> • Analyze how the Holy Spirit is always with the Church, helping its members love God and love others. 	<ul style="list-style-type: none"> • WWA
Feasts and Seasons	<ul style="list-style-type: none"> • Examine the season of Advent and the reason for Christmas. • Reflect on how Lent is a time to become more like Jesus. • Investigate the significance of the three holy days before Easter Sunday. • Infer that Holy Week is the holiest week in the Church year. • Present information to others about saints, holy days and holy people. 	<ul style="list-style-type: none"> • When feast and season occurs
Prayers	<ul style="list-style-type: none"> • Demonstrate the ability to recite the following prayers: The Sign of the Cross, The Our Father, Hail Mary, Glory Be, and Meal Prayer. 	<ul style="list-style-type: none"> • ALL

Health

(Aligned with the Michigan Model for Health K-5 Scope and Sequence)

Strands	Objectives	Unit Taught
Social and Emotional Health	<ul style="list-style-type: none"> - Skills for predicting potential feelings of others - Skills for finding out how others feel - Showing courtesy to others - Demonstrate giving and receiving compliments or appreciation - Ways family members and friends help each other - Listening skills for friendships - Decision-making and problem-solving skills 	

<p>Nutrition and Physical Activity</p>	<ul style="list-style-type: none"> - Importance of eating a variety of foods from all five food groups - Benefits of eating healthy snacks - Benefits of drinking water - Benefits of physical activity - How sleep, rest, and physical activity maintain health 	
<p>Safety</p>	<ul style="list-style-type: none"> - Wheeled recreation hazards, safety, and safety gear - Fire and burn hazards and how to prevent - Actions to take in a fire emergency - Situations that are dangerous, destructive, and disturbing and need adult help - Escaping dangerous situations - Define emergency and how to make emergency phone call - Avoiding inappropriate touch 	
<p>Alcohol, tobacco and other Drugs</p>	<ul style="list-style-type: none"> - How to safely use over-the-counter and prescription medicines - Illicit drugs - Household products that can be dangerous - Rules for avoiding poisons - Trustworthy sources of information - Harmful chemicals in tobacco products - Dangers of secondhand smoke and ways to avoid or reduce exposure 	
<p>Personal Health and Wellness</p>	<ul style="list-style-type: none"> - Skills for stopping the spread of germs: covering sneezes and washing hands - Taking care of teeth 	