

CHRIST EPISCOPAL SCHOOL

FIRST GRADE CURRICULUM

LANGUAGE ARTS

Phonics

1. Produce a series of rhyming words.
2. Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.
3. Distinguish between long and short vowel sounds in one-syllable words.
4. Recognize the change in spoken word when a specified phoneme is added, changed, or removed.
5. Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.
6. Manipulate phonemes within base words.
7. Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.
8. Decode words in isolation and in context by applying common letter sound correspondences.
9. Decode words with initial and final consonant blends, digraphs, and trigraphs.
10. Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.
11. Use knowledge of base words to decode common compound words and contractions.
12. Decode words with inflectional endings, including -ed, -s, and -es.
13. Identify and read at least 100 high-frequency words from a research-based list.

Reading

1. Read grade-level text using appropriate fluency (rate, accuracy, and prosody).
2. Read grade-appropriate texts independently for increasing periods of time.
3. Establish purpose for reading assigned and self-selected texts with adult assistance.
4. Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.
5. Make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
6. Create mental images to deepen understanding with adult assistance.
7. Make connections to personal experiences, ideas in other texts, and society with adult assistance.
8. Make inferences and use evidence to support understanding with adult assistance.
9. Evaluate details to determine what is most important with adult assistance.
10. Synthesize information to create new understanding with adult assistance.
11. Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

12. Describe personal connections to a variety of sources.
13. Write brief comments on literary or informational texts.
14. Use text evidence to support an appropriate response.
15. Retell texts in ways that maintain meaning.
16. Interact with sources in meaningful ways such as illustrating or writing.
17. Respond using newly acquired vocabulary as appropriate.
18. Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
19. Discuss topics and determine theme using text evidence with adult assistance.
20. Describe the main character(s) and the reason(s) for their actions.
21. Describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently.
22. Describe the setting.
23. Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.
24. Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.
25. Discuss elements of drama such as characters and setting.
26. Recognize characteristics and structures of informational text, including:
 - (i) the central idea and supporting evidence with adult assistance;
 - (ii) features and simple graphics to locate or gain information; and
 - (iii) organizational patterns such as chronological order and description with adult assistance.
27. Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.
28. Recognize characteristics of multimodal and digital texts.
29. Discuss the author's purpose for writing text; discuss the author's use of print and graphic features to achieve specific purposes.
30. Discuss how the author uses words that help the reader visualize.
31. Listen to and experience first- and third-person texts.

Writing

1. Plan a first draft by generating ideas for writing such as by drawing and brainstorming.
2. Develop drafts in oral, pictorial, or written form by:
 - (i) organizing with structure; and
 - (ii) developing an idea with specific and relevant details.
3. Revise drafts by adding details in pictures or words.
4. Edit drafts using standard English conventions, including:
 - (i) complete sentences with subject-verb agreement;
 - (ii) past and present verb tense;
 - (iii) singular, plural, common, and proper nouns;
 - (iv) adjectives, including articles;
 - (v) adverbs that convey time;
 - (vi) prepositions;
 - (vii) pronouns, including subjective, objective, and possessive cases;

- (viii) capitalization for the beginning of sentences and the pronoun "I";
- (ix) punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
- (x) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

5. Publish and share writing.
6. Dictate or compose literary texts, including personal narratives and poetry.
7. Dictate or compose informational texts, including procedural texts.
8. Dictate or compose correspondence such as thank you notes or letters.

Listening and Speaking

1. Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
2. Follow, restate, and give oral instructions that involve a short, related sequence of actions.
3. Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.
4. Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.
5. Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Vocabulary and Spelling

1. Use a resource such as a picture dictionary or digital resource to find words.
2. Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.
3. Identify the meaning of words with the affixes -s, -ed, and -ing.
4. Identify and use words that name actions, directions, positions, sequences, categories, and locations.
5. Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.
6. Spell words with initial and final consonant blends, digraphs, and trigraphs.
7. Spell words using sound-spelling patterns.
8. Spell high-frequency words from a research-based list.
9. Alphabetize a series of words to the first or second letter and use a dictionary to find words.

Inquiry and Research

1. Generate questions for formal and informal inquiry with adult assistance.
2. Develop and follow a research plan with adult assistance.
3. Identify and gather relevant sources and information to answer the questions with adult assistance.
4. Demonstrate understanding of information gathered with adult assistance.

5. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

MATH

Numbers, Operations, Quantitative Reasoning

1. Use + and – facts to 12.
2. Learn + and – two-digit numbers.
3. Learn place value to 100.
4. Calculate the value of sets of coins.
5. Identify coins and dollars.
6. Correctly use terms greater than and less than.
7. Use the number line to solve.
8. Add three addends.
9. Read and write numbers to 99 to describe sets of objects.
10. Compare and order numbers and sets to 100.
11. Compare and order number sets to 500.
12. Identify a number that is 100 more or less than a given number.
13. Count forward or backward from a given number.

Patterns, Algebraic Thinking, Problem Solving

1. Find missing addends or subtrahends.
2. Determine operation to use for problem solving.
3. Use estimating.
4. Identify patterns in hundreds chart.
5. Extend patterns to make predictions and solve problems.
6. Use math in everyday problems.
7. Write number sentences to solve problems.
8. Solve problems using appropriate additions and subtraction strategies.
9. Solve problems involving tables and graphs.
10. Describe parts of a set.
11. Fact families.

Geometry, Spatial Reasoning

1. Identify sides and faces of shapes.
2. Cut shapes apart and identify the shapes made.
3. Identify sides and faces of solids and plane figures.
4. Identify two and three dimensional figures and know their attributes.
5. Area coverage – most to least.

Measurement

1. Weigh objects using metric measures and liquid measures.
2. Tell time to $\frac{1}{4}$, $\frac{1}{2}$, and 1 hour time.

3. Determine elapsed time on digital clock.
4. Use inch ruler.
5. Identify fractions as equal parts of a whole.
6. Use a thermometer.
7. Identify appropriate tools or units of measurement.
8. Solve problems involving calendar concepts.
9. Solve problems involving elapsed time or digital clock.
10. Measure with non-standard units.
11. Money – pennies, nickels, dimes, quarters.
12. Order three or more events according to duration.

Classification & Data

1. Make a tally mark chart.
2. Identify odd and even numbers.
3. Identify possible outcomes (probability).

SCIENCE

Scientific Investigation and Reasoning

1. Identify, discuss, and demonstrate safe and healthy practices during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately.
2. Identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals.
3. Ask questions about organisms, objects, and events observed in the natural world.
4. Plan and conduct simple descriptive investigations.
5. Collect data and make observations using simple tools.
6. Record and organize data using pictures, numbers, and words.
7. Communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
8. Identify and explain a problem and propose a solution.
9. Make predictions based on observable patterns.
10. Describe what scientists do.
11. Collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums.
12. Measure and compare organisms and objects using non-standard units.

Matter and Energy

1. Classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture.
2. Predict and identify changes in materials caused by heating and cooling.
3. Classify objects by the materials from which they are made.

Force, Motion, and Energy

1. Identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life.
2. Predict and describe how a magnet can be used to push or pull an object.
3. Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow.

Earth and Space

1. Observe, compare, describe, and sort components of soil by size, texture, and color.
2. Identify and describe a variety of natural sources of water, including streams, lakes, and oceans.
3. Identify how rocks, soil, and water are used to make products.
4. Record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy.
5. Observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun.
6. Identify characteristics of the seasons of the year and day and night.
7. Demonstrate that air is all around us and observe that wind is moving air.

Organisms and Environment

1. Sort and classify living and nonliving things based upon whether they have basic needs and produce offspring.
2. Analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver.
3. Gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter.
4. Investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats.
5. Identify and compare the parts of plants.
6. Compare ways that young animals resemble their parents.
7. Observe and record life cycles of animals such as a chicken, frog, or fish.

SOCIAL STUDIES

Citizenship

1. Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government

by educating oneself about the issues, respectfully holding public officials to their word, and voting.

2. Identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.
3. Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;
4. Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;.Identify anthems and mottoes of Texas and the United States.
5. Explain and practice voting as a way of making choices and decisions; and
6. Explain how patriotic customs and celebrations reflect American individualism and freedom.

Culture

1. Describe and explain the importance of beliefs, language, and traditions of families and communities.
2. Explain the way folktales and legends reflect beliefs, language, and traditions of communities.

History

1. Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day.
2. Compare the observance of holidays and celebrations.
3. Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King, Jr., who have influenced the state and nation.
4. Compare the lives of historical figures who have influenced the state and nation.

Geography

1. Describe the location of self and objects relative to other locations in the classroom and school using spatial terms.
2. Locate places using the four cardinal directions.
3. Create and use simple maps such as maps of the home, classroom, school, and community.
4. Locate and explore the community, Texas, and the United States on maps and globes.
5. Identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather.
6. Identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.

