



1st Grade

Curriculum Milestones and Competencies



1st Grade International Baccalaureate Transdisciplinary Themes & Inquiry

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Inquiry

Making balanced choices contributes to our wellbeing.

Where We Are In Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Inquiry

Our understanding of our solar system connects us to where we are in place and time.

How We Express Ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Inquiry

Traditions give us the opportunity to share our beliefs and perspectives.

How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Inquiry

Properties of a material help to determine its function in a specific time and place.

How We Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Inquiry

Collaboration allows groups to function together.

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Inquiry

Our personal choices impact the environment.



ITALIAN | ITALIANO 80% instructional time

Reading | Lettura

- Read brief texts aloud and silently in Italian | Leggere brevi testi ad alta voce o in modalità silenziosa
- Understand brief texts in Italian | Comprendere brevi testi

Italian Language | Lingua Italiana

- Extend vocabulary from their origins (roots) | Ampliare il patrimonio lessicale
- Use learned vocabulary in context | Usare in modo appropriato le parole apprese

Writing | Scrivere

- Develop fine motor skills and eye-hand coordination | Sviluppare la motricità fine e la coordinazione oculo-manuale
- Develop cursive handwriting skills | Sviluppare la scrittura in corsivo
- Listen and write down spoken words in Italian | Scrivere sotto dettatura in caratteri differenti
- Create simple phrases in Italian connected to everyday moments | Produrre semplici frasi connesse con situazioni quotidiane

Listening, Speaking and Presenting | Ascoltare, Parlare e Presentare

- Understand the main idea and key details in a discussion | Comprendere l'argomento e le informazioni principali di un discorso
- Give simple directions for everyday actions | Dare semplici istruzioni su azioni quotidiane
- Retell personal stories or make believe with key ideas in Italian | Raccontare storie personali o fantastiche con le informazioni principali



ENGLISH 20% instructional time

<h3>Reading</h3> <ul style="list-style-type: none">• Develop print concepts, phonological awareness, phonics & word recognition (including sight words), fluency• Develop key ideas and details, craft and structure• Demonstrate Integration of knowledge and ideas• Develop a range of reading & level of text complexity	<h3>Writing</h3> <ul style="list-style-type: none">• Inquire into text types and purposes• Participate in production & distribution of writing• Develop and practice formation of printed lower case letters
<h3>Listening, Speaking and Presenting</h3> <ul style="list-style-type: none">• Demonstrate comprehension and collaboration• Experience presentation of knowledge and ideas	<h3>English Language</h3> <ul style="list-style-type: none">• Understand conventions of standard English• Increase vocabulary acquisition and use



MATHEMATICS

Number Sense

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract
- Develop mental math skills in addition and subtraction

Pattern and Function

- Understand and apply properties of operations and the relationship between addition and subtraction
- Represent and solve problems involving addition & subtraction
- Add and subtract within 120, working with addition and subtraction equations
- Introduced to properties of multiplication and division

Measurement and Data Handling

- Measure lengths indirectly and by iterating length units
- Tell and write time.
- Collect, represent and interpret data

Shape and Space

- Reason with 2-D and 3-D shapes & their attributes



HISTORY, GEOGRAPHY, SOCIAL STUDIES

Learning outcomes are from the Italian Ministry of Education Standards, Pollyanna Racial Literacy & California State Standards

History

- Identify the traces and use them as sources to produce knowledge about one's past, of the adult generation, and one's community.
- Identify the purposes of, and the people and events honored in commemorative holidays, including the human struggles that were the basis for the events.

Geography

- Recognize, in one's own living environment, the functions of the various spaces and their connections, the positive and negative human interventions and design solutions, exercising active citizenship.
- Understand the function and use of conventional measurement, measurement tools, and the representation of time (clock, calendar, timeline...)

Social Studies

- Understand that we are part of a larger community; encouraging kindness, social awareness and empathy.



