



First Grade Core Curriculum

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BIBLE CURRICULUM

❖ Instructional Goals

The Students will gain knowledge of God's Word. They will learn what it means to trust Christ as Savior, apply God's Word to their daily life and develop Christ-like character.

❖ Instructional Objectives

The students will:

- ◆ Relate to Bible stories from the Old Testament that shows God as a loving Father and creator and His faithfulness to His people
- ◆ Relate to Bible stories from the New Testament about the life of Jesus and His disciples
- ◆ Learn weekly Scripture verses relating to the Bible lesson or character quality being taught
- ◆ Share prayer requests and pray for each other
- ◆ Learn godly character qualities and how to apply them in daily situations
- ◆ Understand the plan of salvation and how to have a personal relationship with Christ
- ◆ Learn to worship and thank Jesus

❖ Units Studied

- ◆ Creation
- ◆ Fall of Man; God's plan of salvation (Wordless Book)
- ◆ Noah
- ◆ Tower of Babel
- ◆ Abrahamic covenant: Life of Abraham, Isaac and Joseph
- ◆ Life of Jesus: His birth; His ministry; His deity; His ability to forgive sins, His power over nature, over our bodies, over life and death, and ability to heal our minds
- ◆ Biblical character qualities

❖ Instructional Methods

- ◆ Direct instruction
- ◆ Discussion
- ◆ Scripture memory
- ◆ Work sheet activities
- ◆ Chapel preparation
- ◆ Bible videos
- ◆ Devotional books
- ◆ Art, music, literature and drama activities
- ◆ Prayer time
- ◆ 80 minutes per week



❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Reciting Scripture memory
- ◆ Special projects
- ◆ Chapel presentation

❖ **Text/Resources**

- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Biblical Choices for a New Generation, Standard Publishing Co. First Grade, 2002
- ◆ The God of Impossibilities, 2002 teacher's guide
- ◆ A Child's Book of Character Building by Ron Rebekah Coriell
- ◆ CEF; The Wordless Book Visualized
- ◆ Age-appropriate devotional, inspirational and Bible-centered children's books from the library or teacher's resources
- ◆ Bible videos and Various CEF materials

WRITING COMPOSITION CURRICULUM

❖ **Instructional Goals**

Our purpose is to provide a literature-rich environment that inspires the creative writing process for our students. Our goal is to provide opportunities for students to use their God-given talents to put their thoughts and ideas into journal and story form with the help of class instruction and modeling.

❖ **Instructional Objectives**

The students will:

- ◆ Take dictation
- ◆ Write a complete sentence
- ◆ Write five sentences about one topic
- ◆ Put sentences together to form a paragraph and a story
- ◆ Write a class and/or individual story with a beginning, middle and end
- ◆ Learn the writing process (prewrite, rough draft, revise, edit, publish).
- ◆ Use simple research information for writing a report
- ◆ Develop a simple story line
- ◆ Add details
- ◆ Show reading comprehension using responsive writing
- ◆ Implement the 6 + 1 Writing Traits

❖ **Units Studied**

- ◆ Letter writing
- ◆ Journal writing
- ◆ Invitation writing



- ◆ Non-fiction animal reports
- ◆ Fiction stories

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Daily journal writing
- ◆ Modeling writing
- ◆ Individual and group work
- ◆ 90 minutes per week

❖ **Evaluation Techniques**

- ◆ Verbal and written assessments
- ◆ Daily Work
- ◆ Participation in class

❖ **Text/Resources**

- ◆ Open Court Framework for Effective Teaching, Part A and B, Books 1 and 2, 2005
- ◆ Scholastic Trait Crate Grade 1
- ◆ 6 + 1 Traits of Writing: The Complete Guide for the Primary Grades, Ruth Culham
- ◆ Trade Books
- ◆ Supplemental teacher resources

GRAMMAR CURRICULUM

❖ **Instructional Goals**

Our goal is to introduce students to basic grammar concepts used in written and oral language through instruction and modeling. Opportunities are provided to develop effective communication skills through using correct grammar.

