

## GRADE 1 LANGUAGE ARTS CURRICULUM

The purpose of the First Grade Language Arts Program is to teach reading, writing and spelling. Phonics skills, high frequency word recognition, comprehension, oral language and vocabulary are all emphasized. These skills are taught using a variety of methods including basal reader, guided reading books, Big Books, trade books, phonics instruction, journal writing, spelling activities , technology support and worksheets.

### READING

#### PHONOLOGICAL AWARENESS

The Student:

- Identifies consonants and vowels
- Replicates the sounds of vowels, consonants, blends and digraphs
- Identifies and produces rhyming words
- Blends onsets and rimes
- Recognizes beginning and ending sounds
- Segments onsets and rimes
- Associates specific sounds with “r” clusters and “l” clusters
- Matches beginning sounds with digraphs *sh, th, wh, ch, and tch*
- Replicates the ending sounds of *nd, ng, nk, ft, lk, and nt* in words
- Associates sounds with clusters *sc, sk, sm, sn, sp, st, sw*
- Segments and counts phonemes
- Associates sounds with *scr, spl, spr, and str*
- Associates soft *g* sound and soft *c* sound to letters and letter patterns

#### PHONEMIC AWARENESS

The Student:

- Creates and reads words with the endings: *-an, -at, -it, -in, -ock, -op, -ox, -en, -et, -ut, -ug, -ip, -in, -ock, -op, -ell, -est, -um, -ump, -ash, -atch, -ate, -ake, -ite -ide, -oke and -eat*
- Reads and creates nouns with the plural ending *-s*
- Reads and understands verbs with endings *-s, -ed* and *-ing*
- Recognizes double final consonants and the sounds they make
- Reads words with triple clusters *spl, spr, scr* and *str*
- Decodes, reads and creates words with vowel pairs *ai, ay, oa, oo, ou, ue, oy, ee, and ea*
- Identifies and writes rhymes with words containing the letter combinations *igh, ight, and ie*

-Decodes and builds base words with suffixes *-es* and *-ies* and prefixes

*re-* and *un-*

-Identifies and reads words with *-ar*, *-ir* and *er*

-Builds base words with *-or* and *-ore*

-Identifies silent letters in *kn*, *wr*, and *gn*.

## LISTENING, SPEAKING AND VIEWING

The Student:

-Listens for the main idea in an oral presentation

-Compares and contrasts story elements

-Understands the difference between a fact and an opinion

-Differentiates between reality and fantasy stories

-Categorizes and classifies information

-Draws conclusions based on facts

-Listens for details in a story and can verbalize them

-Creates synonyms, antonyms and homophones

-Identifies aspects of conversation in a story

-Participates in a conversation

-Uses words and pictures to learn about maps

-Learns how to read and follow directions

-Identifies the beginning, middle and ending of a story

-Recalls details of a story

-Is able to put story details in chronological order

-Retells a familiar story

-Listens for information

-Discusses different ways to solve a problem

-Identifies problems and solutions in a story

-Recites a choral reading

-Listens for a purpose

-Recognizes expressive writing

-Compares and contrasts details in photographs

-Finds at least three pieces of information from a visual source

-Identifies rhyme and rhythm in poetry

## COMPREHENSION SKILLS AND STRATEGIES

The Student:

-Is able to put events in sequential order

-Notes story details

-Understands cause and effect

-Can compare and contrast story elements using a Venn Diagram

-Summarizes a story

-Is able to predict and infer

-Uses facts to draw conclusions

-Identifies topic, main idea and supporting details of a story

- Locates questions and answers in a text
- Writes answers to questions
- Categorizes and classifies information in a story
- Knows how to read a poem
- Is able to read and sing a song
- Develops skills for reading different kind of texts
- Knows how to read social studies, science and math text
- Examines poetry, folktales and plays
- Explains the characteristics of each genre and creates his own
- Reads and knows how to create contractions
- Identifies story structure
- Makes a story map
- Makes predictions on what will happen next in the story based on what he has already read
- Retells a story using the words *first*, *next* and *last*
- Identifies characters in a story
- Identifies story similarities and differences
- Knows how to read directions
- Uses story details to retell a story
- Classifies story events as fantasy or reality
- Identifies topic, main idea and details of a story
- Uses facts from the story and previous knowledge to draw conclusions
- Identifies the mood of a story
- Compares and contrasts story characters
- Retells a story in order of events read in the story

