**St. Theodore School**

**First Grade Curriculum**

**RELIGION**

**We believe**

* Scripture has great meaning for life today.
* Discuss how the Bible is the “Word of God.”
* Tell the story of Jesus’ birth, death, and resurrection.
* The early history of the Church has a profound impact on the current church today.
* List the key events of Jesus’ life.
* Identify the apostles and their role in the history of the church.
* Describe how one becomes a saint.
* The doctrine and dogma of the church are found in the Creedal statements.
* Know that there is one God and that God is three persons, Father, Son, and Holy Spirit.
* Discuss that God made all things
* Describe how God, our Father, sent Jesus to save each person.
* Discuss how the Holy Spirit is with each person.
* Understand that Mary is the Mother of Jesus and also the Mother of all people.
* Know that Jesus is the model and teacher who shows each person how to live as a Christian.
* The Trinity is revealed to all people in the person, word, and works of Jesus.
* Explain the mystery of the Blessed Trinity.
* Explain God as Father, Jesus as Son, and the Holy Spirit as Helper.

**We Worship**

* Sacraments are important moments in the life of the community, especially the centrality of the Eucharist.
* Explain how, through the Sacrament of Baptism, each person becomes a member of God’s family, the Church.
* Explain how Jesus gives Himself to each person in the Eucharist.
* Summarize what Jesus said and did at the Last Supper.
* The Eucharistic Liturgy (the Mass) is the communal celebration of the Paschal Mystery in which each person is called to full and active participation.
* Explain how in the Eucharistic Liturgy the faithful remember God’s gift of Jesus.
* Discuss how in the Eucharistic Liturgy the faithful worship as a community and remember God's gift of Jesus.
* Illustrate the liturgical seasons of the year.

**We Pray**

* Catholic prayer and traditions are an important aspect of the life of the church.
* Describe what prayer is. race
* Experience all forms of prayer: formal, informal, spontaneous, reflective, personal, Jesus prayer, music and movement, guided meditation, and communal.
* Experience community prayer by praying in a group, attending liturgies or para-liturgies, and visiting the Church.
* Explain how Jesus teaches each person how to listen to and talk with God.
* Compose simple petitions.
* Participate communally in the tradition of prayers for the Church: Sign of the Cross, Our Father, Hail Mary, Grace before Meals, Doxology (Glory to the Father.)

**We Live**

* Discuss how God loves each person by understanding how people love each other.
* Explain what it means to live as a Christian and as a child of God.
* Discuss how God helps each person live a good life.
* Describe how choices have consequences.
* Exhibit conflict resolution skills.
* Show how to act appropriately in response to feelings.
* The seven key principles of the Catholic social teachings can be applied to personal and societal situations
* Know that each person needs to respect self and others as gifts from God.
* Know that Jesus commanded: "Love one another as I have loved you, and love your neighbor as yourself."
* Show love and respect for the dignity of all people, especially newborns, elderly, and the mentally and physically challenged.
* Discuss how each person is an important member of a family, school, parish, and community and how each person is called to participate in and contribute to the well-being of family, parish, and community.
* Explain that each person is called to treat others with respect and that they are called to work individually and together to create a harmonious group setting with tolerance and respect for all.
* Describe how the love for the poor is an integral part of living a true Christian life.
* Appreciate the work of others and know that work is something positive and something to be proud of.
* Describe the responsibilities each person has to one another and the conditions and needs of the communities of the world.
* Describe how each person is called to be a caretaker of the earth and list ways to appreciate the world God has given each person, by conserving the resources God created and by living in peace with all peoples and creatures of the earth.
* We are God’s Family
* Each person is drawn to God who, in creating them, has placed a desire for happiness in their hearts.
* Describe God as a loving Father, giver of life, and Creator of the world.
* Explain that God created each person out of love and that all things are gifts from God.
* Identify ways in which God shows love for each person.
* Explain that Jesus is the Son of God.
* Explain how God is with each person always.
* The Church is the People of God, the Body of Christ, and the Faith Community.
* Explain what it means to belong to the Catholic Church.
* Describe how the Church is the community of the followers of Jesus.
* Explain that a church building is a sacred and holy place and that a parish is a local community of worship.
* Describe how various cultures celebrate holy days of the Church.
* Discuss how lay people, priests, religious sisters, religious brothers, and deacons are called by God to reflect God’s love through their special roles in the Church.
* The church expresses basic principles of Catholic teaching in the family.
* Explain how all people are loved by God and how God loves us even when we fail.
* Identify how humans grow and that our bodies are gifts from God.

