



GRADE 1

CURRICULUM AND ASSESSMENT HANDBOOK FOR PARENTS

**Abington School District
Abington, PA**

Superintendent's Message

This Curriculum Handbook is the result of recommendations made by a committee of staff members and parents/guardians. The committee recognized a need to provide another source of information to improve communication between home and school regarding the instructional program.

On the following pages, you will find the standards categories as listed on the grade level report card. These categories correlate with the standards established in the Pennsylvania School Code. For each area of the curriculum, examples of the concepts, skills and activities that are done at this grade level are listed. During parent-teacher conferences, teachers will be reporting student progress by the standard category and will be using Performance Level Descriptors that reflect those used on the Pennsylvania State System of Assessment. Information about the Performance Level Descriptors is given on the last page of this handbook.

Parents/guardians are urged to use the information in this booklet as a basis for formulating questions regarding their student's progress.

If parents/guardians have any questions concerning the instructional program or their student's progress, they should contact the teacher and the school principal.



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Grade 1 Curriculum and Assessment Handbook for Parents

Contents

Report of Student Progress	Page 1
Standards-Based Curriculum	
• Communication Arts	Page 2
• Mathematics	Page 2
• Science	Page 3
• Social Studies	Page 4
• Health	Page 4
• Art	Page 4
• Music	Page 4
• Physical Education	Page 4
Performance Level Descriptors	Page 5

Student: _____

School Year: _____ Grade: _____

COMMUNICATION ARTS	Marking Period		
	1	2	3
Learning to Read			
Reading Critically			
Interpreting Literature			
Writing			
Speaking			
Listening			
Research			
MATHEMATICS			
Numbers and Computation			
Geometry and Measurement			
Reasoning and Problem Solving			
Probability and Statistics			
Algebraic Concepts			
SCIENCE			
Inquiry and Design			
Biological Sciences			
Physical Science			
Earth Sciences			
Technological Devices			
HEALTH			
Concepts of Health			
Healthful Living			
Safety and Injury Prevention			
SOCIAL STUDIES			
Career Education and Work			
Civics and Government			
Economics			
Geography			
History			

School: _____

Teacher: _____

ART	Marking Period		
	1	2	3
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
MUSIC			
Production, History, Critique, Aesthetics			
Work Habits and Social Skills			
PHYSICAL EDUCATION			
Physical Activity and Movement			
Work Habits and Social Skills			
WORK HABITS			
Demonstrates effort			
Comes to school prepared			
Demonstrates positive attitude			
Works well independently			
Keeps materials organized			
Follows directions			
SOCIAL SKILLS			
Respects rights of others			
Demonstrates self-control			
Follows school and classroom rules			
Accepts responsibility for behavior			
Cooperates with others			
ATTENDANCE			
Absent			
Tardy			

Grade 1 Standards-Based Curriculum

Communication Arts

■ Learning to Read

- Phonemic Awareness and Decoding
 - Phonemic awareness, phonics, word analysis, word families, picture and context clues
- Vocabulary
 - High frequency words, synonyms, antonyms, context clues, multiple meaning words, reference sources, application of new vocabulary, word study
- Comprehension
 - Predicting, purpose-setting, analysis, evaluation, inferences, summary, retell, connection of new ideas from text, conclusions, text structure, illustrations, citation of evidence from text
 - Author's purpose, main idea, details
- Fluency
 - Pace, expression, intonation, phrasing, accuracy

■ Reading Critically

- Comprehension of informational texts: essential and non-essential information, inferences and conclusions, author's purpose, text structures

■ Interpreting Literature

- Comprehension of and response to a variety of types of literature
- Comparing works of literature
- Literary elements: characters, setting, plot, cause/effect, compare/contrast, sequence, fact/fiction
- Literary devices: rhyme, rhythm, patterns, figurative language

■ Writing

- Narrative and informational forms
- Responding to reading
- Writing process: pre-write, draft, revise, edit, publish
- Traits: focus, content, organization, style, conventions

- Appropriate grammar, usage, and mechanics, including spelling and handwriting

■ Speaking

- Small/large group discussions and presentations

■ Listening

- Listening skills in a variety of situations

■ Research

- Locating information
- Text features
- Library resources

Mathematics

■ Numbers and Computation

- Apply properties of operations to add or subtract
- Understand subtraction as an unknown-addend problem
- Relate counting to addition and subtraction
- Recognize and decompose quantities up to 20 using visual patterns
- Add and subtract within 10 fluently
- Add doubles automatically
- Subtract doubles
- Add combinations of 10 automatically
- Subtract combinations of 10
- Add and subtract within 20 using strategies
- Count on from any number
- Read and write numbers
- Understand place value
- Represent whole numbers as tens and ones
- Use place value understanding and properties to add and subtract
- Understand exchanging tens and ones