## VOCABULARY

The Student:

- Identifies animal names, school words, shapes words, words for feelings, color words, words that show position, family words, sensory words, noise words, pattern words, nature words, and fruit and vegetable words
- Asks and answers questions that begin with *who*, *what*, *where* or *why*
- Arranges words in alphabetical order
- Recognizes symbols on signs
- Identifies and creates compound words
- Knows days of the week and months of the year
- Lists words that are synonyms, antonyms and homonyms

## GRAMMAR, USAGE AND MECHANICS

The Student:

- Knows that a sentence begins with a capital letter
- Knows that all sentences end with a punctuation mark
- Knows that a period, question mark, and an exclamation mark are the punctuation marks that end a sentence
- Identifies a telling sentence, asking sentence, and an exclaiming sentence
- Identifies, reads and writes possessive nouns ending with 's
- Decodes and builds words ending with *-er*, and *-est*
- Supplies the correct punctuation for a sentence
- Identifies a naming word (noun) and an action word (verb) in a sentence
- Able to write a complete sentence which includes a naming part and an action part
- Knows that an asking sentence requires an answer
- Writes questions and listens to answers
- Identifies when *I* and *me* are used in sentences and uses them correctly in sentences
- Identifies proper and common nouns, verbs and pronouns
- Distinguishes between the use of *is* and *are*
- Uses the words *was* and *were* correctly in sentences
- Knows that proper nouns begin with a capital letter
- Identifies and creates different kinds of sentences
- Substitutes pronouns for nouns in sentences

## WRITING

### HANDWRITING

The Student:

- Understands correct writing posture
- Understands the correct pencil grip
- Is able to write each letter correctly and legibly
- Writes spelling words from dictation
- Understands the symbols for long vowel, silent letters and phonograms

### CREATIVE WRITING

The Student:

- Writes independently in his journal
- Writes on a specific theme in his journal
- Creates his own topic for a journal story

- Plans and writes a class story, class message, class summary, class poem,  
and class letter
- Writes independently a news report, invitation, thank-you note, informational paragraph, friendly letter, sequel to a story, tongue twister,  
persuasive letter and research report
- Adds interesting, describing words to a story
- Writes and illustrates a personal narrative
- Identifies characteristics of a paragraph
- Writes sentences about a topic
- Writes in complete sentences
- Writes an opinion about a story character
- Writes and gives a book report

## **SPELLING**

### Spelling

#### The Student:

- Recites the alphabet
- Recognizes and writes the alphabet correctly
- Matches capital and lowercase letters Aa – Zz
- Spells correctly plural nouns using “s” and “es”
- Writes possessive nouns
- Adds *-ful*, *-ly* and *-y* to words to make new words
- Reads verb endings *-s*, *-ed*, and *-ing*
- Spells correctly, with proper markings, the ten weekly words

## **METHODS AND STRATEGIES OF THE LANGUAGE ARTS CURRICULUM**

- Teacher instruction
- Basal reading
- Guided reading
- Shared reading
- Independent reading
- Read aloud
- Big Books
- Poetry
- Word Walls
- Literacy Centers
- Journal Writing
- Creative writing

-Games and activities

## **TEXTBOOK FOR THE LANGUAGE ARTS CURRICULUM**

A Legacy of Literacy Houghton Mifflin 2001

### **GRADE 1 MATHEMATICS CURRICULUM**

The First Grade Mathematics Curriculum allows students to explore concepts using manipulatives, then practice and apply the skills that reinforce those concepts through hands-on problem-solving activities. Each chapter opens with a high interest illustrated story that introduces the chapter theme. The student book provides clear models to help students make connections, lists vocabulary in a word bank as it is introduced, and provides a math mascot from each story to offer hints and strategies throughout each chapter. Journal ideas and critical thinking questions encourage children to discuss and communicate their mathematical thinking. Problem solving is embedded into the program.

