The New York State Standards guide English Language Arts instruction in the Franklin Square Schools. The curriculum emphasizes the connection among reading, writing, listening, and speaking.

As listeners and readers, students will collect facts and ideas; discover relationships, analyze information, relate literature to their own lives, and use oral and written language for effective social communication.

As speakers and writers, students will use oral and written language to acquire, apply and transmit information; for self-expression, artistic creation, and to present opinions and make judgments.

### READING

Read from informational texts, such as:
- Picture books, dictionaries and encyclopedias
- Signs and labels in the classroom or school

Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas

Comprehend, interpret, and respond to imaginative texts and performance

Engage in pre-reading and reading activities in order to:
- Make connections between personal experiences and stories read
- Predict what might happen next in a story
- Draw conclusions from a story
- Identify characters, settings, and events in a story
- Retell a story
- Distinguish between what is real and what is imaginary

Engage in pre-reading and reading activities in order to:
- Form an opinion about the differences between events in a story and events in their own lives
- Identify the characters in a story and what each contributes to the events of the story
- Recognize different plots in books by the same author
- Distinguish between real and imaginary stories

### WRITING

Write data, facts, and ideas gathered from personal experiences

Write original imaginative texts:
- Create a story with a beginning, middle, and end using pictures/drawings and some words

Write in order to respond to text:
- Express feelings about characters or events in one or more stories
- Describe characters, settings, or events
- List a sequence of events in a story
- Retell a story, using words and pictures
- Identify the problem and solution in a simple story

Write to express opinions and judgments in order to:
- Share what they know, want to know, and have learned (KWL process) about a theme or topic
- Describe the connections between personal experiences, and ideas and information in written and visual texts
LISTENING

Listen in order to:
- Acquire information from nonfiction text
- Identify words and sentences on a chart
- Follow directions involving a few steps
- Gather information about people, places, and events

Listen to imaginative texts and performances in order to:
- Recall sequence of events from a personal experience or story
- Identify character, setting, plot
- Respond to vivid language; for example, nonsense words
- Identify specific people, places, and events

Listen in order to:
- Form an opinion or evaluate information based on information in the world around them

SPEAKING

Speak in order to:
- Connect information from personal experiences to information from nonfiction texts
- Retell more than one piece of information in sequence
- Share observations from classroom, home or community
- Ask questions to clarify topics, directions, and/or classroom routines
  - Respond verbally to questions and/or directions
- Engage in conversations with adults and peers regarding pictures, books, and experiences
- Express feelings about a work of fiction or poetry
- Describe the actions of characters in a story
- Retell familiar stories in a logical sequence
- Recite short poems, nursery rhymes, and finger plays
- Share what they know, want to know, and have learned (KWL process) about a theme or topic
- Express an opinion or judgment about a story, poem, finger play, poster, or advertisement
- Compare characters, settings, or events in two or more stories
The goal of the Math program is to develop problem solving and reasoning abilities. With an emphasis on thinking skills, students will be provided with activities involving concrete objects (manipulative) to develop their numerical concepts and computational abilities. In first grade, the learning experiences will incorporate the following skills:

- Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)
- Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten
- Quickly see and label with a number, collections of 1 to 10
- Count by 1’s to 100
- Skip count by 10’s to 100
- Skip count by 5’s to 50
- Skip count by 2’s to 20
- Verbally count from a number other than one by 1’s
- Count backwards from 20 by 1’s
- Draw pictures or other informal symbols to represent a spoken number up to 20
- Identify that spacing of the same number of objects does not affect the quantity (conservation)
- Arrange objects in size order (increasing and decreasing)
- Write numbers to 100
- Read the number words one, two, three...ten
- Explore and use place value
- Compare and order whole numbers up to 100
- Develop an initial understanding of the base ten system:
  -10 ones = 1 ten
  -10 tens = 1 hundred
- Use a variety of strategies to compose and decompose one-digit numbers
- Understand the commutative property of addition
- Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
- Use before, after, or between to order numbers to 100 (with or without the use of a number line)
- Use the words higher, lower, greater, and less to compare two numbers
- Use and understand verbal ordinal terms, first to twentieth
- Develop and use strategies to solve addition and subtraction word problems
- Represent addition and subtraction word problems and their solutions as number sentences
- Create problem situations to solve addition and subtraction word problems and their solutions as number sentences
- Create problem situations that represent a given number sentence
- Use a variety of strategies to solve addition and subtraction problems with one and two digit numbers without regrouping
- Demonstrate fluency and apply addition and subtraction facts to and including 10
- Understand that different parts can be added to get the same whole
- Estimate the number in a collection to 50 and then compare by counting the actual items in the collection

