

# First Grade Curriculum Handbook



**Midland Public Schools**  
*Inspiring Excellence*





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*Inspiring Excellence*

## **MPS District Vision**

Lead with respect, trust and courage. Ensure an equitable, collaborative and inclusive culture. Enable all to achieve success.

## **Welcome to Midland Public Schools**

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools' (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards.

Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at: <https://www.midlandps.org/parents/curriculum>

## **The International Baccalaureate (IB) - Primary Years Programme (PYP)**

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based programme allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary

- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

**Taken from**

<https://www.ibo.org/programmes/primary-years-programme/how-the-pyp-works/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The programme uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

## IB Learner Profile

*The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.* - IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing lifelong learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

# Progress Report

## Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. Development of these skills supports life-long learning and assists students in learning and succeeding inside and outside of the school setting.

### Indicators for Approaches to Learning:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Does not yet exhibit the expected behaviors

#### Thinking Skills:

- **Critical-thinking skills** (analyzing and evaluating issues and ideas)
- **Creative-thinking skills** (generating novel ideas and considering new perspectives)
- **Transfer skills** (using skills and knowledge in multiple contexts)
- **Reflection/metacognitive skills** ((re)considering the process of learning)

#### Communication Skills:

- **Exchanging-information skills** (listening, interpreting, speaking)
- **Literacy skills** (reading, writing, and using language to gather and communicate information)
- **ICT skills** (using technology to gather, investigate and communicate information)

#### Self-Management Skills:

- **Organization** (managing time and tasks effectively)
- **States of mind** (mindfulness, perseverance, emotional management, self-motivation, resilience)

#### Social Skills:

- **Developing positive interpersonal relationships and collaboration skills** (using self-control, managing setbacks, supporting peers)
- **Developing social-emotional intelligence**

#### Research Skills:

- **Information-literacy skills** (formulating and planning, data gathering and recording, synthesizing, and interpreting, evaluating, and communicating)
- **Media-literacy skills** (interacting with media to use and create ideas and information)
- **Ethical use of media/information** (understanding and applying social and ethical technology)

## Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Learner is showing little or no progress
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

### **Literacy** Standards can be found at [ELA Standards](#)

Listening, speaking, word study, reading, viewing, writing, and presenting are included in literacy instruction. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum.

### **Oral Language Development**

Sharing thoughts, ideas, feelings and perceptions with others through oral language is an important ability for young children to develop. By providing varied opportunities to use language, children gain the skills needed to speak confidently. Listening skills are also important to develop for effective communication. By developing listening skills, students are able to learn new ideas and expand their vocabulary. In addition, listening and speaking skills support reading and writing development.

- 1. Describe people, places, things, and events with relevant details and express ideas and feelings clearly**
- 2. Participate in collaborative conversations**

### **Reading**

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interaction between the child and print, enabling the reader to build meaning. Through instruction, children learn a variety of strategies to derive meaning from print, to value reading as a learning tool and to view reading as pleasurable.

### ***Reading Foundational Skills:***

- 1. Demonstrate understanding of words, syllables and sounds (phonemes)**
  - Isolate and pronounce initial, medial and final sounds (phonemes) in spoken single-syllable words
  - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
  - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
  - Distinguish long from short vowel sounds in spoken single-syllable words
  - Add, delete or substitute individual sounds (phonemes) in words to make new words

## **2. Know and apply grade-level phonics and word analysis skills to decode words**

- Know the spelling-sound correspondences for common consonant digraphs
- Decode regularly spelled one-syllable words
- Know final e and common vowel team conventions for representing long vowel sounds
- Decode two-syllable words following basic patterns by breaking the words into syllables
- Read words with inflectional endings
- Recognize and read grade-appropriate irregularly spelled words

## **3. Read with sufficient accuracy and fluency to support comprehension**

- Read texts in a variety of genres with accuracy, appropriate rate, and expression on successive readings
- Monitor meaning and visual information while reading in order to confirm accuracy or notice errors; reread to self-correct as necessary

### ***Reading Literature***

#### **1. Construct meaning from a variety of narrative text types**

- Make sense of the story by asking and answering questions about key details in the story
- Use information from illustrations and text to describe characters, setting and plot
- Retell a story including key details and determine the central message or lesson