#### **COMPUTATION**

##### **UNDERSTANDING NUMBERS**

The Student:

- Understands same, more and fewer
- Understands zero
- Identifies ordinal numbers to tenth
- Identifies and shows numbers using words, pictures and numbers
- Identifies and writes numbers to one-hundred
- Recognizes numbers on a one hundred chart
- Uses number patterns to skip count by twos, fives and tens
- Identifies numbers greater than and less than a given number
- Identifies numbers before, after and between given numbers
- Builds and writes two-digit numbers using base ten blocks

##### **ADDITION**

The Student:

- Explores the concept of addition
- Uses counters, pictures and symbols to add
- Writes addition sentences using horizontal and vertical forms
- Explores the order property of addition
- Uses patterns to write addition sentences
- Adds three numbers
- Explores counting on to add
- Uses number lines to count on 1, 2 or 3
- Identifies and uses doubles to find sums to 18
- Uses doubles to find sums of facts that are near doubles
- Makes ten when 7,8 or 9 is an addend
- Adds tens
- Counts on 1, 2, or 3 to add ones to two-digit numbers
- Counts on by 10, 20 or 30 to add tens to a two-digit number
- Adds tens and ones without regrouping
- Chooses strategies to add two-digit numbers
- Memorizes addition facts to twelve

## **SUBTRACTION**

The Student:

- Explores the concept of subtraction
- Uses counters, pictures and symbols to subtract
- Writes subtraction sentences using horizontal and vertical forms
- Uses patterns to write subtraction sentences
- Explores counting back to subtract
- Uses a number line to count back 1, 2 or 3 to subtract
- Identifies and uses doubles to subtract
- Uses the strategy make ten to subtract
- Uses counters to subtract
- Uses addition to subtract
- Subtracts tens
- Counts back to subtract tens or ones from two-digit numbers
- Subtracts two-digit numbers without regrouping
- Chooses strategies to subtract two-digit numbers
- Memorizes subtraction facts from twelve

## **PROBLEM SOLVING**

The Student:

- Makes and interprets a bar graph to solve a problem
- Uses pictures and counters to solve story problems
- Uses addition and subtraction to solve story problems
- Uses information from a picture to solve problems

- Chooses to use addition or subtraction to solve word problems
- Makes and uses drawings to solve problems
- Uses logical reasoning to solve problems
- Uses counters for a guess and check strategy to solve problems
- Chooses reasonable answers to solve problems
- Makes and uses a table to solve problems
- Writes a number sentence to solve a problem
- Determines what information is not needed and then solves a problem
- Solves two-digit problems involving money

## **GEOMETRY AND FRACTIONS**

The Student:

- Identifies and compares space shapes and their characteristics
- Identifies plane shapes that make up space shapes and their characteristics
- Identifies open and closed figures
- Identifies and completes a pattern
- Explores the meaning of symmetry and creates symmetrical figures
- Identifies equal and unequal parts of a region
- Identifies halves, thirds and fourths of a region
- Identifies a fractional part of a group
- Solves problems involving fair shares

## **MONEY**

The Student:

- Identifies pennies, nickels, dimes and quarters
- Determines the value of sets of pennies, nickels and dimes
- Counts on with quarters to determine the value of a set
- Chooses coins to equal a specified value
- Makes and uses a table to solve problems
- Compares the value of two sets of coins
- Counts sets of coins to make purchases
- Adds and subtracts money

## **TIME AND PROBABILITY**

The Student:

- Arranges a sequence of events in order
- Understands the length of a minute and an hour
- Determines whether an event takes an hour or a minute
- Tells and writes time to the hour
- Tells and writes time to the half hour
- Uses a clock to act out time and solve problems
- Reads and uses a calendar

- Reads and uses a schedule
- Explores probability
- Uses tallies to keep track of data