- Compare and order numbers
- Record comparisons using $<$, $>$, and $=$
- Add 2-digit and 1-digit numbers
- Add 2-digit numbers and multiples of ten
- Mentally find 10 more or 10 less than a 2-digit number
- Subtract multiples of 10 from multiples of 10

■ Geometry and Measurement

- Order objects by length
- Compare lengths of objects indirectly
- Measure length using same-size units with no gaps or overlaps
- Express length as a whole number of units
- Tell and write time using both analog clocks and digital clocks
- Distinguish between defining and non-defining attributes
- Build and draw shapes to possess defining attributes
- Build composite shapes
- Compose new shapes from composite shapes
- Partition shapes into equal shares
- Describe equal shares using fraction words
- Describe the whole as a number of shares
- Understand that more equal shares means smaller equal shares

■ Reasoning and Problem Solving

- Solve number stories by adding and subtracting
- Model parts-and-total, change, and comparison situations
- Model and solve number stories
- Make sense of problems
- Make sense of mathematical representation used in class
- Make mathematical conjectures and arguments
- Model real-world situations using graphs, tables, symbols, numbers and diagrams
- Use mathematical models to solve problems and answer questions
- Use math tools effectively and make sense of results
- Explain mathematical thinking clearly and precisely
- Identify and use mathematical structures to solve problems and answer questions
- Create and justify rules and generalizations

■ Probability and Statistics

- Organize, represent, and interpret data with up to 3 categories
- Ask and answer questions about the total number of data points (how many in each category, compare categories)

■ Algebraic Concepts

- Understand the meaning of the equal ($=$) sign
- Determine whether equations involving addition and subtraction are true or false
- Find the unknown in addition and subtraction equations
- Represent collections of objects with numerals and equations

Science

■ Inquiry and Design

- Observation, investigation, and experimentation
- Communication of results in words and drawings

■ Biological Sciences

- Varieties of plants and animals
- Plant growth
- Comparison of plants and animals
- Basic needs of diverse organisms

■ Physical Science

- Properties of solids and liquids
- Similarities and differences among solids and liquids

■ Earth Sciences

- Changes in earth and sky
- Temperature and rainfall measures
- Types of clouds

■ Technological Devices

- Thermometer
- Rain gauge

Social Studies

- Career Education and Work
 - Career awareness and preparation
- Civics and Government
 - The purpose of rules and laws
 - Government leaders
 - Responsibility in school and the community
- Economics
 - Needs and wants
 - Currency system
 - Goods, services, and trade
 - Work and jobs
- Geography
 - Map and globe skills
 - Relationships between city, state, country, and continent
 - Differences between communities
 - Landforms and bodies of water
- History
 - Significance of holidays, customs, and celebrations
 - African-American contributions to history

Health

- Concepts of Health
 - Nutrition and healthy food choices
- Healthful Living
 - Feelings
 - Nonviolent conflict resolution
 - Spread of germs

■ Safety and Injury Prevention

- Personal safety
- Bus safety
- Fire safety
- Outdoor safety

Art

■ Production, History, Critique, Aesthetics

- Manipulative skills with tools
- Primary and secondary colors
- Geometric shapes
- Works of art

Music

■ Production, History, Critique, Aesthetics

- Singing voice
- Steady beat – varying tempo
- Fundamental Kodaly notation
- Fundamental phrase structure
- Musical interpretation

Physical Education

■ Physical Activity and Movement

- Cooperative games
- Team activities
- Fitness activities
- Sensory motor skills including throwing, catching and kicking
- Locomotor movements such as running, skipping and hopping

Performance Level Descriptors

Advanced (A)

Demonstrates:

- superior understanding of concepts, skills and strategies with respect to the standard
- 93 – 100% mastery on assessment items related to the standard and scored numerically
- achievement at the highest level on assessment items that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics independently

Proficient (P)

Demonstrates:

- solid understanding of concepts, skills and strategies with respect to the standard
- 80 – 92% mastery on assessment items related to the standard and scored numerically
- achievement at the proficient level on assessments that are related to the standard and graded with a rubric
- the ability to apply and extend learning and to explore ideas/topics with support

Basic (B)

Demonstrates:

- partial understanding of concepts, skills and strategies with respect to the standard
- 60 – 79% mastery on assessment items related to the standard and scored numerically
- achievement one level below proficiency on assessments that are related to the standard and graded with a rubric
- a need to begin to apply and extend learning and to explore ideas/topics

Below Basic (BB)

Demonstrates:

- inadequate understanding of concepts, skills and strategies with respect to the standard
- less than 60% mastery on assessment items related to the standard and scored numerically
- achievement at the lowest level on assessments that are related to the standard and graded with a rubric
- a need for additional, focused instructional opportunities

Work Habits and Social Skills
Performance Level Descriptors

Excellent (E)

Good (G)

Needs Improvement (N)