**Algebra Strand**

- Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)
1st Grade Curriculum Guide

Geometry Strand

- Match shapes and parts of shapes to justify congruency
- Recognize, name, describe, create, sort, and compare two dimensional and three dimensional shapes
- Experiment with slides, flips, and turns of two dimensional shapes
- Identify symmetry in two dimensional shapes
- Recognize geometric shapes and structures in the environment

Measurement Strand

- Recognize length as an attribute that can be measured
- Use non-standard units (including finger lengths, paper clips, students’ feet and paces) to measure both vertical and horizontal lengths
- Informally explore the standard unit of measure, inch
- Know vocabulary and recognize coins (penny, nickel, dime, quarter)
- Recognize the cent notation as ¢
- Use different combinations of coins to make money amounts up to 25 cents
- Recognize specific times (morning, noon, afternoon, evening)
- Tell time to the hour, using both digital and analog clocks
- Know the days of the week and months of the year in sequence
- Classify months and connect to seasons and other events
- Select and use non-standard units to estimate measurements

Statistics and Probability Strand

- Pose questions about themselves and their surrounding
- Collect and record data related to a question
- Display data in simple pictographs for quantities up to 20 with units of one
- Use Venn diagrams to sort and describe data
- Interpret data in terms of the words: most, least, greater than, less than, or equal to
- Answer simple questions related to data displayed in pictographs (i.e., category with most, how many more in a category compared to another, how many all together in two categories)
- Discuss conclusions and make predictions in terms of the words likely and unlikely
- Construct a question that can be answered by using information from a graph
Science instruction in our schools employs a “hands-on” discovery approach to science that promotes the implementation of the scientific method. The science curriculum encourages students to think critically and reason scientifically. The science program presents in-depth exploration of three areas: Life Science, Physical Science and Earth Science. Topics for the first grade program include:

- **Earth Science**
  - Land, Water and Air

- **Physical Science**
  - Movement and Sound

- **Life Science**
  - Habitats
  - How Plants and Animals Live

**HEALTH & SAFETY**

Our goals are to develop healthy living habits and to provide children with information they need to prevent injury and/or abuse to themselves and others. In first grade, the learning experiences will include:

- Practicing good health habits and proper hygiene
- Demonstrating personal safety skills
- Showing an appreciation of one’s uniqueness and the uniqueness of others
- Recognizing choices and their consequences
- Developing healthy, responsible values and attitudes related to substance abuse
- Developing an awareness of the importance of nutrition and eating well balanced meals
The grade one social studies program focuses on helping students learn about their roles as members of a family and school community. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and learn how maps serve as representatives of physical features and objects.