## **MEASUREMENT**

The Student:

- Compares the lengths and heights of objects
- Estimates and measures length and height using nonstandard units
- Estimates length and height using inches and centimeters
- Compares the weight of objects
- Measures weight in pounds and kilograms
- Explores capacity
- Estimates and measures capacity by using cups, pints, quarts and liters
- Chooses appropriate tools to measure length, weight and capacity

## **METHODS AND STRATEGIES OF THE MATHEMATICS CURRICULUM**

- Manipulatives to understand concepts
- Practice exercises
- Drill exercises
- Teacher presentations
- Class discussions
- Games
- Cooperative Learning
- Problem solving activities

## **TEXTBOOK FOR THE MATHEMATIC CURRICULUM**

Mathematics The Path to Math Success Silver Burdett Ginn  
Copyright 1999

## **GRADE 1 RELIGION CURRICULUM**

The purpose of the First Grade Religion Curriculum is to teach the children a deeper understanding of the Catholic religious beliefs and traditions. It includes the instruction of the doctrine, Scripture and morality, the experience of prayer and Liturgy, as well as the building of a value system. Daily prayers, memorization of the Christmas Gospel for a Christmas Program, a prayer service and, assisting in a First Friday Liturgy are also included in the First Grade Religion Curriculum.

### **GOD GIVES US MANY GIFTS**

#### **GOD MAKES US SPECIAL**

The Student:

- Realizes God made them special and unique
- Understands the importance of the Bible
- Understands their families are special
- Realizes they can help others feel special by their own actions
- Uses a reverent bow to honor the Bible

#### **GOD GIVES US SPECIAL GIFTS**

The Student:

- Knows that God created the whole world
- Enjoys, shares and makes things from God's gifts
- Cares for the world
- Expresses thanks for God's gifts of creation

#### **GOD GIVES US SPECIAL PEOPLE**

The Student:

- Recognizes God's love through the love of people
- Understands that God created people
- Chooses to act unselfishly
- Expresses thanks for special people

## GOD GIVES US JESUS

The Student:

- Recognizes Jesus as God's son and as God's greatest gift to us
- Understands Jesus is their friend who loves them
- Discovers that the Bible contains stories about what Jesus said and did
- Realizes Jesus is their Savior who helps them remember God's love for them
- Learns to pray the Sign of the Cross

## JESUS LEARNED ABOUT LIFE

### JESUS GREW UP IN A FAMILY

The Student:

- Recognizes that Jesus lived a human life with his family
- Understands the value in being part of a family
- Appreciates the members of his/her family and how they help one another
- Expresses thanks for his/her family and for the Holy Family

### MARY, THE MOTHER OF JESUS

The Student:

- Learns the story of the annunciation
- Recognizes Mary as his/her mother who loves all people
- Discovers ways Catholics honor Mary
- Learns the Hail Mary

### JESUS LEARNED MANY THINGS

The Student:

- Recognizes that Jesus learned as a child as they learn
- Discovers that Jesus liked to learn about God
- Discovers the ways Jesus learned about the world
- Discovers that some signs tell them about God's love
- Asks God to help them learn

## **JESUS PRAYED**

The Student:

- Realizes the value of prayer
- Learns how Jesus prayed
- Recognizes that like Jesus they can pray the psalms
- Discovers ways to get ready to pray

## **JESUS TEACHES US TO LOVE**

### **JESUS TEACHES US THAT GOD CARES**

The Student:

- Recognizes that people and all living things need care
- Understands that God provides care for all living things
- Discovers ways God cares for all creation and them
- Plans ways they can help God care for the world
- Expresses praise for God

### **JESUS CARES FOR US**

The Student:

- Recognizes ways Jesus cared for people
- Trusts that they can count on Jesus to care for them
- Learns that Jesus wants to care for others and bring love to the world
- Discovers ways in which other people care for them

### **JESUS TEACHES US TO CARE**

The Student:

- Identifies caring actions of others
- Understands what Jesus means by being a good neighbor
- Practices being a good neighbor
- Recognizes that many people are Good Samaritans