❖ **Instructional Objectives**

The students will:

- ◆ Use correct capitalization and punctuation
- ◆ Recognize incorrect simple sentence structure
- ◆ Identify and use describing, naming and action words
- ◆ Recognize homonyms, synonyms and antonyms
- ◆ Correctly write plurals
- ◆ Correctly change verb forms adding suffixes
- ◆ Identify contractions
- ◆ Recognize compound words



❖ **Units Studied**

- ◆ Prefixes and Suffixes
- ◆ Contractions
- ◆ Compound words
- ◆ Plurals
- ◆ Capitalization and punctuation
- ◆ Sentence structure
- ◆ Parts of speech

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Whole Class Instruction
- ◆ Seatwork
- ◆ Homework
- ◆ Daily Oral Language
- ◆ 60 minutes per week

❖ **Evaluation Techniques**

- ◆ Written assessments
- ◆ Daily Work
- ◆ Participation in class

❖ **Text/Resources**

- ◆ Open Court: Teacher Resources
- ◆ Rebecca Sitton Spelling, For First Grade Teachers Egger Publishing, Inc., 2002
- ◆ Teacher Selected Materials

MATHEMATICS CURRICULUM

❖ **Instructional Goals**

The first grade math curriculum will provide opportunities to enable the students to understand and use whole numbers in counting, sorting, classifying, measuring, comparing, ordering, and in computations.

❖ **Instructional Objectives**

The student will cover the following concepts:

- ◆ Identify and understand number concepts and patterns



- ◆ Sets and numbers
- ◆ Number sense
- ◆ One-to-one correspondence writing
- ◆ Comparing-greater than, less than
- ◆ Number counting
- ◆ Ordering numbers
- ◆ Numeral recognition
- ◆ Number words
- ◆ Ordinal numbers
- ◆ Basic addition facts and strategies with sums to 18
- ◆ Basic subtraction facts and strategies with differences to 18
- ◆ Basic double digit addition and subtraction facts and beginning regrouping
- ◆ Write basic number sentences
- ◆ Tell time to the hour and half hour
- ◆ Know the value of a collection of pennies, nickels, dimes, and quarters
- ◆ Estimating
- ◆ Be familiar with and read data on graphs, maps, charts, tallies, and tables
- ◆ Identify and use measurement
- ◆ Read and solve story problems
- ◆ Skip count by 2's, 3's, 5's, and 10's
- ◆ Fractions and shapes
- ◆ Recognizing and writing fact families

❖ **Units studied**

- ◆ Numbers to 12 and Graphing
- ◆ Addition and Subtraction and Readiness
- ◆ Addition and Subtraction Concepts
- ◆ Facts and Strategies to 12
- ◆ Geometry and Fractions
- ◆ Numbers to 60 and Counting Patterns
- ◆ Place Value Numbers to 100
- ◆ Money
- ◆ Telling Time
- ◆ Measurement
- ◆ Facts and Strategies to 18
- ◆ Two-Digit Addition and Subtraction

❖ **Instructional Methods**

- ◆ Counting, sorting, computations, using math manipulatives
- ◆ Calendar activities
- ◆ Daily oral drills
- ◆ Speed drills
- ◆ Participating in individual, small and total group activities and games
- ◆ Workbook activities
- ◆ 200 minutes per week



❖ **Evaluation Techniques**

- ◆ Daily work
- ◆ Oral or written tests
- ◆ Active participation
- ◆ Diagnostic tests

❖ **Texts/Resources**

- ◆ Scott Foresman-Addison Wesley, 2001
- ◆ Box It Or Bag It Mathematics, D. Burke, A. Snider and P. Symonds
- ◆ Teacher Resource Books
- ◆ Various Math Trade Books
- ◆ Aims Education Foundation

PENMANSHIP CURRICULUM

❖ **Instructional Goals**

Our goal is to provide opportunity for daily handwriting practice. Our purpose for penmanship instruction is to develop legible handwriting.

