



Hawthorn School District 73

Curriculum Guide for Parents: First Grade

What you can expect your child to learn and be able to do.

This guide shares important information about Hawthorn Learning Standards, which are aligned with the Illinois Learning Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Curriculum standards are useful for making sure:

- ★ teachers know what is to be taught;
- ★ children know what is to be learned; and
- ★ parents and the public can determine how well the concepts are being learned.

The following pages provide information about learning standards for English language arts, mathematics, science, social studies, technology, physical development and health, and fine arts for First Grade. For a more comprehensive list, which includes all of the performance indicators, you may view our Curriculum Guide online at www.hawthorn73.org.



First Grade students enjoyed the activities of their field trip to the Heller Nature Center.

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English Language Arts

Through the study of the language arts, students will learn to read fluently and understand a broad range of written materials. They must be able to communicate well and listen carefully and effectively. They should develop a command of the language and demonstrate their knowledge through speaking and writing for a variety of audiences and purposes. In addition, students must be able to study, retain, and use information from many sources.

Big Idea/Topic: Identifying Ways to Communicate.

By the end of first grade, students will be able to...

Literacy

Reading

- ★ Apply word analysis skills to decode words with short, long, and irregular vowel patterns.
- ★ Identify and continue a rhyming pattern.

- ★ Identify the beginning, middle, and ending sound in words.
- ★ Use a variety of reading strategies to create meaning from text.
- ★ Make predictions to go with a story.
- ★ Retell the main idea and details of text.
- ★ Identify beginning, middle, and end of a story.
- ★ Identify character, setting, and plot.
- ★ Distinguish between fiction and nonfiction.
- ★ Identify the title and author of a reading selection.
- ★ Respond to who, what, when, where, why, and how questions.
- ★ Match spoken word with print text.
- ★ Read grade-level text aloud with accuracy, fluency, and appropriate expression.
- ★ Follow simple written directions accurately.
- ★ Talk and write about stories.
- ★ Form opinions about stories.

Listening

- ★ Listen attentively by facing the speaker, making eye contact, and retelling what is said.
- ★ Ask questions and respond to questions from others.
- ★ Follow oral instructions accurately.

Speaking

- ★ Speak clearly for an audience.
- ★ Participate in class discussions.

Writing

- ★ Support writing with details.
- ★ Create a topic sentence.
- ★ Write a message that is clear and organized.
- ★ Use a variety of vocabulary.
- ★ Use correct capitalization.
- ★ Write a story with a beginning, middle, and end.
- ★ Write for a variety of purposes.
- ★ Share writing with an audience.
- ★ Apply knowledge of phonics to write, using developmental and/or conventional spelling.

Mathematics

Mathematics is a language we use to identify, describe, and investigate the patterns and challenges of everyday living. It deals with numbers, quantities, shapes, and data, as well as numerical relationships and operations. Mathematics is a way of approaching new challenges through investigating, reasoning, visualizing, and problem solving with the goal of communicating the relationship observed and problems solved to others.

Big Idea/Topic: Using Math Concepts and Skills.

Number Sense

- ★ Count orally to 100.
- ★ Read, write, and sequence numbers to 100.
- ★ Count by 2s, 5s, and 10s to 100.
- ★ Identify odd and even numbers.
- ★ Use key words that indicate addition or subtraction to solve a one-step word problem and draw a picture to match.
- ★ Use a variety of strategies to add and subtract whole numbers.
- ★ Identify and model fractions using real objects, manipulatives, and picto-

rial representations ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$ and whole).

- ★ Compare two, three-digit numbers using the terms greater than, less than, and equal to.

Estimation and Measurement

- ★ Estimate, measure, and compare length, volume, weight, and area using standard and non-standard units of measurement.
- ★ Describe chronological events such as seasons, calendars, and timelines.
- ★ Explore and describe perimeter and area of real objects.
- ★ Identify units of money and their values.

Algebra and Analytical Methods

- ★ Recognize, create, describe, and extend patterns.
- ★ Describe change using qualitative terms such as students grow taller.
- ★ Solve simple number sentences with variables ($2 + \underline{\quad} = 5$).

Geometry

- ★ Identify and describe attributes and parts of two- and three-dimensional geometric shapes.
- ★ Construct and take apart two- and three-dimensional geometric shapes.
- ★ Use rotation (turns) and reflection (flips) to arrange shapes.
- ★ Identify and describe two-dimensional shapes in the three-dimensional figures.
- ★ Identify three-dimensional figures from two-dimensional figures representations.
- ★ Recognize geometry as a way of describing the physical world.

Data Analysis and Probability

- ★ Collect, sort, and organize data.
- ★ Display data using tallies, charts, bar graphs, and pictographs.
- ★ Draw conclusions from graphs.
- ★ Identify sorting rules based on data.
- ★ Describe regularly occurring patterns in nature and in daily routine.
- ★ Describe an event as “likely” or “unlikely” to occur.
- ★ Make predictions about events.

Science

The goal of science education is to develop in learners an understanding of the inquiry process as it is related to key concepts and principles of the life, physical, and earth/space sciences. The curriculum addresses the integration of the sciences with technology and society as students learn to connect the importance of scientific knowledge to its application in everyday life.