### **JESUS TEACHES US TO PRAY**

The Student:

- Recognizes the importance of prayer in Jesus' life and in their own life
- Understands the meaning of The Lord's Prayer
- Understands they can each pray in their own way

## **WE BELONG TO THE CATHOLIC CHURCH**

### **WE ARE CHRISTIANS**

The Student:

- Recognizes that Christians are friends and followers of Jesus
- Values friendship, especially the friendship of Jesus
- Discovers ways in which Christians follow Jesus' example
- Understands that their friendship with Jesus leads them to act in special ways
- Prays for others as Jesus did

#### WE WELCOME NEW CHRISTIANS AT BAPTISM

The Student:

- Recognizes that they became a member of the family of Jesus at Baptism
- Becomes acquainted with the rite of Baptism
- Recognizes the special elements of a Christian Baptism
- Reflects on Baptism
- Learns to pray a Litany and ask the Saints to watch over him/her

#### WE ARE CATHOLICS

The Student:

- Recognizes the Church as the family of Jesus' friends and followers
- Appreciates the Church as a special family to which he/she belongs
- Learns the meaning of church and becomes familiar with the objects in it
- Deepens his/her understanding of how Catholic Christians act like Jesus

#### WE COME TOGETHER FOR MASS

The Student:

- Appreciates the Mass as the special meal they share with Jesus
- Understands what Jesus did and said at the Last Supper
- Understands that they hear God's word at Mass
- Learns some of the special words associated with Mass
- Prays with Jesus, "Amen" to God's love

#### **THE HOLY SPIRIT HELPS US**

#### JESUS GIVES US THE HOLY SPIRIT

The Student:

- Appreciates the Holy Spirit as a gift from Jesus
- Learns the story of Jesus giving the gift of the Holy Spirit to his followers
- Appreciates the help we receive from the Holy Spirit
- Understands that the Holy Spirit helps them act like Jesus

#### THE HOLY SPIRIT GIVES US STRENGTH

The Student:

- Learns that the Holy Spirit offers them courage when they are afraid
- Learns that the Holy Spirit helps them when they are afraid
- Understands that he/she may be afraid but that Jesus is always with them
- Understands that when he/she helps others, the Holy Spirit is with them

#### THE HOLY SPIRIT GIVES US PEACE

The Student:

- Understands that God always forgives them and wants them to forgive others
- Learns a Bible story about Jesus' love, forgiveness, and compassion
- Learns to use words of forgiveness and sorrow
- Discovers that they can be peacemakers and pray to become peacemakers

#### THE HOLY SPIRIT GIVES US JOY

The Student:

- Understands that the Holy Spirit helps them to be joyful and happy
- Discovers that because Jesus is with them, the Spirit of joy is too
- Understands that the Holy Spirit can turn their sadness into joy
- Recognizes that they can share the Spirit of joy with others
- Learns the Glory Be to the Father

#### **METHODS AND STRATEGIES OF THE RELIGION CURRICULUM**

- Class discussion
- Reading
- Writing
- Stories
- Art
- Songs
- Prayer

- Role-playing
- Teacher instruction

## **TEXTBOOK FOR THE RELIGION CURRICULUM**

This is Our Faith Silver Burdett Ginn Copyright 1998

### **GRADE 1 SCIENCE CURRICULUM**

The purpose of the First Grade Science Program is to introduce the student to a variety of scientific principles through the discussion and exploration of topics in life science and physical science. These principles are presented using a variety of techniques including discussion, oral presentation, experiments, artwork and trade books.

