



Millard Public Schools

1st Grade

Core Knowledge

Parent Handbook



First Grade – Composition and Grammar **Yearly Objectives**

Skills of Writing

Capitalization:

The student will capitalize...

- first words of sentences.
- single-word proper nouns and titles (Mr., etc.).

The student will be introduced to and begin to...

- abbreviations.
- multi word proper nouns.
- titles of books, poems, short stories.

Punctuation:

The student will be introduced to and begin to...

- use periods at the end of declarative sentences.
- begin to use periods with abbreviations.
- question marks.
- exclamation points.
- apostrophes in contractions and possessives.
- underlining for titles.
- colons in time.

Sentence Construction:

The student will...

- explain the attributes of a *simple* sentence.

The student will be introduced to and begin to...

- compose a *simple* declarative sentence that includes...
 - Subject noun (SN) with present tense regular action verbs.
 - Subject Pronoun (SP) with present tense regular action verbs.
 - SN with plurals and action verbs.
 - ADJ, nouns, and present tense regular action verbs.
 - SN/SP with past tense regular verbs.
 - SN/SP, actions verbs, and object nouns.
 - SN/SP, action verbs, and ADV.
 - irregular noun plurals and action verbs.
 - SN with actions verbs with prepositional phrases.
- explain the attributes of a question (*interrogative* sentence).

Parts of Speech

Nouns:

The student will...

- explain the concept *noun*.
- identify nouns as persons, places, or things.
- explain the concept *subject* noun.
- identify subject nouns (SN) in simple sentences.

The student will be introduced to and begin to...

- explain/identify nouns that are *concepts/ideas*.
- explain the concepts of *plural* and *ending* (suffix).
- use the ending *s* or *es* to form noun plurals.
- explain the concept *irregular* plural.
- write irregular noun plurals.

- explain the concept of *object* noun.
- identify object nouns in simple sentences.
- explain *common and proper* noun concepts.
- identify common and proper nouns in sentences.

Verb:

The student will...

- explain the concept *action* verb.
- identify action verbs in sentences.

The student will be introduced to and begin to...

- add the ending *s* or *es* to third-person singular action verbs.
- explain the concept of *prefix*.

Pronouns:

The student will be introduced and begin to...

- explain the concept *pronoun*.

Adjectives:

The student will be introduced to and begin to...

- explain the concept *adjective*.
- use *a, the, and an* with appropriate nouns.
- explain the purpose for using adjectives.
- identify adjectives in sentences.
- write appropriate adjectives with nouns.
- write phrases with multiple adjectives and commas.

Adverbs:

The student will be introduced to and practice...

- explain the concept *adverb*.
- Explain the purpose for using adverbs.
- Identify adverbs in sentences.
- Write adverbs that express when/where/how.

Prepositions:

The student will be introduced to and begin to...

- explain the concept *preposition*.
- use prepositions with nouns/pronouns (phrases):
above, across, after, around, before, behind, below,
beside, by, down, during, for, from, in, into, of, on,
over, outside, through, to, under, with

Composition

Related Sentences

The student will be introduced to and begin to...

- explain the concept *topic*.
- explain the concept *related* sentences.
- compose two or three related sentences that include:
previously introduced language skills.

Paragraph Construction

The student will be introduced to and begin to...

- explain attributes of paragraphs.
- explain paragraph conventions (margins/indents).
- explain stages in the writing process.
- compose first-person narrative paragraphs

Writing Traits

The student will be introduced to and begin to use the writing process

begin to understand and practice the concept *voice*.

compose using voice that include:

- personality and individuality.

begin to understand and practice the concept *ideas/content*.

compose using ideas/content that include:

- specific purpose.
- story structure.
- understanding of topic
- main idea and detail sentences

begin to understand and practice the concept *organization*.

compose using organization that include:

- writing from left to right, top to bottom.
- complete sentences.

begin to understand and practice the concept *conventions*.

compose using proper conventions that include:

- use of upper and lower case letter and end marks.
- properly spelled words.

begin to understand the concept *word choice*.

compose using alternate word choice, including:

- use of descriptive words.

begin to understand the concept of *sentence fluency*.

compose using elements of sentence fluency that include:

- complete sentences.