**COMMUNICATION ARTS**

* Develop and demonstrate reading skills in response to reading text and read aloud by:
	+ - a. predicting what will happen next using prior knowledge.
		- b. asking and responding to relevant questions.
		- c. seeking clarification and locating facts and details about stories and other texts.
		- d. retelling main ideas in sequence including key details.
		- e. recognizing/retelling beginning, middle, and end
		- f. monitoring comprehension and making corrections for comprehension and understanding
* Develop an understanding of vocabulary by:
	+ a. using common affixes to figure out the meaning of a word
	+ b. identifying common root words and their inflectional endings
	+ c. identifying words that name actions and words that name persons, places, or things (nouns and verbs)
	+ d. recognizing that compound words are made up of shorter words
	+ e. determining what words mean from how they are using context clues
	+ f. sorting words into conceptual categories
	+ g. distinguishing shades of meaning among verbs and adjectives
	+ h. locating words in a dictionary (electronic or print format)
	+ i. using words and phrases acquired through conversations, reading and being read to, and responding to texts
	+ j. using synonyms and antonyms
* Determine the connection between:
	+ a. text to text (text ideas, including similarities and differences in fiction and nonfiction)
	+ b. text to self (text ideas and own experiences)
	+ c. text to world (text ideas regarding experiences in the world)
* Read independently for multiple purposes over sustained periods of time by:
	+ a. engaging with and reading text that is developmentally appropriate
	+ b. producing evidence of reading
* Read, infer, analyze, and draw conclusions to:
	+ a. describe characters, setting, problem, solution, and events in logical sequences
	+ b. describe the main idea of a story
	+ c. describe sensory details
	+ d. explain recurring phrases and why they are used
	+ e. explain the actions of the main character and the reasons for those actions
	+ f. identify who is telling the story
	+ g. compare and contrast adventures and experiences of characters in stories
* Read, infer, and draw conclusions to:
	+ a. use rhythm, rhyme, and alliteration through identifying a regular beat
	+ b. find similarities in word sounds
* Read, infer, and draw conclusions to:
	+ a. identify characters and dialogue in plays or performances by actors
	+ b. recognize sensory details in literary texts
* Read, infer, and draw conclusions to
	+ a. use text features to restate the main idea
	+ b. explain facts or details using text features
	+ c. distinguish between which facts were provided by pictures and which facts were conveyed via words
	+ d. use text features to locate specific information in text
	+ e. follow written multi-step directions with picture cues to assist with understanding
* Read, infer, and draw conclusions to:
	+ a. distinguish between fiction and nonfiction
	+ b. identify examples of sensory details
* Read, infer, and draw conclusions to:
	+ a. ask and answer questions to clarify meaning
	+ b. identify main ideas and provide supporting details
	+ c. describe the connection between two individuals, events, ideas, or pieces of information in a text
	+ d. identify reasons an author gives to support points in a text
	+ e. identify similarities and differences between texts on the same topic
* With assistance, develop an awareness of media literacy by:
	+ a. distinguishing purposes of media
	+ b. explaining techniques used in media
	+ c. demonstrating ethical media usage
* Develop print awareness in the reading process by:
	+ a. recognizing that sentences are comprised of words separated by spaces
	+ b. recognizing the punctuation and grammar
* Develop phonemic awareness in the reading process by:
	+ a. producing and identifying sounds and syllables in spoken words
	+ b. distinguishing between long and short vowel sounds
	+ c. recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
	+ d. blending spoken phonemes to form one - or two - syllable words including consonant blends
	+ e. segmenting spoken words of three to five phonemes into individual phonemes
* Develop phonics in the reading process by:
	+ a. decoding words in context by using letter-sound knowledge