#### **LIFE SCIENCE**

##### **LIVING THINGS**

The Student:

- Identifies living and non-living things
- Understands that animals can move from place to place while plants can move only certain parts while remaining in one place
- Knows that animals must find their food and plants make their own food

- Learns that animals and plants need particular things to live
- Understands why an apple is considered a fruit
- Learns that the fruit is the part of a flowering plant that contains seeds
- Realizes that apple trees revisit the same seasonal cycle year after year

## ANIMAL CLOSE-UPS

The Student:

- Knows that different animals have different body parts
- Explains how the body parts of animals enable them to live in their environments
- Names the three ways that animals move
- Describes the body parts that help animals move
- Knows that animals eat plants and or animals
- Understands that different animal parts enable them to eat different things
- Understands that owls are birds of prey
- Knows that owls are nocturnal
- Explains how the owl's hearing, feathers and talons help him hunt

## FINDING OUT ABOUT PLANTS

The Student:

- Knows what plants need to live and grow
- Describes the different parts of a plant and their functions
- Knows that different plants can live in different places
- Explains pollination
- Understands how a plant can grow from a seed
- Describes what happens to a tree in different seasons

## ANIMALS IN WINTER

The Student:

- Names and describes the four seasons
- Understands the terms "migration" and "hibernation"
- Knows the reasons why some animals migrate and some animals hibernate in the winter
- Explains the term "camouflage"
- Understands the needs of certain animals in the winter

## HABITATS

The Student:

- Explains the characteristics of two habitats: the rainforest and the ocean

- Identifies some of the animals that live in these two habitats
- Explains how these animals have adapted to their environment
- Describes a Food Chain

## **POLAR BEARS AND PENGUINS**

The Student:

- Knows where the Arctic and Antarctica are located
- Knows that the Arctic is a body of land and Antarctica is a body of frozen water
- Knows that penguins are found in Antarctica and polar bears are found in the Arctic
- Describes what the Arctic and Antarctica look like
- Understands how a penguin's feathers keep him warm
- Knows that a penguin is a bird even though it doesn't fly
- Knows that the polar bear's white coat is camouflage and it along with the bear's strong sense of smell helps him hunt
- Explains how the Emperor penguins take care of their young
- Understands that there are different types of penguins

## **EARTH SCIENCE**

### **LOOKING AT THE SKY**

The Student:

- Explains why the sun and stars look so small from the earth
- Describes why the sun appears to move across the sky during the day
- Explains what the surface of the moon looks like
- Describes and explains the different phases of the moon
- Defines a constellation
- Describes the Big Dipper and the Little Dipper
- Understands the difference between a planet and a star
- Explains why there is day and night

### **WEATHER**

The Student:

- Describes the different types of weather
- Explains how the sun warms the air
- Explains how clouds form rain
- Distinguishes a fair weather cloud from a rain cloud
- Explains the water cycle

- Describes how weather changes with the seasons
- Explains how seasonal changes affect animals and plants
- Explains how changes in weather affect what people do and wear

## **HUMAN BODY**

### **STAYING HEALTHY**

The Student:

- Names foods that are good for you
- Explains the Food Pyramid
- Describes activities that help people stay healthy
- Explains how germs can harm the body
- Relates how staying clean can keep the body healthy
- Understands proper dental care

## **METHODS AND STRATEGIES OF THE SCIENCE CURRICULUM**

- Discussions
- Experiments
- Trade Books
- Art Work
- Teacher presentations
- Worksheets

## **TEXTBOOK FOR THE SCIENCE CURRICULUM**

Science Horizons Silver Burdett & Ginn Copyright 1993

## **GRADE 1 SOCIAL STUDIES CURRICULUM**

The First Grade Social Studies Curriculum is a series that mixes together past and present to bring history alive. Students discover that social studies is about real people, events and places interacting and making history each day. It follows a progression from self to family to world communities. The curriculum is divided into monthly themes. Each theme is presented in “Big Book” format. These books have attractive artwork and photographs that encourage interest and discussion. Trade Books, Biographies, audiotapes and maps are all used to help students learn about their world.

A unit on Mexico is also included in the first grade social studies curriculum. Through stories, tapes, artwork, teacher instruction and music the children learn about our neighbor to the south.