First Grade – Spelling and Phonetics **Yearly Objectives**

Phonograms

Phonograms with Handwriting

The student will be introduced to...

- segment spoken words into sounds/syllables.
- blend spoken sounds into words.
- explain the purpose for learning phonograms.
- explain the purpose for precise handwriting.
- Precisely read phonograms (1-70).

Spelling

Spelling Rules and Concepts

The student will be introduced to the following rules throughout their Core Academy academic school years. These will be sequenced yearly as individual rules are introduced through the Ayres Spelling Word Lists.

Summary of rules:

1. write *qu* (a two-letter consonant sound to say /kw/.
2. read *c* before *e*, *i*, and *y* as /s/.
3. read *g* before *e*, *i*, and *y* as /j/.
4. read/mark /a/, /e/, /i/, /o/, and /u/, at the end of open syllables.
5. read/mark *i* and *y* at the end of a syllable as appropriate.
6. write *y*, not *i*, at the end of a word.
7. read/mark/explain jobs of silent *e*'s.
8. read /or/ as /er/ after the letter *w*.
9. explain/apply the 1-1-1 rule to one-syllable words (*hop*).
10. explain/apply the 2-1-1 rule to multi-syllable words (*begin*).
11. explain/apply rule 11 to final silent *e* words (*hope/hoping*).
12. write *ie* except after *c* if we say /a/ or in exceptions.
13. write *sh* to say /sh/ at the beginning/end of words and at the end of syllables.
14. write *ti*, *si*, and *ci* to say /sh/ in syllables after the first one.
15. write *si* to say /sh/ if the preceding syllable/base word ends in *s*.
16. read/mark and explain that *si* may also say /zh/.
17. write two *l*'s, *f*'s, or *s*'s after one vowel in one syllable.
18. write *ay* to say /a/ at the end of a word.
19. read /i/ and /o/ before two consonants when appropriate.
20. explain/apply rule 20 (*s* never follows the letter *x*).
21. write *all* with one *l* when used as a prefix.
22. write *till* and *full* with one *l* when used as a suffix.
23. write *dge* to say /j/ after one vowel saying its first sound.
24. write *i*, instead of *y*, when adding vowel endings.
25. write *ck* to say /k/ after one vowel saying its first sound.
26. capitalize names and titles.
27. write *z* to say /z/ at the beginning of words (*zoo*).
28. read ending *ed* as /ed/ if the base word ends in *d* or *t* (grad *ed*).
read ending *ed* as /d/ after a voiced consonant (lived).
read ending *ed* as /t/ after an unvoiced consonant (stopped).
29. read double consonants in both syllables for spelling (*lit tle*).
read only the consonant in the accented syllable for *rdg* (lit *tle*).

First Grade – Mathematics Yearly Objectives

Math Number

Subitizing:

- Without counting, recognize and verbally label arrangements for briefly shown collections up to 20 (e.g., “I saw 16.” “How did you know?” “I saw 10 and 6, that is 16”).

Counting and Cardinality:

- Count verbally by ones and tens within 120 starting at any given number.
- Count verbally by ones and tens within 120 starting at any given number. Understand that the given number is a direct representation of the total objects in a given set and counting on each successive number represents adding an additional object, and counting back each proceeding number represents removing an object
- Write numerals to match a representation of a given set of objects for numbers up to 120.
- Understand patterns of skip counting by 2s, 5s, and 10s.

Base Ten:

- Understand 10 as a bundle, collection, or (more abstractly) composition of ten ones and that the two digits of a two-digit number represent a composition of some tens and some ones.
- Compare two, two-digit numbers using words greater than, less than, equal to, and symbols $<$, $>$, $=$. Justify comparisons based on the number of tens and ones.

Operations and Algebraic Relationships

Numbers and Operations:

- Add and subtract within 20, using flexible strategies such as counting on or counting back, making ten, using ten, and using doubles and near doubles.
- Efficiently, flexibly, and accurately add and subtract within 10.
- Find the difference between two numbers that are multiples of 10, ranging from 10 to 90 using concrete models, drawings, or strategies, and write the corresponding equation.
- Mentally find 10 more or 10 less than a two-digit number without having to count and explain the reasoning used.
- Add within 100, including adding a two-digit number and a one-digit number, adding a two-digit number and a multiple of ten, using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.
- Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; sometimes it is necessary to compose a ten.
- Subtract multiples of ten from two-digit numbers (positive or zero differences) using concrete models, drawings, and strategies that reflect an understanding of place value, the relationship between addition and subtraction, and the properties of operations. Relate the strategy to a written method and explain the reasoning used to solve.

