
SOCIAL STUDIES

Students will . . .



- Identify reasons for rules in school
- Give examples of power without authority in school
- Identify important symbols of the US
- Distinguish between past, present and future
- Retell in sequence ideas and details from stories
- Compare life today with life in the past
- Construct simple maps
- Give examples of places that have absolute locations
- Distinguish between landmasses and bodies of water
- Distinguish between producers and consumers of goods and services
- Describe the ways that families consume goods and services
- Using examples, explain why people cannot have everything they want.

(A complete listing of content expectations are found on the Michigan Department of Education website)

ADDITIONAL CURRICULUM

Art 1st grade students meet with the art teacher twice for 40 minutes every 15 days.



Physical Education & Music

1st grade students meet for physical education or music every day for 30 minutes.



Shared and Interactive Literacy Experience

(SAIL) — All 1st through 5th grade students will engage in common literacy experiences every day for 25 minutes. Units will be based on identified Language Arts GLCE.



ASSESSMENT

Teachers use a variety of methods when assessing students. They may include:

- Portfolio Collection
- Observations
- Demonstrations
- Conferences
- Self evaluations
- Peer evaluations
- Surveys
- Checklists
- Common District Assessment
- DRA reading assessment
- STAR Reading and STAR Math
- Writing rubric

PARENT COMMUNICATION

Parents are encouraged to talk with their child's teacher at any time during the school year. Following is a list of ways that you may communicate with and/or review your child's progress:

- Synergy
- Teacher's web site/e-mail/voice mail
- Regular parent-teacher conferences

Ways You Can Help Your Child At Home

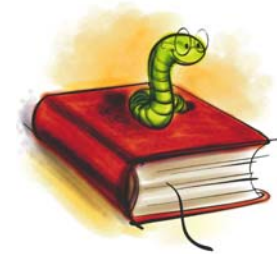


- ✓ Help your child establish a routine to read independently
- ✓ Be a reader yourself
- ✓ Read to your child (fiction & non-fiction)
- ✓ Encourage them to predict and ask questions as they read
- ✓ Give books, dictionaries, thesauri, spell checkers, academic software, etc. to your children as gifts
- ✓ Make the above resources available in your home

Grand Blanc Community Schools

First Grade Curriculum

Guide for Parents



MISSION STATEMENT

The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by

- Dedication to the discovery of profound learning
 - Exemplary models of character and judgment
 - Global experiences in life and living
 - Emphasis on individual autonomy and self direction
 - Unremitting pursuit of the highest human ideals.
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READING/LANGUAGE ARTS

Students will . . .

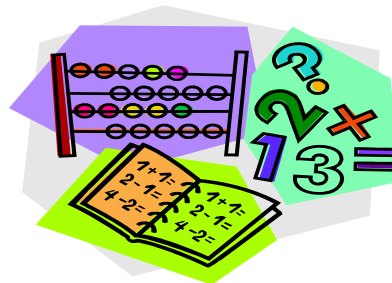
- Interact, participate, and take turns in class discussions (*i.e.*, *child may share details of their weekend and listen and ask questions of others who share details of their weekend*)
- Write informational pieces that address a focus question (*i.e.*, *what is a family?*)
- Write personal narratives with illustrations, sense of story, and details that support the meaning
- Use capital letters when appropriate, basic punctuation, and adequate spacing between words (*i.e.*, *My best friend is Michael. Who is your best friend?*)
- Spell basic high frequency words correctly such as and, this, the ... and use phonetic spelling (*i.e.*, spelling words like they sound — like sno for snow)
- Identify and read a variety of literature and recognize text features (*i.e.*, *informational text, stories, and poetry*)
- Use a variety of strategies such as picture clues, phonics and context clues to decode text (*i.e.*, they may come across a difficult word like breakfast. To decode the text, they may look at the picture of pancakes and eggs. They may think about the prior sentence with the word morning in it. They may see the word fast in breakfast. They will use all of this information to figure out the word breakfast.)
- Recall the details of what they've read in narrative and expository text (*i.e.*, they may describe the character in a story)
- Infer, predict, connect, summarize, and ask questions to comprehend text
- Read a variety of text with accuracy, expression and fluency.



MATH

Students will . . .

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations
- Extend the counting sequence to 120
- Understand place value in two-digit numbers
- Use place value understanding and properties of operations to add and subtract
- Measure lengths indirectly and by iterating length units (for instance, by determining how long their foot is in paper clip lengths)
- Tell and write time in hours and half-hours using analog and digital clocks
- Represent and interpret data with up to three categories
- Reason with shapes and their attributes.



SCIENCE



Students will . . .

- Make purposeful observations and generate questions of the natural world using appropriate senses
- Plan and conduct simple investigations (recognizing that science investigations are done more than one time); manipulate simple tools that aid observation and data collection; and make accurate measurements with appropriate units for the measurement tool
- Construct simple charts from data/observations and share ideas about science through purposeful conversation
- Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video)
- Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating
- Demonstrate that water as a solid keeps its own shape (ice) & water as a liquid takes on the shape of various containers
- Identify materials that are attracted by magnets; observe that like poles of a magnet repel and unlike poles attract
- Identify the needs of animals & describe the life cycle of animals (egg, young, adult egg, larva, pupa, adult)
- Identify characteristics (body coverings, beak shape, # of legs, body parts) that are passed on from parents to young
- Classify young animals based on characteristics that are passed on from parents (dogs/puppies, cats/kittens, cows/calves, chicken/chicks)
- Identify the sun as the most important source of heat which warms the land, air, and water of the Earth
- Demonstrate the importance of sunlight and warmth in plant growth
- Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm)
- Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation & wind (identifying the tools used to measure weather activity); describe severe weather events and the precautions that should be taken for human safety during severe weather conditions
- Describe how Earth materials contribute to the growth of plant and animal life