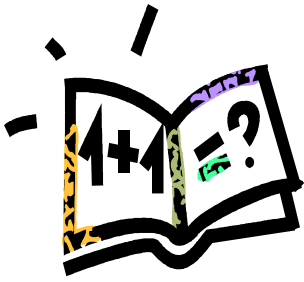


# First Grade Curriculum

## LITERACY BENCHMARKS



*Wondering what your child will be expected to know and do in reading, writing, math, art, science, PE and social studies in both English and Japanese? This guide briefly outlines the Oregon standards for each subject at the 1st grade level. Please do not hesitate to ask your child's teachers if you have questions or would like more information about any aspect of your child's academic program.*

### CONTENTS:

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### READING

- Read aloud 1st grade material with 90-100% accuracy.
- Read familiar material with natural phrasing, flow and pace.
- Correctly blend sounds in words.
- Use information from illustrations to assist with comprehension of text.
- Easily read all high frequency words when reading grade level text.
- Learn and use new vocabulary from literary and informational texts during read alouds, shared reading, guided reading, content studies, classroom discussions.
- Describe common objects and events with an increasing vocabulary of verbs, adjectives and adverbs.
- Read for a sustained period of time, 15-20 minutes independently per day.

### LITERATURE

- Listen to and experience traditional and contemporary literature from a variety of cultures and genres.
- Listen to, experience, and respond to a wide variety of informational texts (e.g. science big books, children's magazines).
- Make predictions during reading.
- Demonstrate listening comprehension of more complex text through discussion.
- Choose books for interest and purpose.
- Use rereading and self-correcting strategies when reading.

- Use comprehension strategies to assist with meaning during reading: ask questions, make inferences, and make connections using background knowledge.
- Recall details in own words from informational text.
- Describe new information from text in own words.
- Return to text to locate information and answer questions during shared and guided reading.
- Retell familiar stories including characters and sequence of events.
- Explore differences and similarities between two stories.

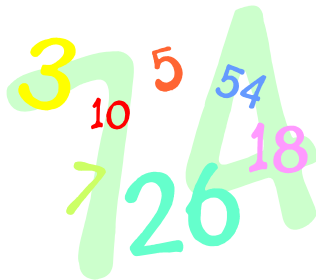
### WRITING

- Use prewriting activities to initiate writing (e.g. mapping, listing, webbing).
- Write a draft of multiple sentences.
- Use time order to sequence and organize some writing.
- Revise writing based on input from self, peers and adults.
- Begin to develop editing skills.
- Produce a published piece of writing with teacher support, at least once per month.
- Write narratives that contain a story.
- Write simple factual information about a topic with several details.
- Demonstrate control over beginning and ending punctuation and spelling of high frequency words.

# M A T H

## NUMBER & COMPUTATION FOR FIRST GRADE

- Know  $+$ / $-$  facts to 10 fluently; add doubles to 10.
- Add and subtract 0 and 1 to/from any number up to 18.
- Count by 1's, 5's and 10's to 100.
- Count a set of 30 objects accurately.
- Read, write and understand numbers to 100.
- Make reasonable estimates of quantities to 50.
- Solve story problems with objects, pictures and number sentences.



## GEOMETRY

- Draw squares, rectangles, circles, ovals and triangles.
- Recognize, name, and describe the following shapes: square, circle, triangle and rectangle, rhombus, trapezoid, hexagon, and oval.
- Find and describe shapes in the environment.

## ALGEBRAIC THINKING

- Sort and classify collections of objects in 5 or 6 different ways, including color, size and shape.
- Identify, copy extend and create repeating patterns that are at least as complex as ABCABC.
- Understand that a pattern is something that repeats, and recognize that when a collection of objects grows or shrinks by a predictable amount, that is a type of pattern.
- Given a simple relationship between two quantities, determine one quantity when given the other (e.g. If one bike has two wheels, then two bikes have four wheels).

## MEASUREMENT

- Compare objects of different length, weight and volume and use appropriate words to describe the differences (e.g. longer than, heavier than, holds more than)
- Use non-standard units such as cubes, sticks or spoonfuls to measure weight, length and volume.
- Recognize and name the value of pennies, nickels, dimes and quarters.
- Count collections of coins to at least 25 cents.
- Use a calendar to determine day, month and duration.
- Tell time to nearest hour; recognize time for daily events (e.g. leaving for school).

## STATISTICS & PROBABILITY

- Create and interpret a simple 2- or 3-column graph, with objects and in picture form.

## PROBLEM-SOLVING

- Communicate mathematical thinking is a variety of ways.
- Use multiple strategies to solve problems.