Number and Algebraic Relationships:

- Use the meaning of the equal sign to determine if equations are true and give examples of equations that are true (e.g., $4 = 4$, $6 = 7 - 1$, $6 + 3 = 3 + 6$, $7 + 2 = 5 + 4$).
- Use the relationship of addition and subtraction to solve subtraction problems (e.g., find $12 - 9 =$, using the addition fact $9 + 3 = 12$).

- Determine the unknown whole number in an addition or subtraction equation (e.g., $7 + ? = 13$).
- Use the commutative property of addition to develop addition strategies and compose/decompose numbers to develop addition and subtraction strategies.
- Solve problems that call for addition of three whole numbers whose sum is less than or equal to 20 using flexible strategies with objects, drawings, and/or equations.
- Solve authentic problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem by using objects, drawings, and/or equations with a symbol for the unknown number to represent the problem.
- Create an authentic problem to represent a given equation involving addition and subtraction within 20.

Measurement

- Measure the length of an object as a whole number of same-size, non-standard units by placing them end to end.
- Order three objects by directly comparing their lengths or indirectly by using a third object.
- Understand the value of dimes and pennies (e.g., a dime is equal to ten pennies) relating to tens and ones and solve problems involving dimes and pennies using the ¢ symbol appropriately.
- Count collections of like coins (penny, nickel, and dime) relating to patterns of counting by 1s, 5s, and 10s.
- Tell and write time to the half hour and hour using analog and digital clocks.

Geometry

- Determine geometric attributes of two-dimensional shapes regardless of orientation or size for rhombi, trapezoids, and hexagons (e.g., a hexagon is closed with six sides).
- Describe lines and sides of shapes as parallel or non-parallel.
- Partition circles and rectangles into two and four equal parts using the language halves and fourths.

Data

- Collect, organize, and represent a data set with up to three categories using a picture graph.
- Ask and answer questions about the total number of data points, how many in each category, and compare categories by identifying how many more or less are in a particular category using a picture graph.

First Grade-Science Yearly Objectives

1. Sun, Moon and Stars
 - The Sun and Its Predictable Patterns
 - Annual Patterns of Sunrise and Sunset
 - The Moon and its Predictable Patterns
 - Stars and Their Predictable Patterns
2. Plant and Animal Survival
 - Structure and Function in Plants and Animals
 - Information Processing: Plant and Animal Stimulus and Response
 - Growth and Development
 - Parents and Offspring
3. Exploring Light and Sound
 - Sound and Vibration
 - Light
 - Light and Materials
 - Solving Problems With Light or Sound
4. Simple Machines
 - Simple Machines
 - Compound Machines
5. Health and the Human Body: Human Body Systems
 - Skeletal and Muscular Systems
 - Respiratory and Circulatory Systems
 - Nervous System
 - Taking Care of Your Body

First Grade-Core Literature Yearly Objectives

Poetry

- My Shadow (Robert Louis Stevenson)
- Rope Rhyme (Eloise Greenfield)
- The Swing (Robert Louis Stevenson)
- The Purple Cow (Gelett Burgess)
- Little Sally Walker
- Riddle Rhymes
- Thirty Days Hath September
- Solomon Grundy (traditional)
- Table Manners (also known as “The Goops”) (Gelett Burgess)
- Hope (Langston Hughes)
- Washington (Nancy Byrd Turner)
- Thanksgiving Day (Lydia Maria Child)
- Sing A Song of People (Lois Lenski)
- Wynken, Blynken, and Nod
- The Owl and the Pussycat (Edward Lear)
- The Pasture (Robert Frost)
- The Queen of Hearts
- Tongue Twisters
- A Good Play
- If Wishes Were Horses
- The Frog
- I know All the Sounds That the Animals Make

