PATCHOGUE-MEDFORD SCHOOLS

GRADE LEVEL OBJECTIVES

GRADE ONE

A Guide for Families

2009 - 2010

Introduction

This document answers the essential question regarding teaching and learning: What will students normally be expected to do at the end of each grade level?

Although the document presents these expectations in list form, experience has shown that learning occurs best when students are given the opportunity to explore and discover key principles and understandings in the context of intriguing and multi-faceted activities that cross disciplines.

Teaching of isolated skills, although expedient and necessary in certain instances, is not recommended as a steady feature of classroom activities.

The objectives listed under each subject area, therefore, are intended to make clear the skills and competencies students will need in order to grasp the major concepts to be mastered. The grade level objectives are intended to give shape, focus and direction to the learning activities that are planned and executed. They represent the tools students will need to apply in order to problem solve, reflect, interpret, understand, make connections and hypothesize - the ultimate goals of the instructional program of the Patchogue-Medford Schools.

The grade level objectives were written with the help of administrators and teachers with support and endorsement by the Board of Education. They reflect current teaching practices, local curricula, state guidelines and national assessments and the current technology available. As these change and develop over time, so, too, will the grade level objectives.

The development of these grade level objectives would not have been possible without the cooperative efforts of the K-5 teachers, elementary school principals, and directors.

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GRADE LEVEL OBJECTIVES

GRADE ONE

ENGLISH
LANGUAGE ARTS

The purpose of instruction in language arts is to build upon and expand students= prior experiences with oral and written language so that students become willing and competent users of language in all its forms and for all of its purposes. Classrooms that are alive with genuine examples of language in action, enriching experiences and meaningful literature provide the best backdrop for presenting the skills and processes that comprise the language arts.

To be consistent with the New York State curriculum, the objectives that follow are grouped under the four standards included in the New York State Learning Standards for English Language Arts.

STANDARD 1:

Student will read, write, speak and listen for information and understanding.

Demonstrate Book Handling Skills

- Identify and explain the function of title page, author, illustrator, page numbers, table of contents, dedication, and glossary as used in grade appropriate materials.
- Demonstrate left-to-right directionality, return sweep, and one-to-one matching;

Demonstrate Knowledge of Phonemic Awareness and Phonics:

- Blends, digraphs, dipthongs
- Further explore the use of chunks and word families
- Concentrate on short, long, vowel combinations, and silent e
- Compound words
- Contractions
- Sound explorations - discovering the varied patterns for one sound - student created rules

- Words with silent letters
- Change initial, medial, or final letter(s) to build new words
- High frequency 100 word list
- Alphabetical order
- Add endings to words; s, ing, ed, er, est
- Use of dictionary and introduction of glossary and index
- Exposure to synonyms, antonyms, and homophones
- Exposure to alliteration

Use a Variety of Strategies to Identify Unknown Words:

- Use the three cueing systems: visual, structure, and meaning;
- Use pictures to support word identification.

Use a Variety of Strategies to Build Vocabulary:

- Develop a sight vocabulary through shared reading, guided reading, and independent reading.

Acquire Information from Appropriate Children=s Sources:

- Use alphabet sequence to the second letter to look up information in a grade appropriate glossary.

Use a Variety of Strategies to Aid Comprehension:

- Begin to activate prior knowledge in order to make connections during reading.

Demonstrate Comprehension:

- Begin to read aloud with expression and fluency, showing an understanding of punctuation and attention to meaning;
- Explain a concept or idea, citing appropriate main idea(s) and details;
- Follow multiple step oral and written directions (five to eight steps).

Communicate Ideas Clearly:

- Speak in complete, grammatically correct sentences;
- State instructions for how to complete a task;
- Stay on topic while speaking and writing;
- Share ideas, feelings, information, and personal experiences;
- Write two or more simple sentences to describe a picture or event.

STANDARD 2:

Students will read, write, listen, and speak for literary response and expression.

Use a Variety of Strategies to Aid Comprehension:

- Begin to activate prior knowledge to make connections with literature;
- Make predictions and ask questions based upon title, pictures, and appropriate indicators in literature;
- Use picture clues.

Demonstrate Comprehension:

- State or write, in two or more sentences, a personal response to literature;
- Retell a story sequentially, including character, setting, plot, and resolution;
- Explain the feelings, actions, and motives of characters with some degree of confidence and detail;
- Draw conclusions, as appropriate;
- Make inferences, as appropriate;
- Explain cause and effect relationships with respect to characters, setting, plot, and resolution;
- Compare and contrast story elements from one piece of literature to another.

