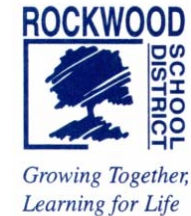


ROCKWOOD SCHOOL DISTRICT

CURRICULUM CONTENT and ESSENTIAL SKILLS

GRADE 1



ROCKWOOD SCHOOL DISTRICT MISSION STATEMENT

The Mission of the Rockwood School District is that all students, with support from the community, parents, and staff, will be provided a dynamic curriculum within a safe and caring environment so they will develop the skills, abilities and attitudes to be lifelong learners and citizens of good character who are prepared to contribute to an ever-changing, global society.

Dear Parents:

The Rockwood School District Board of Education formally adopts all written curricula for all subject areas and all individual courses the District offers. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and in each course. Through this formal process, curriculum in each content area has been also revised and aligned to the state and national standards.

The curriculum committees conduct formal reviews of current literature and current teaching and learning practices in the content area; analyze survey feedback from parents, students, and staff; and examine achievement data for the particular content area. Also involved in this comprehensive process, is securing input and feedback on the documents from college/university staff and the community.

The purpose of this flier is to communicate information about what students should know and be able to do at each grade level, grades K-5. Included in the flier are the essential content and skills from the curriculum documents described above. Copies of the K-5 curriculum documents are located in all elementary school libraries.

A commitment to excellence that ensures Rockwood's graduates are able to meet the real-life challenges of the business community and/or postsecondary institutions is our constant goal. We appreciate the opportunity to educate your child and work with your family.

Craig H. Larson, Ed.D.
Superintendent of Schools

Kathy Peckron, Ph.D.
Deputy Superintendent
for Curriculum & School
Leadership

Dr. Kathy Peckron Phone: 636-938-2210
Deputy Superintendent for Curriculum & School Leadership
Email: peckronkathy@rockwood.k12.mo.us

Mrs. Kathy Ryan Phone: 636-938-2339
Coordinator of Language Arts, K-12; Speech
Email: ryankathy@rockwood.k12.mo.us

Ms. Patty Strauss Phone: 636-938-2326
Coordinator of Math, K-12
Email: strausspatty@rockwood.k12.mo.us

Mr. Mike Szydlowski Phone: 636-938-2328
Coordinator of Science, K-12; Science Expo
Email: szydlowskimichael@rockwood.k12.mo.us

Mrs. Roxanna Mechem Phone: 636-938-2341
Director of Social Studies, K-12; Character Education; Assessment
Email: mechemroxanna@rockwood.k12.mo.us

Mr. Mark Sissom Phone: 636-938-2333
Coordinator of Health/Physical Education, K-12
Email: sissommark@rockwood.k12.mo.us

Dr. Cheryl Venet Phone: 636-938-2331
Coordinator of Fine Arts
Email: venetcheryl@rockwood.k12.mo.us

For more information, see the District's web site at
www.rockwood.k12.mo.us



HEALTH/PHYSICAL EDUCATION – GRADE 1 CONTENT and ESSENTIAL SKILLS

Skills

Locomotor skills:

Walk, Hop, Skip, Gallop, Leap, Jump, Run, Slide, Roll

Non-locomotor skills:

Push, Pull, Bend, Stretch, Twist, Turn, Lift, Swing, Stop, Dodge, Fall, Balance

Manipulative skills:

Passing, Throwing, Catching, Striking, Kicking, Dribbling (hand and foot), Volleying, Rebounding, Striking a moving object, Throwing at or to a moving object

Content

Movement Ed

Self or personal space, general space, directions, levels, pathways, extension; Body parts, kinesthetic feelings, body in space, body in relation to others; Time, force, flow; Relationships between body parts, relationships with objects and people; Combining two or more locomotor/non-locomotor movements; Combining manipulative skills while maintaining a fluid motion; Timing movements in relation to other obstacles/variables; Keeping an object continuously in motion; Skill progression.

Fitness Ed

Strength, endurance, flexibility; Change in heart rate; Three parts of a workout: warm-up, workout, cool-down; How often, how hard, how long; Finding pulse.