Stories

- Why the Owl Has Big Eyes (Native-American legend)
- The Boy at the Dike (Folk tale from Holland)
- The Pied Piper of Hamelin
- Selections from *The House at Pooh Corner* (A. A. Milne)
- Rumpelstiltskin
- Rapunzel
- The Princess and the Pea
- The Frog Prince
- Sleeping Beauty
- Puss-in-Boots
- Hansel and Gretel
- Jack and the Beanstalk
- Pinocchio
- The Little Half-Chick (Medio-Pollito)
- It Could Always Be Worse
- The Tale of Peter Rabbit (by Beatrix Potter)
- Tales of Br’er Rabbit (recommended tales: Br’er Rabbit gets Br’er Fox’s Dinner; Br’er Rabbit tricks Br’er Bear; Br’er Rabbit and the Tar Baby)

Different Lands, Similar Stories

- Little Red Riding Hood
- Lon Po Po (China)
- Pretty Salma (Africa)
- Tom Thumb (England)
- Thumbelina (Denmark)
- Issun Boshi: One-Inch Boy (Japan)

- Little Finger of the Watermelon Patch (Vietnam)
- The Knee-High Man (African-American)
- Cinderella
- Mufaro's Beautiful Daughters
- The Irish Cinderlad
- The Egyptian Cinderella
- The Korean Cinderella
- Yeh-shen: A Cinderella Story from China

Aesop's Fables

- The Boy who Cried Wolf
- The Maid and the Milk Pail
- The Goose and the Golden Eggs
- The Dog in the Manger
- The Wolf in Sheep's Clothing
- The Fox and the Grapes

Sayings and Phrases.

- An apple a day keeps the doctor away.
- Fish out of water
- Land of nod
- Do unto others as you would have them do unto you.
- The more the merrier
- Hit the nail on the head
- AM and PM
- Practice makes perfect
- If at first you don't succeed, try, try again
- Never leave till tomorrow what you can do today.
- Let the cat out of the bag
- There's no place like home
- Sour grapes
- Wolf in Sheep's Clothing

Songs:

- Billy Boy
- There's a Hole in the Bucket
- Michael, Row the Boat Ashore
- Oh, John the Rabbit
- When the Saints Go Marching In
- Skip to My Lou
- Frere Jacques
- For He's a Jolly Good Fellow
- La Cucaracha
- America the Beautiful
- Yankee Doodle
- Make New Friends
- Dry Bones
- Oh, Dear, What Can the Matter Be?
- Oh! Susanna
- On Top of Old Smokey
- She'll Be Comin' 'Round the Mountain
- Take Me Out to the Ballgame

First Grade - August/September

Language Arts

Reading

Students are introduced to a classical 'core' of literature as identified in this sequence. Teachers will select additional pieces of literature to present, ensuring a variety of topical genre. Other selections will supplement the Core Knowledge unit studies. Building and strengthening a rich vocabulary bank for students is a priority, second only to building a true love of reading.

*Parents are encouraged to supplement this literature with many other works, including books the children themselves choose to read, or have read to them. **It is recommended that parents read with their child a minimum of 15 minutes per day***

Science

Sun, Moon and Stars

- The Sun and Its Predictable Patterns
- Annual Patterns of Sunrise and Sunset
- The Moon and its Predictable Patterns
- Stars and Their Predictable Patterns

Plant and Animal Survival

- Structure and Function in Plants and Animals
- Information Processing: Plant and Animal Stimulus and Response
- Growth and Development
- Parents and Offspring

World History and Geography

Geography

Spatial Sense (*maps, globes, and other geographic tools*)

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map; east, west, north, south.
- Identify major Oceans: Pacific, Atlantic, Indian, Arctic
- Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the equator; Northern Hemisphere and Southern Hemisphere; north and south poles.

Geographical terms and features

- Peninsula
- Harbor
- Bay
- Island

Visual Arts

Elements of Art

Color

- Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that:
 - blue+yellow=green
 - blue+red=purple
 - red+yellow=orange

- mixing equal parts of red, yellow and blue produces black

Music

Elements of Music

Assessments

Measure of Academic Progress MAP English Language Arts and Mathematics
Math and Reading CFAs

First Grade - October

Language Arts

Reading

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Fiction

Literary Terms

- Characters
- Review
 - Heroes
 - Heroines
- Drama
 - Actors and actresses
 - Costumes, scenery and props
 - Theater, stage, audience

World History

Early Civilizations

Mesopotamia

- Importance of Tigris and Euphrates Rivers
- Development of writing; why writing is important to the development of civilization.
- Code of Hammurabi (early code of laws); why rules and laws are important to the development of civilization.