Communicate Ideas Clearly:

- Write stories and poems based upon pre-writing work (planning) such as drawing pictures, relating an event verbally, or reviewing photos.

Demonstrate Interest in Literature:

- Select books for independent reading based upon personal interests and knowledge of authors or illustrators;
- Participate willingly and with attention to oral reading, shared reading, guided reading, and independent reading.

STANDARD 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

Analyze and Evaluate, with Assistance:

- Formulate opinions of fiction and nonfiction books based upon grade-appropriate criteria;

- Make reading recommendations to classmates;
- Distinguish among various genres based upon criteria.

Metacognitive Activities:

- Monitor both reading and writing for meaning;
- Use fix-up strategies to self-correct during reading;
- Begin to edit and revise for simple punctuation, spelling, omissions, usage, and word choice.

STANDARD 4:

Students will read, write, listen, and speak for social interaction.

Use Language Appropriately:

- Display manners through language (please, thank you, etc.);
- Take turns and respond appropriately to others' ideas;
- Express needs, concerns, and problems clearly and respectfully.

Communicate Socially with Peers and Adults:

- Write notes and cards containing simple messages to commemorate special occasions.
- Demonstrate respect for cultural differences among students and adults.

MATHEMATICS

The Five Process Strands

Problem Solving Strand

Students will:

- build new mathematical knowledge through problem solving; solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Reasoning and Proof Strand

Students will:

- recognize reasoning and proof as fundamental aspects of mathematics;
- make and investigate mathematical conjectures;
- develop and evaluate mathematical arguments and proofs;
- select and use various types of reasoning and methods of proof.

Communication Strand

Students will:

- organize and consolidate their mathematical thinking through communication;
- communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
- analyze and evaluate the mathematical thinking and strategies of others;
- use the language of mathematics to express mathematical ideas precisely.

Connections Strand

Students will:

- recognize and use connections among mathematical ideas;
- understand how mathematical ideas interconnect and build on one another to produce a coherent whole;
- recognize and apply mathematics in contexts outside of mathematics.

Representation Strand

Students will:

- create and use representations to organize, record, and communicate mathematical ideas;
- select, apply, and translate among mathematical representations to solve problems;
- use representations to model and interpret physical, social, and mathematical phenomena.

The Five Content Strands

Number Sense and Operations Strand

- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)
- Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten
- Quickly see and label with a number, collections of 1 to 10
- Count by 1's to 100
- Skip count by 10's to 100
- Skip count by 5's to 50
- Skip count by 2's to 20
- Verbally count from a number other than one by 1's
- Count backwards from 20 by 1's
- Draw pictures or other informal symbols to represent a spoken number up to 20
- Identify that spacing of the same number of objects does not affect the quantity (conservation)
- Arrange objects in size order (increasing and decreasing)
- Write numbers to 100
- Read the number words *one, two, three…ten*
- Explore and use place value

- Compare and order whole numbers up to 100
- Develop an initial understanding of the base ten system:
    - 10 ones = 1 ten
    - 10 tens = 1 hundred
- Use a variety of strategies to compose and decompose one-digit numbers
- Understand the commutative property of addition
- Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
- Use before, after, or between to order numbers to 100 (with or without the use of a number line)
- Use the words higher, lower, greater, and less to compare two numbers
- Use and understand verbal ordinal terms, first to twentieth
- Develop and use strategies to solve addition and subtraction word problems
- Represent addition and subtraction word problems and their solutions as number sentences
- Create problem situations that represent a given number sentence
- Use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping
- Demonstrate fluency and apply addition and subtraction facts to and including 10
- Understand that different parts can be added to get the same whole
- Estimate the number in a collection to 50 and then compare by counting the actual items in the collection

Algebra Strand

- Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)

Geometry Strand

- *Match shapes and parts of shapes to justify congruency*
- Recognize, name, describe, create, sort, and compare two dimensional and three-dimensional shapes
- Students will apply transformations and symmetry to analyze problem solving situations.
- Experiment with slides, flips, and turns of two-dimensional shapes
- Identify symmetry in two-dimensional shapes
- Recognize geometric shapes and structures in the environment

