

Social Studies

In each of the following areas, students will:

History

- Discover that people, families, neighborhoods and schools are continually evolving but are still connected to the past.
- Recognize that history can be learned through stories of the past told by parents and grandparents.
- Learn about individuals from the past who made important contributions to our country.

Geography

- Create maps of their school and learn how its areas can be divided into regions based on physical and human features.
- Identify important places in the immediate environment.
- Describe how people use the environment to meet human needs and wants.

Civics and Government

- Identify important symbols of the United States.
- Develop an understanding of rules and a respect for enforcing them at home and in school.
- Describe responsibilities that people have at home and at school.
- Know what makes a good citizen.
- Know how to solve conflicts appropriately.

Economics

- Identify goods and services they use on a daily basis.
- Understand that people work to make money to buy what they need or want.
- Learn about different kinds of jobs and how people can work together to get jobs done well.
- Distinguish between producers and consumers.

Public Discourse/Decision Making/Citizen Involvement

- Identify issues of concern at school and share a viewpoint on that issue.
- Participate in projects to help or inform others.

Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Follow directions.
- Work independently.
- Complete work in a timely manner.
- Demonstrate responsibility for personal needs and belongings.
- Demonstrate responsibility for returning homework on time.
- Contribute productively to the group.
- Demonstrate self-control.
- Cooperate with others.
- Follow school and classroom rules.
- Resolve conflicts appropriately and without adult intervention.
- Respect others - feelings, differences and viewpoints.
- Recover from situational setbacks.

Elementary Level Standards for Music, Art and Physical Education

Music Standards

Students will:

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

Suggestions For Parents - Grade 1

- Establish an evening and morning routine that prepares child for the school day and keeps him/her organized.
- Have your child be responsible for packing and unpacking his/her backpack daily. Read all notes and record due dates for anything that needs to be returned or brought to school.
- Establish a quiet reading or working space for your child to use regularly.
- Read to your child - fiction and non-fiction.
- Let your child work at reading independently. Provide child with his/her own "just right" books that are not too easy and not too hard.
- Encourage your child to use pictures, predict and ask questions while reading. Stop and discuss what is happening in the book.
- Ask questions to raise curiosity instead of telling all the information.
- Have your child keep a notebook to write about activities and experiences and list writing ideas.
- Practice cutting, holding a pencil, and writing in lower case letters.
- Have child write a letter/thank you note to a friend or family member and mail it.
- Play games: cards, dice, dominoes, spinners, timers, counters and puzzles.
- Ask your child to explain to you how he/she knows or how they got the answer.
- Make cookies and have child do the measuring or read the recipe.
- Sort household objects such as food cans, toys and clothing.
- Talk about how long or how short items are using different things for measuring (hands, feet, fingers and blocks).
- Riding in the car, count red cars on the road, blue cars, etc.
- Use location (in front of, behind, bottom) and comparison (longer, shorter, more than) words.
- Read prices while shopping.
- Practice counting by 1s, 2s and 5s to 110 and 10s and 100s to 500.
- Name and sort coins - discuss value, compare amounts and practice counting coin combinations.
- Encourage child to create pictures and place them on display.
- Give informational sources as gifts - books, dictionaries, etc.
- Make resources such as a dictionary, thesaurus, encyclopedias, etc. available at home.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile

Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

November:	End of Trimester 1 Report Card Conference with Teacher
March:	End of Trimester 2 Report Card Optional Conference with Teacher
June:	End of Trimester 3 Report Card



ROCHESTER
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

1ST GRADE

Curriculum Expectations



The Rochester Community Schools Elementary Curriculum Department offers a curriculum that is steeped in rigor and challenge yet incorporates developmentally appropriate practices. The elementary curriculum provides rich experiences for students in all academic content areas as well as art, physical education, music, media, technology, and world language. The curriculum is reviewed frequently for alignment with state of Michigan standards.

The purpose of the elementary curriculum is to provide a strong foundation for future learning and success in which all students acquire high levels of literacy, problem-solving skills, collaborative abilities, and knowledge. The focus on the “whole” child is emphasized in the elementary years by building resiliency in the areas of social and emotional well-being. The information contained in this brochure provides an overview of the expectations for language arts, math, science, social studies, physical education/health, art, music, and world language for specific grade levels.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to achieve “Pride in Excellence”!

Sincerely,

Michael H. Behrmann
Executive Director of Elementary Education

Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

Spelling, Phonics and Grammar

Instruction in these areas is woven throughout all the elements of the Literacy Model. Teachers help students notice and use letters, sounds, and spelling patterns. Each grade level has a list of priority words that all students are expected to spell correctly in their everyday writing. Grammar is taught within the context of authentic writing experiences.