Economics

1. Describe ways that families meet basic human needs.
2. Describe similarities and differences in ways families meet basic human needs.
3. Identify examples of goods and services in the home, school, and community.
4. Identify ways people exchange goods and services.
5. Identify the role of markets in the exchange of goods and services.

6. Identify examples of people wanting more than they can have.
7. Explain why wanting more than they can have requires that people make choices; and
8. Identify examples of choices families make when buying goods and services.
9. Describe the tools of various jobs and the characteristics of a job well performed; and
10. Describe how various jobs contribute to the production of goods and services.

Government

1. Explain the purpose for rules and laws in the home, school, and community.
2. Identify rules and laws that establish order, provide security, and manage conflict.
3. Identify the responsibilities of authority figures in the home, school, and community; and
4. Identify and describe the roles of public officials in the community, state, and nation.

Science, Technology, and Society

1. Describe how technology has affected the ways families live.
2. Describe how technology has affected communication, transportation, and recreation.
3. Identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.

Social Studies Skills

1. Gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance; and
2. Sequence and categorize information.
3. Use a simple timeline to distinguish among past, present, and future.
4. Use a calendar to describe and measure time in days, weeks, months, and years;
5. Express ideas orally based on knowledge and experiences.
6. Create and interpret visual and written material.
7. Use social studies terminology correctly.
8. Use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

ART

Perception

1. Develops and organizes ideas from the environment.
2. Able to recognize and describe lines in works of art.
3. Able to recognize and identify shapes in artworks.
4. Knows how to mix primary (red, yellow, blue) colors to make secondary colors (green, orange, purple).
5. Able to identify subject and background in a work of art.
6. Able to identify objects in art works that appear near or far (foreground and background).
7. Able to describe forms in art works using basic terms (rounded, angular, large, small, etc.).

8. Able to recognize patterns in works of art.
9. Able to recognize textures in works of art.
10. Understands basic printmaking concept.
11. Understands the terms landscape, cityscape, still-life, and portrait.
12. Able to classify artworks as landscapes, cityscapes, still-lives, or portraits.

Creative Expression and Skills

1. Express ideas through original artworks.
2. Use a variety of media with appropriate skill.
3. Able to make lines using a variety of media (pencils,, pastels, markers, watercolor and tempera paint). Make different types of lines.
4. Able to draw and paint basic geometric shapes.
5. Use a variety of shapes in art work.
6. Able to cut and glue basic geometric shapes from paper.
7. Able to combine shapes to make more complex images.
8. Able to mix primary (red, yellow, blue) colors to make secondary colors (green, orange, purple).
9. Use a variety of colors in art works.
10. Able to produce basic forms from clay or other modeling media.
11. Able to draw and paint lines, shapes or colors that repeat to make patterns.
12. Able to draw and paint visual textures.
13. Able to incise lines in clay or other modeling media for actual texture.
14. Able to print with gadgets.

Activities

1. Line drawings with action lines.
2. Collage with geometric shapes.
3. Crayon resist shape painting.
4. "Wiggle Monster" project.
5. Thanksgiving in oil pastels.
6. Clay figures with texture.
7. Tempera paintings with variety.
8. Salt dough ornaments.
9. Gadget prints.
10. Name patterns.
11. Winter paintings.
12. Chinese "lanterns".
13. Ukrainian Easter eggs crayon resists.
14. Collage with decorative papers.
15. Makes primary and secondary color wheel.
16. Paper weaving.

CHRISTIAN EDUCATION

Songs

1. Participate in singing basic Bible songs. Students are reminded that when they sing, they are praising God.

Christian Concept

1. Study the words in The Lord's Prayer to understand its meaning line by line. Students participate in discussion of the meaning of The Lord's Prayer.
2. Learn about Hero of the Month, Fruit of the Spirit, and Courtesy of the Week.

Scripture Lesson

1. Listen to a Bible story and discuss its meaning and life application (SAES curriculum).
2. Follow a three year cycle of Episcopal Church curriculum.
3. Participate in a craft or puzzle related to Bible story.

Prayer

1. Pray at the beginning of each class.
2. Learn the five parts of prayer: praise, thanksgiving, forgiveness, prayers for others, and prayers for self.
3. Share prayers in each category.

Special Projects

1. Canned, boxed food items for project H.O.P.E.
2. Operation Christmas Child.
3. Lenten project for local charity.
4. Grade level service learning project and field trip.