Instructional Objectives

The students will:

- ◆ Learn the correct letter formation
- ◆ Develop the correct pencil grip
- ◆ Learn to write neatly and legibly
- ◆ Legibly copy work from the board.
- ◆ Legibly write dictated words.

❖ **Units Studied**

- ◆ Letter formation
- ◆ Correct spacing
- ◆ Correct posture
- ◆ Correct position of paper
- ◆ Copy work

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Whole Class Instruction
- ◆ Individual instruction
- ◆ 30 minutes per week



❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Participation in class

❖ **Text/Resources**

- ◆ Open Court: Blackline worksheets
- ◆ Teacher selected materials

READING CURRICULUM

❖ **Instructional Goals**

Our basic purpose is to teach decoding skills and sight word recognition to build fluency and develop comprehension skills. Our goal is to develop independent reading skills for instruction and the enjoyment of reading. Students are introduced to a variety of literature including Christian and Biblically based stories.

❖ **Instructional Objectives**

The students will:

- ◆ Identify sounds and letters
- ◆ Use sounds and letters to blend words
- ◆ Identify basic sight words in the context
- ◆ Identify patterns in words
- ◆ Use strategies for comprehension
- ◆ Demonstrate fluency
- ◆ Show phonemic awareness
- ◆ Learn new vocabulary words

❖ **Units Studied**

- ◆ Open Court Reading Level 1, Units 1-6 (green pages, Teacher Edition)
- ◆ Student Anthologies
- ◆ Keep Trying (Unit 7)
- ◆ Games (Unit 8)
- ◆ Being Afraid (Unit 9)
- ◆ Homes (Unit 10)

❖ **Instructional Methods**

- ◆ Photocopied Core Books
- ◆ Whole Class Instruction
- ◆ Direct instruction
- ◆ Literature Units



- ◆ Reading Groups
- ◆ Field Trips - plays
- ◆ 300 minutes per week
- ◆ Scholastic News

- ❖ **Evaluation Techniques**
 - ◆ Phonic assessments
 - ◆ Daily Work
 - ◆ Reading comprehension and fluency assessments

- ❖ **Text/Resources**
 - ◆ Open Court: Reading Edition, 2005
 - ◆ Open Court: Student Anthologies Books 1 and 2, Level 1
 - ◆ Unit Trade Books
 - ◆ Read aloud:
 - Charlotte's Web
 - Mouse and the Motorcycle Series
 - First book of Cul-de-Sac Kids
 - First book of Boxcar Children series

SOCIAL STUDIES CURRICULUM

- ❖ **Instructional Goals**

Our purpose is to instruct first grade students to see how God is at work, not only in history, but also in our world today.

- ❖ **Instructional Objectives**

The students will:

 - ◆ Identify directions on a map and globe
 - ◆ Identify land and water formations
 - ◆ Find the United States on a map and globe
 - ◆ Associate shelters with various people studied
 - ◆ Associate clothing with people, climate or occasion
 - ◆ Become acquainted with the lives and contributions of great men, women and groups in history
 - ◆ Recognize and identify the significance of national symbols and holidays
 - ◆ Be aware of current events

- ❖ **Units Studied**
 - ◆ Our American Heritage: Columbus, Pilgrims, Martin Luther King, Jr., George Washington and Abraham Lincoln



- ◆ Study of other countries and cultures: similarities and differences between the United States and Japan
- ◆ American holidays and customs
- ◆ Current events as appropriate from a Biblical perspective
- ◆ Geography: continents, oceans, basic map skills

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Discussion
- ◆ Reading of related literature and textbooks
- ◆ Games, mapping and art projects
- ◆ Drama and music
- ◆ Videos
- ◆ Field Trips
- ◆ 30 minutes per week