Content Understandings:

<table>
<thead>
<tr>
<th>My Family and Other Families Now and Long Ago</th>
</tr>
</thead>
<tbody>
<tr>
<td>- My role within the family</td>
</tr>
<tr>
<td>- Beliefs, customs, and traditions</td>
</tr>
<tr>
<td>- History of my family</td>
</tr>
<tr>
<td>- Families have a past and change over time</td>
</tr>
<tr>
<td>- Relating family histories</td>
</tr>
<tr>
<td>- Similarities and differences</td>
</tr>
<tr>
<td>- Family members roles and responsibilities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My Community (Geography)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Communities provide facilities and services</td>
</tr>
<tr>
<td>to help satisfy the wants and needs of</td>
</tr>
<tr>
<td>people</td>
</tr>
<tr>
<td>- Places can be located on maps and globes</td>
</tr>
<tr>
<td>- Maps and diagrams serve as representations</td>
</tr>
<tr>
<td>- Cardinal directions used to locate places</td>
</tr>
<tr>
<td>- Symbols can represent places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge of Meeting Needs and Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Through work, people in communities earn</td>
</tr>
<tr>
<td>income to help meet their needs and wants.</td>
</tr>
<tr>
<td>- People make choices on how to spend their</td>
</tr>
<tr>
<td>resources to meet their wants and needs.</td>
</tr>
<tr>
<td>These choices involve costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Symbols of citizenship – Flag of the United</td>
</tr>
<tr>
<td>States of America</td>
</tr>
<tr>
<td>- Roles and responsibilities of citizens</td>
</tr>
<tr>
<td>- Rules and laws</td>
</tr>
</tbody>
</table>
Students in the Franklin Square Schools are provided with opportunities to experience learning activities outside the regular classroom. In coordination with classroom topics, these special area classes enrich learning and contribute to the students' development and knowledge. The special area subjects provide opportunities for students to demonstrate their special talents and skills in these areas:

**ART**

Students will know and use visual art materials, learn new techniques.

- Express feelings, thoughts, and experiences
- Develop motor skills and visual observation
- Experiment with mixing colors; make color choices
- Develop an appreciation of art
- Develop work habits and organizational skills
- Use a variety of art media
- Learn special concepts, art vocabulary

**MUSIC**

- Movement and Dance:
  - Holiday dances
  - Feeling the rhythm
- Singing:
  - Holiday songs
  - Echo singing
  - Pitch differences
- Rhythmic Activities:
  - Echo clapping simple rhythms
  - Rhythm instruments
- Listening:
  - Begin learning “how” to be a good listener
  - Music appreciation

**PHYSICAL EDUCATION**

- Skills (stressing form, eye/hand coordination, and foot/foot coordination):
  - Throwing - Catching - Batting
  - Dribbling - Kicking
- Physical Activities:
  - Strategies (Model “team” concept and rules of basic lead-up games; develop cooperative behaviors)
  - Rhythm and Dance (Introduce movement patterns and control to the beat of the music; emphasize coordination of rhythm with movement)
1st Grade Curriculum Guide

Physical Fitness:
- Health Related Fitness/Wellness (Introduce pulse and respiration rate; cool down/warm up activities)
- Personal Goals (Personal programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition)
- Sportsmanship (Team competition and appropriate behaviors)

Community Resources: (Develop an awareness of opportunities available to them within their community to engage in physical activity)

COMPUTER EDUCATION

The students in the Franklin Square Schools have access to computers both in the computer lab, and in their own classrooms. In 1st grade, children are provided with many motivational computer programs that reinforce their reading and math skills, while developing the following computer skills:
- Demonstrating mouse control
- Recognizing the basic keyboard
- Understanding double clicking
- Editing mistakes
- Printing
- Publishing books

LIBRARY MEDIA CENTER

When the 1st grade students visit the school library media center, the following skills will be stressed:
- Understanding library procedures and library citizenship
- Caring for borrowed books at home and in school
- Selecting books independently
- Shelving books in the EASY section of the library
- Recognizing Caldecott Medal books and the "I Can Read" series
- Identifying selected authors, illustrators and their works
- Exploring the difference between fiction and non-fiction
- Identifying author, title, illustrator
- Developing an awareness of holidays and themes through literature
- Using computers and other state-of-the-art technology within the library program
- Using multi-media materials (videos, filmstrips, and audio-cassettes) for literature and pleasure
- Enjoying read alouds and storytelling in the Story Corner