Measurement Strand

- Recognize length as an attribute that can be measured
- Use non-standard units (including finger lengths, paper clips, students' feet and paces) to measure both vertical and horizontal lengths
- Informally explore the standard unit of measure, inch
- Know vocabulary and recognize coins (penny, nickel, dime, quarter)
- Recognize the cent notation as ¢
- Use different combinations of coins to make money amounts up to 25 cents
- Recognize specific times (morning, noon, afternoon, evening)
- Tell time to the hour, using both digital and analog clocks
- Know the days of the week and months of the year in sequence
- Classify months and connect to seasons and other events
- Select and use non-standard units to estimate measurements

Statistics and Probability Strand

- *Pose questions about themselves and their surroundings*
- Collect and record data related to a question
- Display data in simple pictographs for quantities up to 20 with units of one
- Display data in bar graphs using concrete objects with intervals of one
- Use Venn diagrams to sort and describe data
- Interpret data in terms of the words: most, least, greater than, less than, or equal to
- Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)
- Discuss conclusions and make predictions in terms of the words likely and unlikely
- Construct a question that can be answered by using information from a graph

SCIENCE

Students will:

- differentiate between plants and animals;
- observe and discuss the similarities and differences among several plants; group plants according to one characteristic;
- identify the body parts that help various animals move;
- identify various kinds of animal homes;
- classify animals according to one characteristic; construct a system to classify various animals;

- classify objects that are attracted by magnets and objects that are not attracted by magnets;
- infer that magnetic force can pass through certain materials; infer that magnets can make objects move without touching them;
- compare the strengths of various magnets and various parts of a magnet;
- observe that like poles of magnets repel each other and that unlike poles of magnets attract each other;
- explain that a compass helps people find out which way is north; compare the poles of a magnet to the needs of a compass;
- recognize factors that affect weather, such as temperature, wind, precipitation, and clouds;
- demonstrate that materials absorb varying amounts of the sun's heat;
- describe the four seasons, including weather and other signs that are associated with them;
- describe some ways that animals change in response to seasonal weather conditions.

SOCIAL STUDIES

The grade 1 social studies core curriculum:

- helps students learn about their roles as members of a family and school community.
- develops a sense of individual identity and social interaction.
- explores an understanding of self, family, and school across the five social studies standards.
- helps students to learn about families now and long ago.
- investigates different kinds of families that have existed in different societies and communities.
- enables students to locate places on maps and globes.
- helps students to understand that maps are representations of physical features and objects.
- builds on the kindergarten-level program, encourages interdisciplinary learning, and assists in the development of content, concepts, and skills for the prekindergarten through grade 12 social studies program.

ART

STANDARD 1:

Creating, Performing and Participating in the Arts:
Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students will:

- recognize and apply concepts utilizing line, shape, texture, space, color, pattern, and rhythm in the creation of original works of art;
- create works of art that will improve their ability to recognize shapes.

STANDARD 2:

Knowing and Using Arts Materials and Resources:
Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students will:

- develop their basic skills using crayon, pencil, tempera paint, clay and paper;
- improve ability to cut, paste and glue;
- improve ability to print;
- participate in school and community student art exhibits.

STANDARD 3:

Responding to and Analyzing Works of Art:
Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students will:

- develop their ability to analyze their own work and the work of others.

STANDARD 4:

Understanding the Cultural Dimensions and Contributions of the Arts:
Students will explore art and artifacts from various historical periods and world cultures to discover the role that art plays in the lives of the people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students will:

- be encouraged to appreciate art through discussions of the works and lives of professional artists and through exposure to video material, art reproductions, and other media.

HANDWRITING

Students will:

- form upper and lower case letters of the alphabet;
- use proper spacing;
- copy from board;
- write neatly and legibly on a daily, consistent basis.

HEALTH

New York State law requires school districts to provide accurate, age-appropriate information to pupils regarding the nature of HIV/AIDS, the methods of transmission and the methods of prevention.

Parents and guardians will receive information regarding this instruction prior to the start of these lessons.

Instruction relating to HIV/AIDS will be limited to the following:

- become aware of the differences between communicable and non-communicable diseases with no direct instruction regarding the nature and transmission of HIV/AIDS;

- become familiar with general good health habits and prevention of communicable diseases including, but not limited to, the following: personal hygiene, getting help when others are injured, avoiding blood-to-blood contact as in “blood buddy” activities, walking away from fights, avoiding biting, avoiding contact with other people’s body fluids and avoiding touching sharp objects, including needles.

Communicable Diseases:

Students will:

- distinguish between communicable and non-communicable diseases;
- understand how communicable diseases are transmitted.

Healthful Lifestyle:

Students will:

- practice good health habits;
- demonstrate personal safety skills;
- show an appreciation of one’s uniqueness and the uniqueness of others;
- recognize choices and their consequences;
- describe how family members show care for and help one another.