	+ b. identifying letters for the spelling of short and long vowels
	+ c. producing consonant blends
	+ d. producing consonant digraphs
	+ e. combining sounds from letters and common spelling patterns to create and decode recognizable words
	+ f. using syllabication patterns to decode words
	+ g. reading irregularly spelled words
	+ h. reading root words with inflectional endings
	+ i. reading contractions and compound words
	+ j. reading high frequency words
	+ k. demonstrating decoding skills when reading
* Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension
	+ a. use context to confirm or self-correct word recognition and understanding, rereading as necessary
* Follow a writing process to plan a first draft by brainstorming and recording key ideas
* Develop a draft from prewriting (dependent on genre type) by:
	+ a. sequencing ideas
	+ b. creating sentences from ideas that stay on topic
	+ c. creating an opening and closing
* With assistance, reread, revise, and edit drafts by:
	+ a. responding to suggestions and questions
	+ b. adding details to sentences to clarify meaning and strengthen writing
	+ c. editing for language conventions and spacing between words, proper letter formation, left to right sweep, and using proper linear awareness (when applicable).
* With assistance, use a variety of conventional/digital tools to produce and publish writing
* Write opinion texts that:
	+ a. introduce a topic
	+ b. state an opinion about the topic
	+ c. provide a reason for the opinion
	+ d. follow a sense of order in writing
	+ e. include a closure to the topic
* Write informative/explanatory texts that:
	+ a. introduce a topic
	+ b. supply facts about the topic
	+ c. follow a sense of order in writing
	+ d. provide a closure to the topic
* Write fiction or nonfiction narratives and poems that:
	+ a. Narrate a story or experience
	+ b. use details to describe the story or experience
	+ c. place events in the order they occurred
	+ d. use linking words to indicate beginning/middle/end
* With assistance, apply research process to:
	+ a. generate a list of open-ended questions about topics of interest
	+ b. decide what sources of information might be relevant to answer these questions
	+ c. gather personal & natural evidence from available sources as well as from interviews with local experts
	+ d. organize information found during group or individual research, using graphic organizers or other aids
	+ e. make informal presentations of information gathered
	+ f. self-evaluate using previously established teacher/student criteria
* Apply standard English grammar to:
	+ a. sentences using nouns and action verbs that designate past, present, and future
	+ b. sentences using adjectives, adverbs, common prepositions, and pronouns
* In written text:
	+ a. print legibly, using correct spacing between words and sentences
	+ b. use ending punctuation
	+ c. capitalize the first letter of others’ first and last names
	+ d. use commas to separate single words in a series
	+ e. spell words using regular spelling patterns
	+ f. spell words phonetically using phonemic awareness and spelling knowledge g. arrange words in alphabetical order to the first letter
* Develop and apply effective listening skills and strategies in formal and informal settings by:
	+ a. following classroom listening rules
	+ b. building on others’ talk in conversations by responding to the comments of others
	+ c. following two-step instructions, according to classroom expectations
* Develop and apply effective listening skills and strategies in formal and informal settings by:
	+ a. demonstrating active listening, according to classroom expectations
* Speak clearly and to the point using conventions of language when presenting individually or with a group by:
	+ a. taking turns speaking, according to classroom expectations
	+ b. building on others’ talk in conversations by responding to comments of others
	+ c. confirming comprehension of read-alouds and other media by retelling and asking
	+ d. appropriate questions
* Speak clearly, audibly, and to the point using conventions of language when presenting individually or with a group by:
	+ a. explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding
	+ b. reciting poetry with a group or individually
	+ c. using complete sentences and adjusting voice