Ancient Egypt

- Geography Africa; Sahara-Desert
- Importance of the Nile River: floods and farming
- Pharaohs: Tutankhamen; Hatshepsut: woman pharaoh
- Pyramid and mummies; animal gods; Sphinx
- Writing: hieroglyphics

Three World Religions

- Judaism
 - Belief in one god
 - Story of the Exodus: Moses leads the Hebrews out of Egypt.
 - Israel; Chanukah; Star of David; Torah; synagogue
- Christianity
 - Christianity grew out of Judaism
 - Jesus; meaning of “Messiah”
 - Christmas and Easter; symbol of the cross
- Islam
 - Originated in Arabia, since spread worldwide
 - Followers are called Muslims
 - Allah; Muhammad; Makkah; Qur’an; mosque
 - Symbol of crescent and star (found on the flags of many mainly Islamic nations)

Visual Arts

Art from Long Ago

- Look at and discuss:
 - Art of ancient Egypt
 - Great Sphinx
 - Mummy cases: Tutankhamen’s coffin
 - Bust of Queen Nefertiti

Elements of Art

Color

- Review primary colors.
- Observe the use of color in:
 - Claude Monet, *Tulips in Holland*
 - James A. McNeill Whistler, *Arrangement in Black and Gray*
 - Diego Rivera, *Pinata*

Music

Elements of Music

Assessments

Math and ELA Common Formative Assessment

First Grade - November

Language Arts

Reading

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World History and Geography

Early World Civilizations

Maya, Inca, and Aztec Civilizations

- Crossing the land bridge from Asia to North America, from hunting to farming, gradual development of early towns and cities
- Maya in Mexico and Central America
- Aztecs in Mexico
- Montezuma (also called Montezuma)
- Tenochtitlan (Mexico City)
- Incas in South America (Peru, Chile)
- Cities in the Andes Mountains: Machu Picchu

Early Exploration and Settlement

Columbus

Review from Kindergarten the story of Columbus's voyage in 1492

The Conquistadors

- The search for gold and silver
- Hernan Cortes and the Aztecs
- Francisco Pizarro and the Incas
- Diseases devastate Native American population

Visual Arts

Elements of Art

Line

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in:
 - Jacob Lawrence, *Parade*
 - Henri Matisse, *The Swan*
 - Georgia O'Keefe, one of her *Shell* paintings

Music

Elements of Music

Listening and Understanding

Musical Terms and Concepts

- Composers:
 - Know that a composer is someone who writes music
 - Become familiar with Wolfgang Amadeus Mozart as a composer who wrote what is known as classical music
 - Listen to the Allegro (first movement) from *A Little Night Music (Eine Kleine Nachtmusik)*.

First Grade - December

Language Arts

Reading

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Visual Arts

Elements of Art

Shape

- Recognize basic geometric shapes-square, rectangle, triangle, circle, oval-in nature, man-made objects, and artwork, including:
- Jacob Lawrence, *Parade*
- Grant Wood, *Stone City, Iowa*
-

Music

Elements of Music

Listening and Understanding

Musical Terms and Concepts

- Orchestra
 - Become familiar with the families of instruments in the orchestra:
 - strings
 - brass
 - woodwinds
 - percussion
 - Know that the leader of the orchestra is called the conductor.
 - Listen to Sergei Prokofiev, *Peter and the Wolf*

Music Can Tell A Story

- Opera:
 - Understand that opera combines music, singing, and acting.
 - Listen to selections from Humperdinck's *Hansel and Gretel*:
 - "Brother, Come Dance with Me"
 - "I am the Little Sandman"
 - "Children's Prayer."
- Instrumental Music: Listen to Paul Dukas, *The Sorcerer's Apprentice*.