#### **2. Recognize and use craft elements and text structure in narrative texts to support understanding**

- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- Explain the major differences between books that tell stories and books that give information, drawing on the reading of a wide range of text types
- Identify who is telling the story at various points in the text

#### **3. Compare and contrast the adventures and experiences of characters in stories**

### ***Reading Informational Text***

#### **1. Construct meaning from a variety of informational text types**

- Ask and answer questions about key details in a text
- Use the illustrations and words in a text to identify the main topic and recall the key details of a text
- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the reasons an author gives to support points in a text

#### **2. Recognize and use craft elements and structure in informational texts**

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- Know and use various text features (headings, table of contents, electronic menus, icons, etc.) to locate information in a text
- Distinguish between information provided by the pictures or other illustrations and information provided by the words in a text

#### **3. Compare, contrast and make connections between two texts on the same topic**

### ***Read at grade level***

By the end of the year, read and comprehend the expected grade level text.

## **Writing**

Writing is a means of thinking and communicating. Writers rehearse, draft, revise and edit their writing in a process that is recursive and cyclical. Students engage in this process daily in a workshop approach to teaching writing that includes explicit instruction in writing skills and strategies, time to practice, teacher and peer feedback and opportunities for self-assessment. Students publish their writing for a variety of audiences. Students will write narrative, information and opinion pieces during the school year. Instruction is designed to move students along a learning continuum so that they can meet or exceed grade-level standards.

- 1. Engage productively in the writing process**
- 2. Use skills and strategies to produce narrative texts**
  - Students will write broad types of narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured sequences, and will provide a sense of closure.
- 3. Use skills and strategies to produce information texts**
  - Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.
- 4. Use skills and strategies to produce opinion texts**
  - Students will write opinion pieces in which they introduce the topic, state an opinion, supply a reason for the opinion and provide some sense of closure.
- 5. Participate in shared research**
  - With guidance and support, participate in shared research in order to answer a question and/or to produced shared writing

## **Fine Motor Skills**

1. Demonstrates fine motor skills (cutting, drawing, printing)

## **Mathematics**

The emphasis of mathematics instruction in first grade is focused on four critical areas; developing an understanding of addition and subtraction strategies, developing an understanding of whole number relationships and place value, developing an understanding of linear measurement, and reasoning about attributes of geometric shapes.

### **Operations and Algebraic Thinking**

- Represent and solve word problems involving addition and subtraction
- Understand and apply properties and operations and the relationships between addition and subtraction (fact families)
- Add and subtract within 20 fluently



## **Number and Operations in Base Ten**

- Extend the counting sequence (counts by 1's, 2's, 5's, and 10's to 20 starting from any number)
- Understand the place value and can create, explain, and write numbers to 120 (can identify the place a number holds (ex: 45 is 4 - tens and 5 - ones))
- If given a two digit number, can mentally identify ten more or ten less than that given number
- Use place value understanding and properties of operations to add and subtract
- Can order numbers and identify/use  $<$ ,  $>$ ,  $=$  symbols correctly

## **Measurement and Data**

- Measure lengths indirectly and by iterating length units
- Tell and write time to the hour and half hour using analog and digital clocks
- Organize, represent, and interpret data with up to three categories (can identify how many more or less in one category than another)
- Identify coins and bills and state their values

## **Geometry**

- Reason with shapes, their attributes and compose new shapes (two dimensional and three dimensional)
- Demonstrate an understanding of fractions and how to divide them into equal parts

## **Mathematical Practices**

The standards for mathematical practices describe a variety of expertise that should be developed in students in order to develop a mathematical mindset and to become a problem solver.

- 1. Make 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.**
- 5. Use appropriate tools strategically.**
- 6. Attend to precision.**
- 7. Look for and make use of structure.**
- 8. Look for and express regularity in repeated reasoning.**

## **Science**

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

- 1. Demonstrates an understanding of Engineering, Technology, and Applications of Science**
- 2. Demonstrates an understanding of Life Science**

3. **Demonstrates an understanding of Earth and Space Science**
4. **Demonstrates an understanding of Physical Science**

## **Project Lead the Way**

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary units in the areas of life science, physical science, earth and space science, technology and engineering. The units are designed with compelling activities, projects, and problems that build upon each other and relate to the world around them.