Socialization/Cooperation Ed

General classroom rules and procedures; Rules for games and activities; Body awareness and control; Safety procedures when using equipment; Listening Skills; Cooperative play; Respect for others; Respect for rules; Sportsmanship; Problem solving; Self discipline; Goal setting; Decision making; Problem solving; Risk taking .

Health Ed

Introduction to muscles and bones; Five senses; Introduction to heart and lungs; Body parts (calf, thigh, shin, trunk, skull, forearm); Personal health care; Dental health, Hand washing, Head lice, Exercise and sleep, Nutrition; Life management skills; Substance abuse; Disease prevention and control; Safety and first aid.

MATH – GRADE 1 CONTENT and ESSENTIAL SKILLS

Number and Operations

Read, write, combine, and compare numbers, (less than, greater than, equal)
Read and write numbers to 100 (consecutive, nonconsecutive)

Compose and decompose numbers.

Classify and describe numeric relationships (before, between, after).

Solve and create addition and subtraction story problems.

Apply properties of operations (commutative).

Describe or represent mental strategies to compute addition or subtraction problems.

Develop and demonstrate with fluency addition and subtraction facts to 12.

Compute problems horizontally and vertically.

Utilize problem solving strategies in relation to number and operations.

Algebra

Recognize and extend patterns of four or more elements.

Create and analyze patterns.

Classify objects and create representations.

Represent mathematical situations as an expression or number sentence.

Utilize mathematical models involving addition or subtraction with whole numbers.

Utilize problem-solving strategies in algebraic situations.

Geometry

Recognize and name 2- and 3-dimensional shapes using physical models.

Describe and name relative positions in space (left, right, above, below).

Interpret relative positions in space (left, right, above, below).

Utilize transformations on objects (slides, turns).

Recognize and draw three-dimensional representations.

Utilize problem-solving strategies to solve problems involving geometry.

Measurement

Select an appropriate tool for the attribute being measured.

Tell time and utilize units of time to hour/half hour.

Interpret a calendar (days of week, months of year, date, yesterday, today, tomorrow)

Identify and know the value of a penny, nickel, dime, quarter, and half-dollar.

Utilize standard or non-standard measurement (length using paper clips, pencil, etc.).

Utilize problem-solving strategies to solve problems involving measurement.

Data and Probability

Formulate questions and collect data.

Classify and organize data by attributes (characteristics).

Represent and interpret data – pictures, bar graphs.

Utilize problem-solving strategies to solve problems involving data and probability.

LANGUAGE ARTS – GRADE 1 CONTENT and ESSENTIAL SKILLS

Reading

Blend sounds to read words.
Count syllables in words.
Count words in sentences.
Manipulate initial consonant sounds/letters to produce rhyming words.
Blend words with short vowels.
Blend words with long vowels.
Break words into individual sounds.
Use picture clues to aid comprehension.
Use strategies to reading independently.
Use context clues in text to increase understanding.
Read fiction, nonfiction, and poetry.

Writing

Use manuscript writing.
Apply directional concepts to writing: (left to right, top to bottom, and spaces between words).
Write complete sentences – subject/verb or who/what with end punctuation.
Capitalize I, names, and first word in sentence.
Write two related sentences.
Copy/write words from environment.
Label pictures.
Write legibly - use lines/spaces and lowercase letters where appropriate.

MUSIC – GRADE 1 CONTENT and ESSENTIAL SKILLS

Performance

Demonstrate seated posture and vocal exploration.
Sing a varied repertoire including multi-cultural folk music.
Demonstrate a simple bordun (steady beat) on an unpitched instrument.

Music Elements

Demonstrate sol-mi, high/middle/low pitches.
Demonstrate spoken ostinato.
Sing quarter notes, a pair of eighth notes; quarter rest; and strong/weak beats.
Demonstrate fast and slow tempos.
Demonstrate timbre using non-pitched percussion instruments (wood, metals, shakers/scrapers, and membranes/skin).

Aesthetics and Music Criticism

Understand that people have different responses to a variety of musical sounds.
Describe how instrumental timbre is used to represent characters in a song.
Demonstrate the following phrases: call/response, cumulative, introduction, and same/different.

Integration

Connect music to Social Studies through learning about music from different countries.