LIBRARY

Library Skills

1. Learn the importance of book care.
2. Learn the purposes for reading and listening: for information, following directions, and entertainment.
3. Learn about the difference between fiction and non-fiction.
4. Listen to a variety of stories, poems, and texts read aloud from a variety of genres and points-of-view.
5. Develop "library vocabulary" by listening to and discussing such words as author, illustrator, title, etc.
6. Interact with a story as it is being read aloud in order to practice comprehension skills, such as order of events, character analysis, making predictions, and making connections to self and other texts.
7. Use illustrations and text and pictures to practice making inferences and predictions.
8. Practice selecting appropriate reading material from the library.
9. Practice identifying literary elements of a story.

10. Identify parts of a book.

MUSIC

Theory

1. Listen to a variety of musical genres.
2. Repeat a musical phrase after hearing it.

Voice

1. Explore pitch and matching tones.

Instrument and History

1. Recognize staccato and legato phrases by listening.
2. Recognize solo instruments in a recording.

Creative Expression and Performance

1. Continue learning songs by rote.

PE

Movement

1. Demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low.
2. Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.
3. Demonstrate control in balancing and traveling activities.
4. Demonstrate the ability to work with a partner such as leading and following;
5. Clap in time to a simple rhythmic beat.
6. Create and imitate movement in response to selected rhythms.
7. Demonstrate on cue key elements in overhand throw, underhand throw, and catch.
8. Recognize that motor skill development requires correct practice.
9. Demonstrate a base of support and explain how it affects balance.

Physical Activity and Health

1. Describe and select physical activities that provide opportunities for enjoyment and challenge.
2. Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.
3. Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.

4. Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
5. Distinguish between active and inactive lifestyles.
6. Describe the location and function of the heart.
7. Describe how muscles and bones work together to produce movement.
8. Describe food as a source of energy.
9. Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.
10. Use equipment and space safely and properly.
11. Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.
12. Describe how to protect himself/herself from harmful effects of the sun.
13. Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such as universal safety precautions, and calling 911.

Social Development

1. Demonstrate starting and stopping signals.
2. Explain boundaries and rules for simple games.
3. Follow directions and apply safe movement practices.
4. Interact, cooperate, and respect others.
5. Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

SPANISH

Vocabulary

1. Learn more family names, numbers 10 – 20; directions; feelings.
2. Learn masculine and feminine (el, la); greetings.
3. Expand greetings with introductory phrases.
4. Classroom vocabulary.
5. Christmas words.
6. Fruits and vegetables.

Conversation, Reading, and Writing

1. Present short dialogue.
2. Use props, pictures to reinforce conversations.
3. Ask and respond to introductory phrases.
4. Respond to vocabulary questions in Spanish.

Activities

1. Hang Man.
2. Word Search.

3. Learn Hola Amigos song.
4. Learn Feliz Cumpleaños song.
5. Bingo.
6. Around the World with vocabulary.
7. La Oruga muy Hambriento.

TECHNOLOGY

Basic Computer Concepts and Operations

1. Identify the main parts of the computer (keyboard, monitor, mouse, tower, headphones, stylus, and drawing tablet).
2. Use mouse correctly (drag, click, right click, left click, double click).
3. Place the cursor at a specific location on the screen.
4. Launch/open and close computer programs.
5. Open and close Internet applications.
6. Login and logout of computer properly.
7. Print files under teacher direction.

Technology Productivity and Keyboarding

1. Use correct posture.
2. Locate and use letters, numbers, etc.
3. Identify and locate special keys such as, enter, spacebar, caps lock, shift keys.

Internet Skills

1. Use a web browser.
2. Use teacher directed web based activities on topics of study.

Social, Ethical, and Human Issues

1. Discuss and comply with network use & Internet policy.
2. Demonstrate appropriate computer etiquette.
3. Respect the privacy of all users.

Word Processing

1. Open and exit word processing application.
2. Type first name, ABCs, numbers, and simple words.
3. Use the delete and backspace keys appropriately.

Graphics

1. Open and exit graphics application.
2. Select and use different colors.
3. Erase part of an image in a paint program.
4. Use tools to create shapes and lines.
5. Select and use different line widths and styles.

6. Delete an object in a paint program.
7. Enter and modify text in a paint program.
8. Resize and reposition an object.

Computer Science Fundamentals

1. Learn the basics of programming using commands like loops and events.
2. Investigate different problem-solving techniques.
3. Persist in the face of difficult tasks.
4. Solve more complex puzzles utilizing critical thinking skills.