**MATH**

* Understand and use numbers up to 120.
* Count to 120, starting at any number less than 120.
* Read and write numerals and represent a number of objects with a written numeral.
* Count backwards from a given number from 20.
* Count by 2's, 5's, and 10's starting at any number.
* Understand the place value of two-digit numbers.
* Understand that 10 can be thought of as a bundle of 10 ones-called a ten.
* Understand two-digit numbers are composed of ten(s) and one(s) within100.
* Compare two two-digit numbers using symbols <,=, or >.
* Use place value understanding to add and subtract.
* Add and subtract within 100 without regrouping.
* Calculate 10 more or 10 less than a given number mentally.
* Add or subtract a multiple of 10 from another two-digit number and justify
* Represent and solve problems involving addition and subtraction
* Use addition and subtraction within 20 to solve word problems
* Solve problems that call for addition of three whole numbers whose sum is within 20
* Use the equal sign to determine if equations are true or false
* Determine the unknown whole number in an equation relating 3 whole numbers
* Understand and apply properties of operations and relationship between add and sub
* Use properties as strategies to add and subtract
* Demonstrate that subtraction can be solved as an unknown addend problem
* Demonstrate fluency with addition and subtraction within 10
* Reason with shapes and their attributes
* Distinguish between defining and non-defining attributes; build and draw shapes with defining attributes
* Compose and decompose 2D and 3D shapes
* Recognize 2D and 3D shapes from different perspectives
* Partition shapes (circles and rectangles) into equal shares (two and four) and describe the shares and whole verbally
* Measure lengths using non-standard and standard units
* Order and compare lengths of two or more objects
* Work with time and money
* Understand that there are 12 am hours and 12 pm hours in a day
* Tell and write time in hours and half-hours using analog and digital clock
* Know the value of a penny, nickel, dime, quarter, and dollar
* Represent and interpret data
* Collect, organize, and represent data with up to three categories
* Draw conclusions from object graphs, picture graphs, T-charts, and tallies

**SCIENCE**

* Identify the source of energy that causes an increase in the temperature of an object (i.e. sun, stove, flame, light bulb)
* Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate
* Make observations to construct an evidence-based account that objects can be seen only when illuminated
* Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
* Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance
* Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
* Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
* Make observations to construct an evidence-based plants and animals are like, but not exactly like, their parents account that young
* Use observations of the sun, moon, and stars to describe patterns that can be predicted
* Describe the presence of the sun, moon, and stars in the sky over time
* Make observations at different times of year to relate the amount of daylight to the time of year
* Identify patterns indicating relationships between observed weather data and weather phenomena (i.e. temperature and types of precipitation, clouds, and amounts of precipitation)
* Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be
* Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem
* Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs

**SOCIAL STUDIES**

* Identify and explain why cities make laws in their communities
* Discuss how individual rights are protected
* Give examples of being an active and informed citizen in one’s classroom or community
* Describe the character traits of role models within one’s community
* Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle, and the Liberty Bell
* Recognize and explain the significance of symbols of one’s local community
* Describe how authoritative decisions are made, enforced, and interpreted within schools and local communities
* Describe roles and responsibilities of people in local government (i.e. judge, mayor, police, city council, etc.)
* Describe examples of scarcity within one’s school and community
* Describe examples of goods and services within one’s school and community
* Describe consumers and producers and the relationship to goods and services within one’s school and community
* Identify globes as representations of real places
* With assistance, read, construct, and use maps that have a title and key
* Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.
* Use a compass rose to identify cardinal directions on a map
* Locate a place by pointing it out on a map and by describing its relative location
* Identify physical characteristics of one’s community
* Describe human characteristics of one’s community
* Describe cultural characteristics of one’s school and community
* Compare and contrast our community from past to present
* Describe the contributions of people associated with holidays and saints’ feast days.
* Recount stories about locations, people, and cultural events in one’s community
* Describe how one’s community commemorates its cultural heritage
* With guidance and support, identify and analyze primary and secondary social studies sources in classroom discussion
* Identify and use artifacts to share information on social studies topics
* Create visual tools to communicate information
* Share findings about a social studies topic
* With assistance, ask supporting questions and find answers about social studies topics