- **Light and Sound**
- **Light: Observing the Sun, Moon, and Stars**
- **Animal Adaptations**
- **Animated Storytelling**

## **Social Studies**

In first grade, students will focus on acquiring social studies knowledge in five areas: history, geography, civics and government, economics and public discourse.

1. **Demonstrates an understanding of history**
2. **Demonstrates an understanding of geography**
3. **Demonstrates an understanding of civics and government**
4. **Demonstrates an understanding of economics**
5. **Demonstrates an understanding of public discourse, decision-making, and citizen involvement**

## **Art**

Young children benefit from a strong program of instruction in art that focuses on their natural abilities to perceive, create and appreciate the visual arts. Learning about art can be a catalyst for the development of language and vocabulary skills, knowledge about shapes, colors and patterns and classification of concepts. The curriculum is based on what children need to do, what they can do, their interests and is integrated into the various disciplines. Students receive instruction from an art specialist as well as the classroom teacher.

1. Is a cooperative learner  
EXT: Encourages others to follow directions, use supplies appropriately and respect the work of others.  
**ACH: Follows directions, uses supplies appropriately, and respects the work of others.**  
DEV: Follows directions, uses supplies appropriately, and respects the work of others, with reminder.

LIM: Has difficulty following directions, respecting the work of others or using supplies appropriately.

2. Acquiring skills and concepts

EXT: Demonstrates self-motivation to expand concepts and techniques taught.

**ACH: Consistently demonstrates an understanding of concepts and techniques taught.**

DEV: Generally demonstrates an understanding of concepts and techniques taught.

LIM: Rarely demonstrates an understanding of concepts and techniques taught.

## General Music

Children have opportunities for aesthetic expression and appreciation through music. The first grade curriculum provides lessons that develop enjoyment in listening, that use body movement to experience music and that allow students to experience musical instruments and singing.

The music curriculum and instruction are designed to develop children's musical abilities, provide awareness and gain knowledge, foster a sense of competence and complement other curricular areas. The music specialist and the classroom teacher work in mutually supportive roles to allow and encourage musical expression.

Students will work toward:

- Learning to appreciate and enjoy a variety of musical styles and sounds
- Showing cooperative behavior
- Handling instruments with care and concern
- Working well with others
- Following directions
- Participating actively in music activities
- Building skills and concepts
- Distinguishing between high-low; loud-soft; fast-slow
- Matching pitches
- Keeping a steady beat

1. Is a cooperative learner

EXT: Demonstrates to other students the proper techniques for the use of instruments; consistently serves as a positive role model for other students; encourages other students to follow directions and value vocal music; participates with an enthusiasm and maturity beyond their age.

**ACH: Shows care and concern for proper handling of instruments; works well with others; consistently follows directions; participates with enthusiasm.**

DEV: Demonstrates an understanding of the use of instruments but does not always use good judgment; learning to work with other students; generally follows directions; participates.

LIM: Misuses instruments, mistreats other students; does not follow directions; does not participate.

## 2. Acquiring pitch skills

EXT: Is able to exceed the grade level standard for pitch matching and can make proper adjustments to intonation errors.

**ACH: Is able to achieve grade level standard for pitch matching.**

DEV: Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard.

LIM: Is not yet able to match pitch and struggles in making progress toward this goal.

## 3. Acquiring rhythm skills

EXT: Is able to exceed the grade level standard for keeping a steady beat and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard.

**ACH: Is able to achieve the grade level standard for keeping a steady beat and rhythmic subdivision.**

DEV: Shows an understanding of the challenges in keeping a steady beat and is working toward achieving the grade level standard.

LIM: Is not yet able to keep a steady beat and struggles in making progress toward this goal.