# A R T

**CREATE, PRESENT & PERFORM:** Apply ideas, techniques and processes in the arts.

**AESTHETICS & CRITICISM:** Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

**HISTORICAL & CULTURAL PERSPECTIVES:** Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.



## K-3 SCIENCE STANDARDS

**LIFE SCIENCE:** Understand structure, function, and interactions of living organisms and their environment.

**EARTH & SPACE SCIENCE:** Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial bodies.

**HISTORY & NATURE OF SCIENCE:** Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates to and clarifies scientific inquiries.

**UNIFYING CONCEPTS & PROCESSES:** Understand and apply major concepts and processes embedded within all sciences.

**PHYSICAL SCIENCE:** Understand structures and properties of matter and changes that occur in the physical world.

**SCIENCE IN PERSONAL & SOCIAL PERSPECTIVES:** Understand that science provides a basis for understanding and acting on personal and social issues.

**SCIENTIFIC INQUIRY:** Use interrelated processes to pose questions and investigate the physical and living world.

**SCIENCE & TECHNOLOGY:** Understand the interconnections among science, technology and society.

### CONTENT STRANDS FOR FIRST GRADE

**Insects:** Students use long-term observations to compare the structures and behaviors of insects, different stages of the life cycle, including insect metamorphosis.



**Pebbles, Sand and Silt:** Students explore earth materials and their uses. They examine, sort and compare rocks ranging in size from large pebbles to clay.

SCIENCE

### PROCESS SKILLS FOR K-5 SCIENCE

**OBSERVE:** Gather information by using the senses or instruments to note facts or occurrences.

**MEASURE:** Collect data concerning physical characteristics such as dimension, quantity or capacity.

**USE NUMBERS:** Count, compute, and communicate quantitative data using figures, letters, words and symbols.

**CLASSIFY:** Organize objects or events by their attributes.

**QUESTION:** Identify problems and develop testable statements relating to the problems.

**COMMUNICATE:** Exchange information and ideas.

**DESIGN EXPERIMENTS:** Plan and conduct data gathering operations to test hypotheses, answer questions and generate new ideas.

**INTERPRET DATA:** Find patterns or meaning in experimental results.

**DEFINE OPERATIONALITY:** Use experiments to develop working definitions of objects or events.

**FORMULATE MODELS:** Use problem-solving and questioning skills to develop mental models to explain phenomena.

**HYPOTHESIZE:** Use information and questions to generate statements that predict the likely outcome of an investigation.

**INFER:** Conclude from evidence and experience.

**PREDICT:** Declare in advance what is likely to happen, based on experience.

**CONTROL VARIABLES:** Identify and manage factors that may influence the outcome of an experiment..

# Social Studies

## THEME - Understanding the Family



### SKILLS.CONCEPTS

- Understand key influences of people in families and how they shape our lives
- Develop social skills and responsibilities
- Understand family resources
- Understand key concepts of human groups, institutions and place

### HISTORY

- Awareness of family history

### CIVICS & GOVERNMENT

- Respect the rights of others in families
- Understand the important of rules to family harmony

### ECONOMICS

- Understand materials and resources available to families in our community

### GEOGRAPHY

- Where and how others live, with particular attention given to living in Japan
- Environmental relationships to sustain family life in our community

# Physical Education

### MOTOR SKILLS & CONCEPTS

- Demonstrate basic movement forms (e.g. jumping, hopping, skipping, galloping).
- Balance in symmetrical and nonsymmetrical positions.
- Travel and change pathway directions while avoiding others.
- Show an understanding of movement vocabulary by demonstrating the skill or concept.
- Jump a rope continuously 5 times in a row.

### ACTIVE LIFESTYLE

- Sustain moderate to vigorous physical activities for 10 minutes.
- Identify vigorous physical activities



which cause changes in the body (e.g. heart rate, breathing rate, sweating).

- Participate in a wide variety of activities that involve locomotor skills and manipulatives in physical education.

### SELF-MANAGEMENT & SOCIAL BEHAVIOR

- Apply rules, procedures, and safe practices with minimal reinforcement.
- Work cooperatively with classmates without regard to personal differences.
- Follow rules and stop activity immediately on signal.
- Follow teacher directed conflict resolution.

The information in this brochure has been assembled by Kathryn Anderson, Richmond principal, for the convenience of our parents and teachers. For information about the Oregon content standards in greater detail, please check the Richmond website at [www.richmondjmp.org](http://www.richmondjmp.org) or the Oregon Department of Education website at [www.ode.state.or.us](http://www.ode.state.or.us).

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual activity.