

**Millbrae School District**

**Core Program**

**Reading**

**Writing**

**Language Arts**

**Mathematics**

**History Social Studies**

**Special Needs**

**Learning Center Support**

**English Language Development**

**G.A.T.E.**

**Title I**

**“And**

**That’s Not All”**

**Every Child A Writer, A Reader!**

**Core Literature**

**Library/ Technology**

**Music/ Art**

**Advanced Math**

**TMS – Spanish**

**After School Programs**

**Interventions**

**Reading Specialist Program**

**Peer Coaching**

**Accelerated Math**

**Accelerated Reader**

**Read Naturally**

**Connections for Comprehension**

**Early Reading Intervention**

# First Grade Curriculum

## ENGLISH LANGUAGE ARTS

*Texts: Houghton Mifflin CA Reading-Level 1 or  
SRA/ Open Court Reading- Level 1*

### **Word Analysis, Fluency, Vocabulary:**

Students understand the basic features of reading using phonics, syllabication and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students draw upon a variety of comprehension strategies as needed, including generating and responding to essential questions, making predictions, and comparing information from several sources.

### **Literary Response and Analysis:**

Students read and respond to a wide variety of significant works of children's literature.

### **Writing:**

Students write clear and coherent sentences and paragraphs that develop a central idea progressing through the stages of the writing process of prewriting, drafting, revising, editing successive versions.

**Writing Applications:** Students begin to write compositions that describe and explain familiar objects, events and experiences.

### **Written and Oral English Language Conventions:**

Students write and speak with a command of standard English conventions that are grade-level appropriate.

### **Listening and speaking:**

Students listen and respond critically to oral communication.

**Speaking Applications:** Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement.

## MATHEMATICS

*Texts: Houghton Mifflin CA Math-Level 1*

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems.

### **Number Sense**

- Understand and use numbers up to 100.
- Demonstrate the meaning of addition and subtraction to solve problems.
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.

### **Algebra and Functions**

- Use number sentences with operational symbols to solve problems.

### **Measurement and Geometry**

- Use direct comparison and nonstandard units to describe the measurements of objects.
- Identify common geometric figures, classify them by common attributes.

### **Statistics, Data Analysis and Probability**

- Students organize, represent, and compare data by category on simple graphs/charts.
- Sort objects, create/describe patterns by numbers, shapes, sizes, rhythms, or colors.

### **Mathematical Reasoning**

- Make decisions on how to set up a problem.
- Solve problems and justify their reasoning.
- Note connections between one problem and another.

## **SCIENCE**

**Text/ Program:** FOSS – Full Options Science System

- **Physical Science:** Materials come in different forms (states): solids, liquids, and gases.
- **Life Science:** Plants and animals meet their needs in different ways.
- **Earth Science:** Weather can be observed, measured, and described.
- **Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations.

## **HISTORY SOCIAL SCIENCE**

**Text/ Program:** Houghton Mifflin Social Studies-*School and Family*

- Describe the rights and individual responsibilities of citizenship.
- Compare and contrast the absolute and relative locations of people and places and describe the physical and/or human characteristics of places.
- Know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.
- Compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.
- Describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Understand basic economic concepts and the role of individual choice in a free-market economy.

## **VISUAL AND PERFORMING ARTS**

**Text/ Program:** Multiple sources that may include Art Attack, Art in Action, instrumental music instruction, choral and music instruction:

Students receive instruction in Music, Dance, Theatre, and Visual Arts under the standards of 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing, and 5) Connections, Relationships and Applications.

## **PHYSICAL EDUCATION**

**Text/ Program:** SPARK - Sports, Play, and Active Recreation for Kids

- Demonstrate basic motor skills, and movement patterns needed to perform a variety of physical activities.
- Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
- Assess and maintain a level of physical fitness to improve health and performance
- Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

## **HEALTH EDUCATION**

Students will demonstrate ways in which they can maintain healthy bodies and practice positive personal health habits.

## **TECHNOLOGY**

Students will

- Operate basic functions of computer, monitor (on and off)
- Work cooperatively & collaboratively with peers and others when using technology
- Understand rules for handling technology Use District Acceptable Technology Use Guidelines
- Practice responsible use of technology systems and software

- Understand consequences for misuse of technology

## **LIBRARY MEDIA PROGRAM**

Students will regularly visit the Library Media center and use the resources responsibly. These resources will include both print and electronic media. Students will begin to locate materials appropriate for their use. The skills practiced in the Library setting will integrate with other curriculum areas of the First Grade program.