

# KEY LEARNINGS: FIRST GRADE

2004-2005

## BIBLE

**Belonging to His Family:** The Heavenly Family, Families of the Bible and the Church

- Understand that studying the Bible leads to understanding God
- Begin to be familiar with the way the Bible is organized
- Identify the “three-in-one” members of the God family, and their individual ministry
- Understand that God is worthy of adoration and trust
- Know that God is the creator, and still loves and cares for individuals
- Understand that before the Fall, Adam and Eve lived in the perfect light of God’s presence
- Know that eternal death is the consequence of sin
- Identify spiritual gifts given to Old Testament Bible characters
- Know the story of how the Seventh-day Adventist church began
- Understand the importance of being an active witness for Jesus
- Understand Jesus will reunite all families who love Him

## FINE ARTS

**Art** - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people’s experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

## Music

- Maintain a steady beat
- Understand the value of half and quarter notes
- Write note heads around a line and in a space
- Identify and play pitched and un-pitched classroom instruments
- Sing songs with simple accompaniment patterns
- Recognize the AB pattern
- Recognize difference in tones of human voices
- Identify band instruments by family (brass, woodwind, percussion) and their sounds
- Learn hymns of praise

## LANGUAGE ARTS

### Viewing

- Use picture clues to predict content
- Compare and contrast works read and viewed
- Understand that media messages are created by people
- Distinguish characteristics between fantasy and reality

### Listening

- Listen and stay on the topic when participating in a conversation
- Listen attentively and respectfully to others while waiting for turn to speak
- Summarize auditory information

### Reading

- Phonemic awareness
- Explicit systematic phonics
- Share what is read
- Recognize sight words
- Use correct clues to predict new words

### Speaking

- Retell familiar stories
- Deliver brief recitations

**Visually Representing**

- Develop informational visual media
- Connect information with personal experiences

**Writing**

- Leave proper spacing between words and sentences
- Spell word family patterns
- Write complete sentences
- Begin the writing process
- Use ending punctuation

**MATH****Number and Operations**

- Count, write and understand numbers 0 to 100
- Count by twos, fives, tens and twenty-fives to 100
- Skip count by tens e.g. 17, 27, 37 ...
- Connect numbers to the qualities they represent using various models and representations
- Understand place value of tens and ones
- Explore the concept of zero
- Compare numbers using symbols  $>$ ,  $<$  and  $=$
- Understand the meaning of addition and subtraction and relate to appropriate symbols
- Understand basic addition and subtraction fact families
- Develop a counting strategy for addition and subtraction facts to 20
- Memorize addition with sums to 12 and related subtraction facts
- Add and subtract 1- and 2-digit numbers, with no renaming
- Understand basic fractions, e.g. halves, thirds and fourths
- Read number words to ten
- Understand and use a number line

**Algebra**

- Recognize and express expanding and repeating math patterns - orally and with manipulatives
- Identify properties of patterns; create and describe using letters and symbols
- Use variables and open sentences to express relationships e.g. missing numbers in number sentences using symbols to represent missing numbers
- Use the commutative property and solve number sentences with numbers and symbols

**Geometry**

- Describe attributes and parts of 2- and 3-dimensional objects
- Describe shapes from different perspectives, e.g. front, back, top, bottom and side
- Apply ideas about direction and space
- Recognize and apply slides, flips and turns
- Recognize rectangles and spheres
- Recognize sides and corners of shapes
- Recognize geometric shapes and structures in the environment
- Recognize and draw a line of symmetry in objects
- Copy figures and draw simple 2-dimensional shapes from memory

**Measurement**

- Identify and recognize various measurable attributes of an object
- Estimate and measure length, weight, volume and mass using nonstandard and standard units
- Compare objects in terms of length, area, capacity and weight
- Recognize and explain the need for measuring tools and fixed units
- Order sequence of events with respect to time, e.g. seasons; morning, afternoon, night; o'clock
- Know the number of minutes in an hour
- Tell time to the hour and half hour using both digital and analog clocks
- Identify pennies, nickels, dimes, quarters, half-dollars and dollars
- Determine the value of a set of coins to \$1.00

- Determine the equivalent value of coins to \$1.00 e.g. 10 dimes, 4 quarters, etc.
- Know and name the twelve months of the year

#### **Data Analysis and Probability**

- Use whole number units to construct graphic representations
- Understand information represented in simple bar graphs, line graphs and pictographs
- Collect first-hand information by conducting surveys, measuring and performing simple experiments
- Collect and organize data into charts using tally marks

### **PHYSICAL EDUCATION**

#### **Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

#### **Movement and Motor Skills**

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump
- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

#### **Lifestyle and Fitness**

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity, e.g. sweating, increased heart rate, heavy breathing
- Know how to measure heart rate
- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity

#### **Sportsmanship and Appropriate Behaviors**

- Apply rules, procedures and safe practices with little or no reinforcement
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others regardless of personal differences, e.g. gender, ethnicity, disability
- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

**SCIENCE****Physical:** Electricity/Magnetism, Force/Motion, Energy/Work

- Define electricity and describe electrical fields of force
- Recognize that electricity in circuits produces light, heat, sounds and magnetic effects
- Compare the force of various magnets
- Investigate how magnets interact with each other
- Define force and gravity
- Describe how physical forces affect an object's movement
- Define energy and identify common types and uses
- Define work
- Identify simple and compound machines and their relationships

**Life:** Plants/Animals (Biomes/Habitats, Life Cycles, Characteristics, Classification); The Senses

- Identify various ecosystems (grasslands, forests, wetlands, desert, etc.) and the organisms that live there
- Understand God made living things to grow and change
- Understand growth processes and life cycles of plants
- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves and find shelter
- Recognize characteristics that are similar and different between related and unrelated organisms
- Identify the senses and their functions and describe how they contribute to learning

**Earth:** Solar System (Sun, Earth, Moon, Seasons)

- Identify the sun as the source of heat and light to Earth and explain why the sun is necessary for life on Earth
- Identify Earth as one of the sun's planets
- Understand that Earth revolves around the sun and the moon is earth's satellite
- Identify and trace the movement of objects in the sky, including the orbits of the earth and moon
- Recognize how Earth's orbit influences the seasons
- Compare and contrast the seasons

**Health:** Care and Basic Structures of Teeth, Eyes, Ears, Skin

- Describe structures, functions and personal hygiene of the sense organs
- Describe structure, function and personal hygiene of teeth

**Scientific Inquiry**

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

**Service and Career Options**

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of science

**SOCIAL STUDIES****OVERRIDING STATEMENTS:** Civics, geography and economics should be studied within the context of the history for each grade.**INTEGRATION OF FAITH & LEARNING:** Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.**History:** Families (Time, Families: Past and Present, Holidays)

- Identify calendar time: days, weeks, months, birthdays, holidays
- Understand that God has a plan for each persons family

- Develop a personal picture timeline of one's family history
- Know family history through two generations
- Discuss family traditions
- Explore families in history e.g. early settlers, Native people, national leaders, SDA pioneers, missionaries
- Understand why national, cultural and religious holidays are celebrated
- Know the history of American symbols e.g. the eagle, the Liberty Bell, flag

**Civics:** Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate diversity in people
- Know current local and national leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

**Geography:** Understand Geographic Features and Patterns of the Environment

- Read and identify simple maps and globes
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Understand the climate of the community in which one lives
- Recognize the importance and distribution of and changes in natural resources

**Economics**

- Understand responsibilities of Christian stewardship (tithing, spending, saving, giving)
- Identify how community helpers provide services for one's family
- Know the major services provided by the community
- Know how families earn and spend money

**TECHNOLOGY**

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time