Scientific Inquiry and Technological Design

- ★ Develop and investigate questions on scientific topics.
- ★ Record data on record sheets, bar graphs, line plots, data tables, and Venn diagrams.
- ★ Communicate ideas, observations, and experiences through writing, drawing, and discussion.

Life Science: Habitats

- ★ Identify what living things need to stay alive.
- ★ Compare the needs of living things.

- ★ Identify natural resources essential to life.
- ★ Predict how a habitat change would affect an organism.
- ★ Conduct tests to determine an organism's habitat preference.

Physical Science: Solids and Liquids

- ★ Classify matter as solid or liquid and compare its properties.
- ★ Conduct tests to investigate the effect of heat on solids and liquids.
- ★ Accurately use appropriate instruments to measure mass, temperature, and volume.
- ★ Summarize the knowledge that is gained through careful observation.

Earth /Space Science: Sun, Moon, Earth, and Seasons

- ★ Observe phases of the moon and compare its size to the sun and earth.
- ★ Observe shadows at different times of the day.
- ★ Connect rotation of the earth to day and night.

- ★ Describe changes associated with different seasons.
- ★ Use patterns to make predictions.
- ★ Identify the telescope as the tool of an astronomer.

Science, Technology, and Society

- ★ Compare observations by different students and discuss reasons for the differences in observations.
- ★ Record scientific data honestly and accurately.

Safety and Practices of Science

- ★ Demonstrate safe science practices in the classroom.
- ★ Identify and eliminate potential hazards in science activities.
- ★ Identify and demonstrate proper use of laboratory equipment.

Social Studies

The study of social studies helps students develop the ability to make informed and reasoned decisions for the public good. Students are preparing to become citizens of a culturally diverse, democratic society in an interdependent world. The curriculum integrates the disciplines of social science to promote civic competence.

Big Idea/Topic: Understanding the Family

Political Science/Government

- ★ Identify rules and responsibilities of students at home and school that promote safety.
- ★ Create new rules and responsibilities that apply to home and school.
- ★ List who makes rules in families and classrooms.
- ★ Lead a vote over a problem you want to resolve and explain why majority rule is used in group decision making.

Economics

- ★ Describe jobs of family members and jobs you do at home or school.
- ★ List and label goods as “wants” or “needs.”
- ★ Identify a choice made when buying a good or service.

History

- ★ Create a timeline of holidays and special occasions that your family celebrates.
- ★ Describe a family tradition and compare it to that of classmates.

Geography

- ★ Describe how seasons/climate affect how families dress and participate in activities.
- ★ Classify pictures showing how families use air, water, and land in different ways.

- ★ Identify food resources from farms and water resources from rivers and lakes.

Social Science

- ★ Tell about the roles of family members.
- ★ List activities your family does together.
- ★ List social categories (father, cousin, friend) to which you belong.

Technology

Technology is one of many tools that students have at their disposal as they engage in the learning process. Educational technology is the application of technology to the learning process. Technologically literate students access and acquire knowledge, exchange ideas and opinions, solve problems, and create, innovate, and express themselves through the skillful use of a variety of technologies. Technology is integrated into the classroom through

regular planned activities and is used by students when its use will increase understanding and enhance learning.

Tools, Knowledge, and Skills

- ★ Operate a variety of technology devices (computer, listening center).
- ★ Know the basic menu commands (File-Save, File-Exit).
- ★ Create products using a variety of media (KidPix, Microsoft Word).

- ★ Log onto the Internet and navigate to a website.
- ★ Communicate about technology using developmentally appropriate and accurate terminology.
- ★ Demonstrate respect for computer equipment.

Physical Development and Health

Physical development programs offer students the opportunity to enhance the capacity of their minds and bodies. Healthy minds and bodies are basic to academic success and, later in life, to enhancing the ability to contribute to a productive work environment. The health curriculum focuses on health promotion, safety, and understanding the human body and how

it grows and develops. Problem solving, communication, responsible decision making, and team-building skills are major emphases, as well. More specific goals are outlined in the curriculum guide in the following areas: movement skills, physical fitness, team-building, principles of health promotion, human body systems, and promoting health and well-being.

Exercising Healthy Habits

- ★ Understand the importance of moving safely to a healthy lifestyle.
- ★ Be responsible for improving their physical fitness.
- ★ Work cooperatively with others.
- ★ Use a variety of skills to promote their well-being.
- ★ Exercise healthy eating and living habits.

Fine Arts

In addition to their intrinsic value, the arts contribute to children's development and enrich the quality of life. The fine arts—dance, drama, music, and visual arts—are fundamental ways of knowing and thinking. The fine arts curriculum addresses the language of the fine arts, sensory elements, organizational principles, expressive qualities, and how the arts are similar, different, or related to one another. Students also learn how to interpret visual images, sounds, movement, and story.

The creation and performance of the arts is emphasized along with the role of the arts in civilization.

The Arts in My Life

- ★ Use a variety of elements in the arts.
- ★ Use the principles in the arts.
- ★ Create their own original expression of the arts using tools and processes appropriately.
- ★ Know that the arts are created by other cultures



At Hawthorn elementary schools, fourth graders serve as mentors to first grade students who are learning to read.