

## SOCIAL STUDIES

### *HISTORY*

**HI 1:1** Use time and chronology as a means for understanding past, present and future events.

**HI 1:2** Investigate and compare life in the past to life in the present within families and schools.

### *GEOGRAPHY*

**GE 1:1** Describe, compare and explain the characteristics of environment around school and the neighborhood.

**GE 1:2** Describe, compare and explain the characteristics of the local neighborhood and its relationship to the region and the world.

### *CIVICS*

**CI 1:1** Identify the purposes of home, school, and community rules and safety practices to establish personal responsibilities of citizenship.

### *ECONOMICS*

**EC 1:1** Explain how people identify needs and wants and how they are provided in marketplace.

**EC 1:2** Identify and explain the role individuals play in the neighborhood economy.

### *SOCIETY*

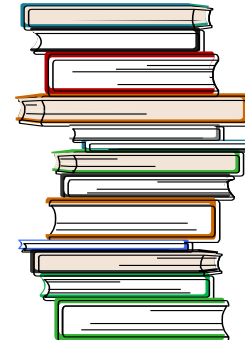
**SO 1:1** Identify a problem, analyze information to solve it, and present the solution to inform others.

## CURRICULUM AND INSTRUCTION

The core curriculum focuses on the results of learning. It is designed to meet student needs by providing a strong foundation in basic skills for life and work success. The curriculum is aligned with state core curriculum guidelines, and the new Common Core Curriculum for math, science, social studies, language arts, and our own school improvement goals. Instructional resources are carefully chosen to support curriculum standards.

Technology, tutorials, supplemental courses, co-curricular, consortia, summer, and community service programs also support the core curriculum.

Upon graduation students are expected to demonstrate proficiency in language arts (reading writing, speaking, listening, and literature), mathematics, social studies, science, health, physical education, fine arts, technology, character education, business, and foreign language education.



The curriculum area represented in this brochure is aligned directly to the content and instructional practices in the Common Core.

If you would like any additional information or have questions, contact your building principal or district office.

### **Elementary Buildings**

**Gladiola**, David Lyon 530-7596

**Oriole Park**, Jennifer Slanger 530-7558

**Parkview**, Kathryn Jobson 530-7572

**West**, Josh Baumbach 530-7533

### **District Office**

Dr. Thomas G. Reeder, Superintendent 530-7550

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W Y O M I N G  
**WOLVES**

# 1st GRADE CORE CURRICULUM STANDARDS

### **Vision Statement**

Wyoming Public Schools will be the first choice for education and the pride of our community.

### **Mission Statement**

Wyoming Public Schools will empower all students to discover and achieve their potential in an inclusive, inspiring and innovative culture of learning.

## LANGUAGE ARTS

### ***PHONICS INSTRUCTION***

**PI 1:1** Read one syllable words.

**PI 1:2** Read words with blends.

**PI 1:3** Read words with digraphs.

**PI 1:4** Read words with silent e.

### ***HANDWRITING***

**HWR 1:1** Correctly write capital and lower case letters and numbers.

### ***ORAL LANGUAGE***

**OL 1:1** Use grade level appropriate skills in the visual and auditory presentation of knowledge and ideas.

### ***CRAFT & STRUCTURE***

**CS 1:1** Use various text features to locate facts and information in a text, and be able to explain the major differences between fiction and non-fiction books.

### ***WRITING***

**WR 1:1** Correctly spell first grade level words from a district list or Houghton Mifflin.

**WR 1:2** Write narratives, recount two or more appropriately sequenced events including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**WR 1:3** Write informative/explanatory texts, name a topic, supply some facts about the topic, and provide some sense of closure.

**WR 1:4** Write opinion pieces, introduce the topic or name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### ***READING***

**RD 1:1** Orally read a first grade level text with fluency.

**RD 1:2** Orally read a first grade level text with accuracy and comprehension.

**RD 1:3** Orally read first grade sight words.

### ***READING COMPREHENSION - LITERATURE***

**RCL1:1** Demonstrate comprehension of narrative text.

## MATHEMATICS

### ***NUMBERS IN BASE TEN***

**1.NBT.A** Extending the counting sequence.

**1.NBT.B** Understand place value.

**1.NBT.C** Use place value understanding and properties of operations to add and subtract.

### ***OPERATIONS/ALGEBRA***

**1.OA.A** Represent and solve problems involving addition and subtraction.

**1.OA.B** Understand and apply properties of operations and the relationship between addition and subtraction.

**1.OA.C** Add and subtract within 20.

**1.OA.D** Work with addition and subtraction equations.

### ***MEASUREMENT AND DATA***

**1.MD.A** Measure lengths indirectly and by iterating length units.

**1.MD.B** Tell and write time.

**1.MD.C** Represent and interpret data.

### ***GEOMETRY/MEASUREMENT***

**1.G.A** Reason with shapes and their attributes.

## SCIENCE

### ***LIFE***

**1.LS1.1** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

**1.LS1.2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**1.LS3.1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

### ***EARTH/SPACE***

**1.ESS1.1** Use observations of the sun, moon, and stars to describe patterns that can be predicted.

**1.ESS1.2** Make observations at different times of year to relate the amount of daylight to the time of year.

### ***WAVE PROPERTIES***

**1.PS4.1** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

**1.PS4.2** Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.

**1.PS4.3** Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.

**1.PS4.4** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

## TECHNOLOGY

### ***CREATIVITY & INNOVATION***

**CI1:1** Use, drawing, and word processing program to communicate and illustrate with the ability to add text to a drawing.

### ***COMMUNICATION & COLLABORATION***

**CC1:1** Work together when using a variety of developmentally appropriate digital tools to communicate ideas.

### ***RESEARCH & INFORMATION LITERACY***

**RI1:1** Interact with Internet based resources, and use digital resources to locate and interpret information with teacher guidance.

### ***CRITICAL THINKING, PROBLEM SOLVING & DECISION MAKING***

**CT1:1** Use digital resources (e.g., dictionaries, websites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners.

### ***DIGITAL CITIZENSHIP***

**DC1:1** Students will understand the Michigan Cyber Safety Initiatives three rules. (Keep Safe, Keep Away, Keep Telling)

**DC1:2** Know to identify and inform a trusted adult.

### ***TECHNOLOGY OPERATIONS & CONCEPTS***

**TC1:1** Discuss the basic care for computer hardware and various media types (CDs, DVDs).

**TC1:2** Use the open, close, save components in a computer system.

**TC1:3** Identify mouse, keyboard, headphones, CPU, and monitor.