❖ **Evaluation Techniques**

- ◆ Activity sheets
- ◆ Participation in class
- ◆ Special projects

❖ **Text/Resources**

- ◆ Scholastic News, Scholastic Inc.
- ◆ Globe and maps
- ◆ Trade books

SPELLING CURRICULUM

❖ **Instructional Goals**

Students will demonstrate a letter/sound association. They will understand basic spelling patterns and spell core sight words correctly.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Learn spelling by analogy (onsets and rhymes: _at—sat, bat,hat)
- ◆ Learn short vowel spelling patterns (words with one vowel: not)
- ◆ Learn long vowel spelling patterns (words with two vowels: note)
- ◆ Learn consonant spelling patterns (/Z/: boxes, was, wise, zip, fuzzy)
- ◆ Learn digraphs (ch/chin, wh/wish, th/this, wh/when)
- ◆ Learn spelling of double-letter words (will)
- ◆ Learn of words spelled the way they sound (that)
- ◆ Learn of words not spelled the way they sound (they)
- ◆ Learn of silent letters (have)



- ◆ Learn spelling consonant blends (from, stop, plan)

❖ **Strategies and Concepts Studied**

- ◆ Consonant Digraphs
- ◆ Letters that are Words
- ◆ Homophones
- ◆ Visual skills
- ◆ Short Vowels
- ◆ Suffixes
- ◆ Antonyms
- ◆ Spelling Patterns
- ◆ Contractions
- ◆ Making words
- ◆ Silent Letters
- ◆ Irregular spellings
- ◆ Long Vowels
- ◆ Double letters
- ◆ Silent Letters

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Dictation
- ◆ Projects and games
- ◆ Literature experience
- ◆ Sorting words
- ◆ Writing exercises
- ◆ Homework
- ◆ 150 minutes per week

❖ **Evaluation Techniques**

- ◆ Direct instruction
- ◆ Sentence dictation test
- ◆ Assessment of priority words in writing

❖ **Text/Resources**

- ◆ Rebecca Sitton's Spelling Sourcebook for First Grade Teachers, Egger Publishing, Inc., 2002
- ◆ Open Court Reading/Writing



SCIENCE/HEALTH CURRICULUM

- ❖ **Instructional Goals**
Students will learn of the structure and order of God's world as they observe, study nature and interact with their environment.

- ❖ **Instructional Objectives**
The students will:
 - ◆ Observe with the five senses
 - ◆ Introduce magnetic force and poles
 - ◆ Become familiar with and to classify living things, plants, seeds, flowers, leaves
 - ◆ Learn about tame and wild animals, their habitat and relationship to man
 - ◆ Learn about weather and seasons: how they affect people, animals, and plants
 - ◆ Learn about the earth's land and water
 - ◆ Learn the basics of keeping fit and healthy: food groups, healthy foods, exercise, hygiene, and teeth care

- ❖ **Units Studied**
 - ◆ Kinds of Living Things
 - ◆ Weather and Seasons
 - ◆ Magnets
 - ◆ Earth's Land and Water
 - ◆ Keeping Fit and Healthy

- ❖ **Instructional Methods**
 - ◆ Field Trips
 - ◆ Animal Science Reports
 - ◆ Interactive mini-books
 - ◆ Science Labs:
 - "Hands-on" experiments
 - Demonstrations
 - Science videos and OPB educational TV
 - ◆ 30 minutes per week labs
 - ◆ 30 minutes per week integrated with Language Arts, Math and Bible

- ❖ **Evaluation Techniques**
 - ◆ Lab work sheets
 - ◆ Informal activities
 - ◆ **Observation of attitude and participation**



- ❖ Text/Resources
 - ◆ Discovery Works, Silver Burdett Ginn, 1999
 - ◆ Hands-on Science Specialist (See Science Appendix)
 - ◆ Aims Science and Math
 - ◆ McMillian Science Activities
 - ◆ Trade Books