Music History

Explain the contexts in which Saint-Saens' *Carnival of the Animals* and Prokofiev's *Peter and the Wolf* were created.

ART – GRADE 1 CONTENT and ESSENTIAL SKILLS

Art Production – Elements of Art

Create artworks with vertical, horizontal, and diagonal lines.
Create artworks using and mixing the primary colors.
Create artworks using geometric shapes.
Create three-dimensional geometric artworks.
Create artworks showing a horizon line in a landscape.
Create artworks using repeated patterns.
Create impressed textures in clay.

Art Production – Media Skills and Processes

Create a painting by mixing the primary colors.
Use correct brush grip, paint application & cleaning procedures.
Create a clay slab piece with impressed textures.
Create an artwork with controlled and even marker application.
Create a three-dimensional artwork using wire.
Create a clear print using a handmade collagraph plate.
Experiment with Microsoft Paint on the computer.

Art Production – Subject Matter and Theme

Create an artwork looking at an object or person.
Create original artworks of the following themes/subjects: your family, landscape, still life of plants, architecture of community buildings, and a textile design.

Responding to Art

Distinguish between functional and non-functional artworks.
Discuss and distinguish among portrait, landscape, still life, architecture, and textile artworks.
Describe how the following are used in specific artworks: line, primary colors, geometric shapes/forms, and patterns.

Art History

Look at and discuss artworks from different times, places, and styles that show the following themes/subjects: family, landscape, plants, architecture of community buildings, and textile design.

Integration

Connect shapes and patterns in art to shapes and patterns in math.

LANGUAGE ARTS – GRADE 1 CONTENT and ESSENTIAL SKILLS

Word Study Skills

Spell independently using sounds and letter names.
Spell using sound patterns and sight words.

Study and Research

Find the meaning of a word in a picture dictionary.

Speaking and Listening

Speak clearly.
Maintain eye contact.
Use appropriate volume.
Listen without interrupting.
Make eye contact with speaker.
Follow teacher directions.

SCIENCE – GRADE 1 CONTENT and ESSENTIAL SKILLS

Living Systems

Compare how living things are alike and different.
Identify characteristics that help organisms move, eat, and protect themselves.
Distinguish among homes and habitats.

Ecology

Identify the needs of living things.
Analyze why living things survive in environments where their needs are met.

Earth Processes

Group rocks by physical properties.
Determine what makes up soil.
Realize that fossils are evidence of past life.

Universe

Observe that objects in the sky move in predictable patterns.
Recognize that the sun is our primary source of light and heat.
Discover that the earth is a unique planet in the solar system.
Recognize that the movement of the Earth causes day and night.

Force and Motion

Determine that force is a push or pull.
Experiment with different kinds of forces: magnetism and gravity.
Communicate relative position and motion of one object to another.

Scientific Process Skills

Participate in class experiments.
Make predictions.
Measure using simple instruments.
Create and read class graphs.
Communicate observations.

SOCIAL STUDIES – GRADE 1 CONTENT and ESSENTIAL SKILLS

Government/Civics

Use Democratic Decision Making Process (Identify alternatives, reflect on choices, vote, accept, majority rule.).
Understand promotion of the common good.
Understand individual rights and responsibilities.
Identify authority figures/community leaders and services they provide.
Give examples of how public service helps the common good.
Understand reasons for rules and laws.
Understand and participate in peaceful resolution of conflict.
Use technology to investigate communities.

History

Identify the contributions of important Americans

Washington

Lincoln

Identify important American symbols

Flag

Statue of Liberty

Capitol

Eagle

Explain the significance of important U.S. Holidays

Fourth of July

President's Day

Memorial Day

Construct a simple timeline.

Economics

Understand and apply barter.
Trade using money.
Give examples of specialization of trade.

Geography

Use globes.
Understand that maps represent a place on earth.
Locate land and water on maps and globes.
Locate Missouri and St. Louis on a map.
Locate places North, South, East, and West of a location.
Describe the relative location of a place.

Cultural Awareness

Understand how needs are met by families and friends.
Identify traditions and celebrations of various groups.
Understand that all people have basic needs and rights.