SCIENCE Learning outcomes are from the Next Generation Science Standards

Structure and Properties of Matter

- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
- Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Space Systems

- Patterns and Cycles
 - Use observations of the sun, moon, and stars to describe patterns that can be predicted.
 - Make observations at different times of year to relate the amount of daylight to the time of year.
- Stars and the Solar System
 - Support an argument that the gravitational force exerted by Earth on objects is directed down.
 - Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

TECHNOLOGY

Robotics

- Introduction to Loop and Event with "Dash"
- Introduction to "Evo"
- Color coding and Coding with "Evo"



ATELIER: ARTE

"For students to explore and construct a sense of self and develop an understanding of the world around them." IB PYP

<p>Creating</p> <ul style="list-style-type: none">• Communicate distinctive forms of meaning• Develop technical skills• Take creative risks• Solve problems• Visualize consequences	<p>Creative exploration through</p> <ul style="list-style-type: none">• Imagination• Experiences and knowledge of materials and processes• Making connections• Development of personal artistic journey
<p>Responding</p> <ul style="list-style-type: none">• Critical analysis• Interpretation• Evaluation• Reflection• Communication	<p>Understanding of</p> <ul style="list-style-type: none">• Concepts• Methods• Elements• Context• Perspectives



ATELIER: ENVIRONMENTAL STUDIES

Stewardship

- Care and respect for living things & their habitat in the garden
- Share limited garden resources
- Understand kinds of waste that are biodegradable

Gardening

- Nature observation skills
- Growing and harvesting food
- Sifting and applying compost
- Handling and studying live decomposer species

Ecoliteracy

- Understand the variety of ways humans use plants
- Understand the variety of ways humans rely on plants
- Understand the process of decomposition and composting in the garden
- Understand how other species use natural materials



ATELIER: MUSIC

<p>Performance</p> <ul style="list-style-type: none">• In-school performance• Goal of larger school-community performance in Spring	<p>Independent practice</p> <ul style="list-style-type: none">• Practice at home 3-4 times per week
<p>Percussion Instruments</p> <ul style="list-style-type: none">• Intro to percussion technique on various instruments• Basic rhythms (notes and rests)• Intro to music on the Treble Staff• Understanding roles and responsibilities	<p>Vocal Music</p> <ul style="list-style-type: none">• Varied styles• Increased range• Solo vs. Chorus• Different Languages/Dialects
<p>Music Appreciation</p> <ul style="list-style-type: none">• Exploration of composers' use of instruments• Visiting Artists / Zoom	<p>Analysis</p> <ul style="list-style-type: none">• Identifying different components/functions



PHYSICAL EDUCATION (PE)

Concepts, principles, and strategies

- Collaboration
- Organized play
- Game design
- Athletic skill building and investigation
- Mindfulness
- Self-awareness

Motor skills and movement patterns

- Movement Concepts
- Body Management
- Locomotor Movement
- Manipulative Skills
- Rhythmic Skills
- Fitness Concepts
- Aerobic Capacity



SOCIAL EMOTIONAL LEARNING (SEL)

Guided by the Collaborative for Academic, Social, and Emotional Learning (CASEL) Competencies

<h3>Self-Awareness</h3> <ul style="list-style-type: none">• Identifying one's emotions• Integrating personal and social identities	<h3>Self-Management</h3> <ul style="list-style-type: none">• Managing one's emotions• Setting personal and collective goals
<h3>Social Awareness</h3> <ul style="list-style-type: none">• Taking others' perspectives• Identifying diverse social norms, including unjust ones	<h3>Relationships</h3> <ul style="list-style-type: none">• Communicating effectively• Practicing teamwork and collaborative problem-solving
<h3>Responsible Decision Making</h3> <ul style="list-style-type: none">• Demonstrating curiosity and open-mindedness• Anticipating and evaluating the consequences of one's actions	



“Our task, regarding creativity, is to help children climb their own mountains, as high as possible...”

Loris Malaguzzi