English Language Arts

By the end of 1st grade, students are expected to at least be at the Early level on the continuum of skills and competencies. At the Early level, students will be able to:

Reading

- Fluently blend and segment words and is developing in deletion/substitution.
- Apply all letter/sound relations.
- Recognize long and short vowels within words.
- Recognize blends and digraphs within words.
- Automatically recognize frequently-encountered words in isolation and in context.
- Use a variety of strategies to decode words such as applying phonemic knowledge, using picture clues and recognizing word patterns.
- Identify text features including headings, titles, labeled photographs and illustrations.
- Apply comprehension strategies.
- Analyze information within and about the text and infer meaning.
- Read grade level text fluently.
- Self-correct errors that interfere with meaning.
- Demonstrate appropriate reading behaviors.

Writing

- Write opinion pieces stating an opinion and supplying a reason.
- Write supporting details to develop the topic and provide a sense of closure.
- Write informational pieces using headings, titles, labels, and illustrations.
- Write personal narratives using illustrations, sequence and descriptions.
- Use correct punctuation, capitalization and spacing.
- Form upper and lower case letters correctly.
- Begin to apply spelling patterns in everyday writing.
- Demonstrate appropriate writing behaviors.
- Use technology to produce writing with guidance and support.

Speaking, Listening and Viewing

- Demonstrate appropriate listening behavior (wait turn, look at speaker and ask appropriate questions) to gain knowledge.
- Actively engage in collaborative conversations.

World Languages

Students will:

- Receive instruction in world languages that exposes them to cultural aspects.
- Acquire beginning conversational, reading, and writing skills.

Science

Waves: Light & Sound

- Vibrating materials can make sound and sound can make materials vibrate.
- Light must be present in order to view objects.
- Light interacts differently with different materials.

Organization of Living Things

- Identify the needs of animals.
- Describe the life cycle of animals.
- Identify and classify characteristics of animals that are passed on from parents to young.

Earth Systems

- Demonstrate the importance of sunlight and warmth in plant growth.
- Compare daily changes in weather and describe weather related to the four seasons.
- Identify tools that measure weather changes and collect data of weather conditions.

Mathematics

The Mathematical Strands are the end of year goals for 1st grade children. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

Operations and Algebraic Thinking

- Use addition and subtraction within 20 to solve word problems using objects, drawings, and equations with a symbol for the unknown number.
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
- Understand the inverse relationship between addition and subtraction.
- Understand the associative property of addition ($2 + 6 + 4 = 2 + 10 = 12$).
- Understand subtraction as an unknown-addend problem. For example, subtract 10-8 by finding the number that makes 10 when added to 8.
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Know all addition facts up to $10 + 10$ and solve the related subtraction problems fluently.
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
- Use fact families ($3+2=5$, $2+3=5$, $5-3=2$, $5-2=3$) to solve addition and subtraction problems such as “ $3 + \underline{\quad} = 5$.”

Numbers and Operations in Base Ten

- Count from 0 to 120 by 1, 2, 5 and 10 from any given number.
- Read and write numerals from 0 to 120.
- Represent a number of objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Know that 10 can be thought of as a bundle of ten ones- called a “ten”.
- Understand that numbers from 11 to 19 are composed of a ten and 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones.
- Know that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to 1, 2, 3, 4, 5, 6, 7, 8, or 9 tens (and 0 ones).
- Order and compare numerals to determine $<$, $>$, and $=$.
- Add within 100 using concrete models, drawings, place value strategies, properties of operations, and/or the relationship between addition and subtraction.
- When adding within 100 relate the strategy to a written method and explain the reasoning used.
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
- Mentally find 10 more or 10 less than a given two-digit number without having to count.
- Subtract multiples of 10 in the range 10-90.

Measurement and Data

- Order three objects by length.
- Compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end, with no gaps or overlaps.
- Tell and write time in hours and half-hours using analog and digital clocks.
- Organize, represent, and interpret data with up to three categories.
- Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

- Distinguish between defining attributes (triangles are closed and three-sided) versus non-defining attributes (color, orientation, overall size).
- Build and draw shapes having defining attributes.
- Compose two and three-dimensional shapes.
- Partition circles and rectangles into two and four equal parts, describe the parts using the words halves, fourths and quarters, and use the phrases half of, fourth of, and quarter of.
- Describe the whole as two of, or four of shares-understanding for these examples that decomposing into more equal shares creates smaller shares.