Community Resources:

Students will:

- know and use appropriate health resources.

LIBRARY

Students will:

- know how to identify fiction and nonfiction areas;
- select both fiction and nonfiction;
- demonstrate that each book has a specific place in the library arrangement;
- be introduced to using the electronic card catalog;
- alphabetize by the first letter;
- identify cover and spine and recognize title page;
- identify dictionaries;
- select books to read or have read to them;

- become aware of Caldecott Award books;
- distinguish between fact and fiction;
- be introduced to forms of literature such as fairy tales, fables, tall tales, and hero tales;
- relate reading to illustrations;
- identify elements of a story such as main character, main idea, plot and sequence;
- recognize television as an information source;
- apply fundamental skills of critical thinking as a guide for extending comprehension, such as predicting outcomes;
- recall, summarize and paraphrase what is listened to and viewed.

MUSIC

STANDARD 1:

Creating, Performing and Participating in the Arts:
Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Students will:

- keep the beat to speech and melody activities with patschen**;
- use two and four beat rhythm patterns for echo clapping;
- read, write and clap rhythm patterns using Ta (quarter note), TiTi (eighth notes), and Ta (rest);
- use chants, rhyme, speech exercises and choral speaking activities with soft and loud dynamics with fast and slow tempos;
- identify and reproduce high and low sounds;
- sing from hand signals: sol, mi and la;
- participate in body awareness games, party games, simple folk dances, rhythmic coordination activities and movement activities;
- play basic rhythm instruments;
- learn at least eight pentatonic songs.

**Patschen is a German word for leg slap (right hand on right knee, left hand on left knee, or simultaneously). The simultaneous patschen prepares the hands for playing the bordun (open 5th) on the barred instruments.

Standard 2:

Knowing and Using Arts Materials and Resources:
Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students will:

- read, write and clap rhythm patterns using TA (quarter note), TiTi (eighth notes). and Ta (rest);
- play basic rhythm instruments.

STANDARD 3:

Responding to and Analyzing Works of Art:
Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Students will:

- Identify and reproduce high and low sounds.

STANDARD 4:

Understanding the Cultural Dimensions and Contributions of the Arts:
Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Students will:

- participate in body awareness games, party games, simple folk dances, rhythmic coordination activities and movement activities;
- develop a repertoire of at least 30 songs;
- learn at least eight pentatonic songs.

PHYSICAL EDUCATION

New York State Learning Standards for Physical Education

STANDARD 1:

Personal Health and Fitness

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students: Elementary

- participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- develop physical fitness skills through regular practice, effort and perseverance
- demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscular endurance, flexibility, and body composition)
- demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness
- understand the relationship between physical activity and individual well being

STANDARD 2:

A Safe and Healthy Environment

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students: Elementary

- contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities.
- come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment

- work constructively with others to accomplish a variety of goals and tasks
- know how injuries from physical activity can be prevented or treated
- demonstrate care, consideration, and respect of self and others during physical activity

STANDARD 3:

Resource Management

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Students: Elementary

- know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- become discriminating consumers of fitness information, health related fitness activities in their communities and fitness and sports equipment
- demonstrate the ability to apply the decision making process to physical activity

Students will:

- understand the basic concept of pacing their energy while running;
- learn the mechanics of coordinating the hands and feet with a jump rope;
- learn to perform all exercises used in the class warm-ups;
- learn the basic mechanics of the following skills at a beginner's level: kicking,
- throwing, catching, ball handling, striking, body management, space awareness, movement co
- understand the importance of exercising;
- understand why rules are necessary in games;
- learn and understand how strategies can improve performance;
- learn and understand the following concepts: self-control, sportsmanship, cooperation, respect for other students' abilities and feelings;
- learn responsibility for equipment and property;
- develop an appreciation for fair play;
- understand the importance of being punctual and prepared.

SOCIAL SKILLS

Students will:

- show respect for others;
- show respect for learning;
- show respect for property;
- assume responsibility for their own behavior.

TECHNOLOGY

Elementary (Pre-Kindergarten - Grade 2)
Technology Goals

The following goals are to be considered when integrating technology into the curriculum:

Performance Indicators:
All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will:

- Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
- Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
- Communicate about technology using developmentally appropriate and accurate terminology. (1)
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
- Demonstrate positive social and ethical behaviors when using technology. (2)
- Practice responsible use of technology systems and software. (2)
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

- Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Grade 1

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