**TECHNOLOGY**

* With guidance, select and use a computing device to perform a variety of tasks for an intended outcome
* Use appropriate terminology to locate and identify common computing devices and components in a variety of environments (i.e. desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer)
* With little support, choose appropriate software to perform a variety of tasks
* Identify, using accurate terminology, simple hardware and software problems that may occur during use (i.e. app or program is not working as expected, no sound is coming from the device, caps lock turned on)
* Recognize that by connecting computing devices together one can share information (i.e. remote storage, printing, the internet)
* Identify what passwords are and explain why they are not shared.
* Discuss what makes a password strong. Independently use passwords to access technological devices, apps, etc.
* With guidance, locate, open, modify, and save an existing file, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (i.e. drive, folder, file)
* With guidance, collect information and present it in different ways
* With guidance, identify and interpret data from a chart or graph(visualization) in order to make a prediction, with or without a computing device
* With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language
* With guidance, model the way that a program accesses stored data using a variable name
* With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition
* Independently or with guidance, create a grade level appropriate document of the plan, ideas, and sequence of events (step-by- step) manner (e.g., story map, storyboard, sequential graphic illustrate what the program will do organizer) to Independently or with guidance give credit to ideas, creations, and solutions of others while writing and/or developing programs
* With guidance, independently or collaboratively debug programs using a programming language and/or unplugged activity that includes sequencing and simple loops
* Use correct terminology (first, second, third) and explain the choices made in the development of an algorithm to solve a simple problem
* Identify how people use different types of technologies in their daily work and personal lives
* With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how to report concerns of cyberbullying
* Work respectfully and responsibly with others online. Learn what information that is put online is appropriate and contribute to a digital footprint
* Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
* Select and use digital tools to plan and manage a design process that considers design constraints and calculated risk
* Develop, test, and refine prototypes as part of a cyclical design process
* Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems

**ART**

* Engage collaboratively in exploration and imaginative play with materials
* Use observation and investigation in preparation for making a work of art
* Explore uses of materials and tools to create works of art or design
* Demonstrate safe procedures for using materials, tools and equipment while making art
* Use art vocabulary to describe choices while creating art
* Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means
* Explain why some objects, artifacts, and artwork are valued over others
* Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation
* Identify the roles and responsibilities of people who work in and visit museums and other art venues
* Select and describe works of art that illustrate daily life experiences of one's self and others
* Compare images that represent the same subject
* Interpret art by categorizing subject matter and identifying the characteristics of form
* Classify artwork based on different reasons for preferences
* Identify times, places, and reasons that students make art outside of school
* Understand that people from different places and times have made art for a variety of reasons

**MUSIC**

* With limited guidance, create musical ideas (such as answering a musical question for a specific purpose)
* With limited guidance generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple)
* With limited guidance, demonstrate & discuss personal reasons for selecting musical ideas that represent expressive intent
* With limited guidance, use iconic or standard notation and/or recording technology to document & organize personal musical ideas
* With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas
* With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience
* With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections
* With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) from a variety of cultures selected for performance
* When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation
* Demonstrate and describe music’s expressive qualities (such as dynamics and tempo) that support the creator's expressive intent
* With limited guidance, apply personal, teacher, and peer feedback to refine performances
* With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music
* With limited guidance, perform music appropriately and with expression for a specific purpose and audience
* With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes
* With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose
* With limited guidance, demonstrate and identify expressive qualities(such as dynamics and tempo ) that reflect creators’/ performers’ expressive intent
* With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes
* Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
* Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

**P.E. AND HEALTH**

* Demonstrate fine motor skills while manipulating small objects (i.e. juggling scarves, small bean bags)
* Demonstrate static and dynamic balance activities (i.e. stork stand, lame dog)
* Demonstrate a variety of manipulative skills while stationary and moving
* Demonstrate introductory stunts and tumbling skills (i.e. log, forward, egg rolls)
* Demonstrate non-loco motor skills in a variety of activities
* Demonstrate locomotor skills using a variety of speeds and pathways
* Explain, recognize, and demonstrate the difference between general-space awareness and personal-space awareness
* Demonstrate motor skills while participating in low organized games
* Identify and demonstrate all locomotor skills at a variety of pathways, speeds, directions, force, and levels
* Identify a variety of physical activities that promote wellness or ways to stay fit (i.e. walking, jogging)
* Explain the importance of muscles and bones for movement
* Identify the effects of physical activity on one's body (i.e. fast heart rate, heavy breathing, perspiration)
* Identify examples of healthy and unhealthy foods and explain why they are healthy/unhealthy
* Demonstrate appropriate social skills (i.e. responding to a partner in a positive manner)
* Respond appropriately to general feedback from the teacher
* Follow classroom procedures for safe participation and proper use of equipment
* Recognize that challenge in physical activities can lead to success
* Describe positive feelings and enjoyment that result from participating in physical activities