Assessment

Measure of Academic Progress MAP Common Formative Assessment

First Grade - January

Language Arts

Reading

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World History and Geography

Mexico

Geography

- North America continent; locate Mexico relative to Canada and the United States
- Central America; Yucatan Peninsula
- Pacific Ocean; Gulf of Mexico; Rio Grande
- Mexico City

Culture

- Indian and Spanish heritage
- Traditions: fiesta; piñata
- National holiday: September 16, Independence Day

Visual Arts

Elements of Art

Texture

- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in:
- Native American (pomo basket)
- Edgar Degas, *Little Fourteen-Year-Old Dancer* (also known as *Dressed Ballet Dancer*)
- Albrecht Durer, *Young Hare*.

Music

Elements of Music

Listening and Understanding

Music Can Tell a Story

- Ballet:
 - Understand that ballet combines music and movement, often to tell a story
 - Listen to Tchaikovsky’s *Nutcracker Suite*.
- Familiarize children with other types of dance, such as square dancing and tap dancing.

First Grade - February

Language Arts

Reading

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Science

Exploring Light and Sound

- Sound and Vibration
- Light
- Light and Materials
- Solving Problems With Light or Sound

American History and Geography

Early Explorers & Settlers

English Settlers

The story of the Lost Colony

- Sir Walter Raleigh
- Virginia Dare

Virginia

- Jamestown
- Captain John Smith
- Pocahontas and Powhatan

Slavery: Plantations in Southern colonies

Massachusetts

- Pilgrims: Mayflower; Thanksgiving Day
- Massachusetts Bay Colony: the Puritans

From Colonies to Independence

- Locate the original thirteen colonies.
- The Boston Tea Party
- Paul Revere's ride, "one if by land, two if by sea"
- Minutemen and Redcoats; the "shot heard round the world"
- Thomas Jefferson and the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal..."
- Fourth of July
- Benjamin Franklin: patriot, inventor, writer
- George Washington: from military commander to our first president
- Martha Washington
- Our national capital city named Washington
- Legend of Betsy Ross and the flag

Symbols and Figures

- Recognize and become familiar with the significance of:
 - Liberty Bell
 - American Flag
 - Eagle
- Current United States president

Visual Arts

Kinds of Pictures: Portrait and Still Life

- Recognize as a portrait or self-portrait:
 - Leonardo da Vinci, *Mona Lisa*
 - Francisco Goya, *Don Manuel Osorio Manrique de Zuniga*
 - Vincent van Gogh, *Self-portrait* (1889)

Music

Elements of Music

Listening and Understanding

American Musical Traditions

- Jazz:
 - Understand that jazz is a kind of music that developed in America, with African and African American roots, and that jazz musicians improvise
 - Recognize Louis Armstrong as an early jazz musician.

First Grade - March

Language Arts

Reading

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American History and Geography

Exploring the West

- Daniel Boone and the Wilderness Road
- The Louisiana Purchase
 - Explorations of Lewis and Clark
 - Sacajawea
- Geography:
 - Locate the following:
 - Appalachian Mountains
 - Rocky Mountains
 - Mississippi River

Music

Elements of Music

Assessments

Math and ELA Common Formative Assessment District Narrative Writing

First Grade - April

Language Arts

Reading

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Science

Simple Machines

- Simple Machines
- Compound Machines

Visual Arts

Elements of Art

(Review concepts of color, line, shape and texture.)

Kinds of Pictures: Portrait and Still Life

- Recognize as a still life: Vincent van Gogh, *Irises*
- Paul Cezanne, studies with fruit, such as *Apples and Oranges*

Music

Elements of Music

First Grade - May

Language Arts

Reading

Students are introduced to a classical 'core' of literature as identified in this sequence. Teachers will select additional pieces of literature to present, ensuring a variety of topical genre. Other selections will supplement the Core Knowledge unit studies. Building and strengthening a rich vocabulary bank for students is a priority, second only to building a true love of reading.

*Parents are encouraged to supplement this literature with many other works, including books the children themselves choose to read, or have read to them. **It is recommended that parents read with their child a minimum of 15 minutes per day.***

Science

Health and the Human Body: Human Body Systems

- Skeletal and Muscular Systems
- Respiratory and Circulatory Systems
- Nervous System
- Taking Care of Your Body

Visual Arts

Kinds of Pictures: Portrait and Still Life

- Recognize a mural (a painting on a wall):
 - Diego Rivera, *The History of Medicine in Mexico*

Assessments

**Math and ELA Common Formative Assessment
Measure of Academic Progress MAP - ELA and Math**