



First Grade Instructional Objectives

Bible

1. Summarize and apply biblical truths found in the story of Adam and Eve.
2. Recognize that God created man directly.
3. Explain each of the six days of creation based upon Biblical Creation.
4. Recognize that man is a sinner and deserves eternal punishment.
5. Explain how man must repent of his sins.
6. Relate the details leading up to Christ's birth.
7. Summarize how Christ became man (incarnation).
8. Identify events surrounding Christ's boyhood.
9. Locate the Ten Commandments.
10. Explain how the Commandments 1 through 4 teach our duty to God.
11. Explain how the Commandments 5 through 10 teach our duty to our fellow man.
12. Summarize the important events in Christ's ministry.
13. Relate the details leading up to Christ's death.
14. Explain how Christ died for man (atonement).
15. Explain how Christ rose from the dead (resurrection).
16. Recognize the major divisions of the Bible.
17. Explain the purpose of prayer.
18. Apply biblical principles to making choices.

Reading: Literature

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.
7. Use illustrations and details in a story to describe its characters, setting, or events.
8. Compare and contrast the adventures and experiences of characters in stories.
9. With prompting and support, read prose and poetry of appropriate complexity for grade 1.
10. Ask and answer questions about key details in a text.
11. Identify the main topic and retell key details of a text.
12. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
13. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
14. 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.
15. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
16. Use the illustrations and details in a text to describe its key ideas.
17. Identify the reasons an author gives to support points in a text.

18. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
19. With prompting and support, read informational texts appropriately complex for grade 1.
20. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
22. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Know the spelling-sound correspondences for common consonant digraphs.
 - b. Decode regularly spelled one-syllable words.
 - c. Know final -e and common vowel team conventions for representing long vowel sounds.
 - d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e. Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f. Read words with inflectional endings.
 - g. Recognize and read grade-appropriate irregularly spelled words.
23. Read with sufficient accuracy and fluency to support comprehension
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: Writing/Language

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

7. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
8. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
9. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
10. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
11. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
 - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - f. Use frequently occurring adjectives.
 - g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - h. Use determiners (e.g., articles, demonstratives).
 - i. Use frequently occurring prepositions (e.g., during, beyond, toward).
 - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
12. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.
 - c. Use commas in dates and to separate single words in a series.
 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
13. 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.
14. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
15. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Handwriting

1. Print capital and lower case letters and numerals correctly using continuous stroke printing.
2. Produce neat and legible papers.
3. Space letters and words properly.
4. Print a sentence with a capital letter first and end with an end mark.
5. Respond by demonstrating a desire to write legibly.

6. Demonstrate proper posture, paper positioning and pencil hold.

Mathematics

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
3. Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.
8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
9. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - a. 10 can be thought of as a bundle of ten ones - called a ten.
 - b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
10. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
11. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

12. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
13. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
14. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
15. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
16. Tell and write time in hours and half-hours using analog and digital clocks.
17. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
18. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
19. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
20. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Science

1. Make purposeful observation of the natural world using the appropriate senses.
2. Generate questions based on observations.
3. Plan and conduct simple investigations.
4. Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.
5. Make accurate measurements with appropriate (non-standard) units for the measurement tool.
6. Construct simple charts from data and observations.
7. Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.
8. Demonstrate that water as a solid keeps its own shape (ice).
9. Demonstrate that water as a liquid takes on the shape of various containers.
10. Identify materials that are attracted by magnets.
11. Observe that like poles of a magnet repel and unlike poles of a magnet attract.
12. Identify the needs of animals.

13. Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.
14. Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.
15. Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).
16. Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.
17. Demonstrate the importance of sunlight and warmth in plant growth.
18. Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy); precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).
19. Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.
20. Describe severe weather characteristics.
21. Describe precautions that should be taken for human safety during severe weather conditions (thunder and lightning, tornadoes, strong winds, heavy precipitation).
22. Identify the tools that might be used to measure temperature, precipitation, cloud cover, and wind.
23. Observe and collect data of weather conditions over a period of time.
24. Describe how Earth materials contribute to the growth of plant and animal life.

Social Studies

1. Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
2. Use a calendar to distinguish among days, weeks, and months.
3. Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
4. Retell in sequence important ideas and details from stories about families or schools.
5. 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.
6. Compare life today with life in the past using the criteria of family, school, jobs, or communication.
7. 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).
8. Construct simple maps of the classroom to demonstrate aerial perspective.
9. Give examples of places that have absolute locations (e.g., home address, school address).
10. Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
11. Distinguish between landmasses and bodies of water using maps and globes.
12. Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
13. Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

14. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
15. Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).
16. Identify some reasons for rules in school (e.g., provide order, predictability, and safety).
17. Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).
18. Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
19. Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).
20. Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
21. 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).
22. 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).
23. Distinguish between producers and consumers of goods and services.
24. Describe ways in which families consume goods and services.
25. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
26. Describe reasons why people voluntarily trade.
27. Describe ways in which people earn money (e.g., providing goods and services to others, jobs).
28. Describe how money simplifies trade.
29. Identify public issues in the school community.
30. Use graphic data to analyze information about a public issue in the school community.
31. Identify alternative resolutions to a public issue in the school community.
32. Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
33. Develop and implement an action plan to address or inform others about a public issue.
34. Participate in projects to help or inform others.

World Language

The students will receive 33 weeks of instruction in the following languages: *Spanish, German, and French*. These classes are taught by certified world language instructors.

Special Classes

First grade students will receive instruction in the following special classes:

1. World Language (11 weeks each of French, German, and Spanish)
2. Art (once per week)
3. Music (twice per week)

4. Physical Education (twice per week)
5. Chapel (once per week)
6. Library (once per week)