### **WE ARE FAMILY AT SCHOOL**

The Student:

- Compares and contrasts three schools
- Shares first day experiences
- Recognizes school workers
- Discusses the necessity for rules and creates classroom rules
- Explores schools long ago and compares them to schools of today
- Learns to read a picture map and follow routes on a map

### **WE WORK TOGETHER AS TEAMS**

The Student:

- Investigates the benefits of teamwork
- Describes different kinds of teams and how they work together
- Identifies seasonal changes in the fall
- Compares fall activities from long ago to those we do today
- Learns about Columbus's voyage and the teamwork that made it possible
- Sees neighborhood teamwork involved in creating a community garden
- Learns to read a map key and see how a map is developed

### **WE WORK TOGETHER AS NEIGHBORS**

The Student:

- Identifies responsibilities that go with being a good neighbor
- Identifies workers in a neighborhood
- Learns about decision-making and three methods of voting
- Compares what we know about the first Thanksgiving with Thanksgiving today
- Learns facts about early harvest foods
- Explores contributions from different cultures at a modern day Thanksgiving celebration
- Explores distances on a map

### **WE CELEBRATE WHO WE ARE**

The Student:

- Recognizes the significance of light in seasonal celebrations and events
- Identifies the inventions of Thomas Edison and Garrett Morgan

- Learns the history and ways of celebrating five different holidays
- Learns to describe movement around a globe using cardinal directions
- Discusses many ways to give to one another

## **WE CELEBRATE WHAT WE DO**

The Student:

- Discovers many ways to celebrate the New Year
- Learns about temperatures across the country by reading a table
- Compares and contrasts weather in different geographic locations
- Learns how people long ago dressed for the weather and compares that to today's clothing
- Recognizes the importance of Dr. Martin Luther King Jr.'s birthday by reading about his life and his achievements
- Discovers how to plan, organize and take responsibility to meet a cooperative goal

## **WE EXPLORE AMERICAN HEROES**

The Student:

- Identifies qualities of a leader and a hero by learning about Mae Jamison
- Learns about astronauts
- Recognizes the importance of George Washington and Abraham Lincoln to this country
- Identifies changes over time as seen in our nations capital
- Discusses how good sportsmanship can help someone be an achiever
- Thinks about many ways to be a local hero

## **WE EXPLORE SPRINGTIME**

The Student:

- Investigates changes that happen in spring
- Identifies the importance of rainfall to plants and animals
- Learns how to read abstract symbols on a map by comparing rainfall amounts in different locations
- Describes the kind of work performed by children on a farm
- Learns how to plant a garden

## WE CARE FOR THE EARTH

The Student:

- Considers all the ways we depend on the Earth to satisfy our needs
- Learns the importance of Earth Day
- Compares and contrasts homes around the world and the wide variety of materials used to build them
- Matches products to the natural resources from which they are made
- Learns facts about consumption
- Learns how to use recycled materials in craft projects
- Discovers how a ship is an exciting place to learn about the environment

## **WE CARE FOR ALL PEOPLE**

The Student:

- Reads a world map
- Discusses Mothers and their contributions to our lives
- Identifies national figures who worked for freedom and the ways people can be honored for their deeds
- Describes the purpose of Memorial Day

## **WE DISCOVER HOW TO BE GOOD CITIZENS**

The Student:

- Describes aspects of good citizenship and national pride
- Investigates the history and symbolism of our national and state flags
- Learns how to raise and lower the flag properly
- Explores Theodore Roosevelt's interests in preserving national lands
- Compares and contrasts several national parks
- Learns about a national symbol, the bald eagle and its habitat

## **MEXICO**

The Student:

- Identifies the geographic location of Mexico on a map
- Identifies mountains, plateaus, rainforest, desert, and volcanoes
- Understands early history of Mexico
- Learns some Mexican words
- Learns about Mexican clothing, family, and lifestyles
- Learns about Mexican foods
- Learns about Mexican customs and holidays

## METHODS AND STRATEGIES OF THE SOCIAL STUDIES CURRICULUM

- Big Books
- Whole class discussions
- Songs
- Poetry
- Trade Books
- Biographies
- Audiotapes
- Art projects

### **TEXTBOOK FOR THE SOCIAL STUDIES CURRICULUM**

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