# Physical Education

Physical action is essential for first grade students to refine their developing skills, like balancing on a beam or jumping rope. Self-esteem and cognitive growth are also enhanced by physical activity. The certified physical education teacher provides lessons, activities and experiences that help students develop their gross motor skills and knowledge of healthy behaviors. The students are assessed by the physical education teacher on knowledge and skills in the following areas:

- Following the rules of a game
- Displaying good sportsmanship
- Working well with teammates
- Participating in physical activities
- Demonstrating body control
- Showing dexterity
- Acquiring gross motor skills
- Skipping smoothly
- Galloping smoothly
- Balancing on a balance beam
- Jumping rope 20-30 times
- Moving with assurance
- Hopping in a pattern
- Engaging in healthy habits
- Discussing illness prevention
- Being safe as a pedestrian

- Becoming cognizant of the difference(s) between medicines and illegal drugs.
1. Acquiring gross motor skills
    - EXT: Combines skipping, galloping and hopping in a rhythmic pattern; throws and catches with proper technique
    - ACH: Skips smoothly, gallops smoothly, hops on either foot in a pattern**
    - DEV: Occasionally misses a step when skipping, occasionally misses a step when galloping, can only hop on one foot
    - LIM: Does not have skipping pattern, does not have galloping pattern, cannot hop consistently
  2. Demonstrate body control
    - EXT: Anticipates space needs of self and others; avoids inappropriate body contact with others and objects
    - ACH: Understands concepts of space (own, other, room); avoids body contact with others; shows dexterity**
    - DEV: Beginning to judge space appropriately; sometimes collides with others; improving dexterity
    - LIM: Bumps into others, falls or slides frequently, trips self or others, lacks dexterity
  3. Is a cooperative learner
    - EXT: Actively demonstrates and encourages kindness and courtesy to others
    - ACH: Follows directions, follow rules of games, works well with classmates**
    - DEV: Generally follows directions, understands use of equipment but does not always use good judgment, learning to play with classmates, occasionally makes negative remarks
    - LIM: Misuses equipment, uses inappropriate language, disrespectful of others
  4. Participates
    - EXT: Participates with enthusiasm
    - ACH: Consistently involved in appropriate activity**
    - DEV: Timid about joining activities, avoids some activities
    - LIM: Refuses to join in physical activities

## World Language

Children today learn a world language through an approach different from when their parents were in school. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful, and functional approach. A young learner is more apt to make the most of learning a world language when comprehension and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The first grade world language program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science.

Developing listening comprehension in first grade is a very important part of the communication process. Listening comprehension and speaking build the language base necessary to move into pre-reading and writing. Students work toward some sound and sight word recognition.

Students will work towards:

- Demonstrating listening comprehension in world language
- Asking permission for personal needs
- Responding to world language cues and directions

1. Demonstrates listening comprehension in world language (following directions, repeating and responding)

EXT: Applies prior learning in new situations; follows verbal directions, repeats or responds independently; responds accurately to verbal, total physical response or concrete clues.

**ACH: Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues consistently.**

DEV: Follows some general verbal directions with limited repeating or responding; responds to limited simple verbal, total physical response or concrete clues.

LIM: Is not able to follow verbal directions, repeat or respond; is unable to respond to simple verbal, total physical response or concrete clues.

2. Comprehends and uses vocabulary on familiar topics

EXT: Comprehends general information and vocabulary with ease when using objects, visuals, gestures and illustrations in speaking; uses words and phrases independently; begins to apply learned structures to new situations.

**ACH: Comprehends general information and produces vocabulary consistently when using objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently.**

DEV: Comprehends general information and some vocabulary when using objects, visuals, gestures and illustrations in speaking; imitates modeled words and phrases.

LIM: Is not able to comprehend general information and vocabulary when using objects, visuals, gestures or illustrations in speaking; is unable to imitate modeled words and phrases.

3. Is a cooperative learner

EXT: Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, and shows consistent enthusiasm in classroom activities.

**ACH: Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities.**

- DEV: Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting.
- LIM: Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, and demonstrates uncooperative behaviors with teachers and classmates.

## **NWEA**

NWEA MAP Growth - MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the students and also provide context for determining where each student is performing in relation to local or state standards and national norms. NWEA MAP Growth is utilized grades 1-8 for Reading and Math. MAP Reading Fluency is used in Developmental Kindergarten and Kindergarten.