

FIRST GRADE 2009



Religion

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Prayer Table Ch. 1 God is Our Father Ch. 2 Heaven is our Home Ch. 3 God Watches over Everything Ch. 4 God's Special Gifts Heaven Rosary Important Role of Mary Tour of the Church Church items Sign of the cross Our Father, Before Meal Prayer, Glory Be 	<ul style="list-style-type: none"> Ch. 5 Adam and Eve Ch. 6 A Sad Story Ch. 7 A Time of Waiting Ch. 8 Getting Ready for the Savior Ch. 9 Mary Hears Some Wonderful News Ch. 10 The Savior is Born Advent/Advent Angels Project Christmas Saint Nicholas Types of Prayer: thanksgiving, petition, praise, and contrition Hail Mary, After Meal Prayer
Essential Questions	<ul style="list-style-type: none"> Who is God? What is heaven? What kinds of things are found in our church? Why is Mary important? 	<ul style="list-style-type: none"> What is Advent? What is the true meaning of Christmas? What is original sin and how did we get it? Who is Jesus?
Assessments	<ul style="list-style-type: none"> Participation Observations Center Work Workbook Activities 	<ul style="list-style-type: none"> Participation Observations Center Work Workbook Activities Tests
Materials and Resources	<ul style="list-style-type: none"> Our Heavenly Father Textbook Our Heavenly Father Workbook Prayer Table/supplies Rosaries St. Ann Church Father Breen / Deacon Mulloy Literature 	<ul style="list-style-type: none"> Our Heavenly Father Textbook Our Heavenly Father Workbook Prayer Table/supplies St. Nicholas (the 8th grader) Literature Movies

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Ch. 11 Three Wise Men Arrive Ch. 12 Jesus Grows Up Ch. 13 Jesus Begins His Work Ch. 14 Jesus Tells the Good News Ch. 15 Jesus Does Wonderful Things Ch. 16 We Believe in Jesus Incarnation Miracles Bible Saints—Francis Xavier, Francis of Assisi Parts of the Mass Hierarchy of the Church: Pope, Bishops, Priests, Deacons 	<ul style="list-style-type: none"> Ch. 17 The Best Gift of All Ch. 18 Jesus Dies for Us Ch. 19 Jesus Was Raised to New Life Ch. 20 Jesus Begins the Church Ch. 21 Jesus Goes Back to Heaven Ch. 22 The Holy Spirit Comes Ch. 23 The Blessed Trinity Ch. 24 God Gives You His Life Sin vs. Grace Holy Week: Last Supper on Holy Thursday, Crucifixion on Good Friday, Resurrection on Easter Sunday Lent/Passion/ Stations of the Cross Pentecost Ascension/Assumption
Essential Questions	<ul style="list-style-type: none"> What is the incarnation and why is it important? 	<ul style="list-style-type: none"> What is the best gift Jesus gave us? What is the difference between sin and grace?

CURRICULUM GUIDE 2009-2010

	<ul style="list-style-type: none"> • What is the Bible? • What is found in the Bible? • What is your favorite story in the Bible? • How is Jesus a role model for us? • What are some examples of miracles Jesus performed? • Why are the saints important to us and our faith? 	<ul style="list-style-type: none"> • Who is part of the Holy Trinity? • Who is the Holy Spirit and what are some symbols of the Holy Spirit? • What happened during Holy Week? • What can you do during Lent to prepare for Easter?
Assessments	<ul style="list-style-type: none"> • Participation • Observations • Center Work • Workbook • Activities • Tests 	<ul style="list-style-type: none"> • Participation • Observations • Center Work • Workbook • Activities • Tests
Materials and Resources	<ul style="list-style-type: none"> • Our Heavenly Father Textbook • Our Heavenly Father Workbook • Prayer Table/supplies • Father Breen • Literature • Movies 	<ul style="list-style-type: none"> • Our Heavenly Father Textbook • Our Heavenly Father Workbook • Prayer Table/supplies • Literature • Movies

READING

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Short vowels: a, i, o, e • Word families: ap, at, ill, it, ick, ink, all • Contractions: ‘s, ‘ll, n’t • Inflections: s, ed, ing • Comprehension strategies: sequence, predicting outcomes, details, drawing conclusions, setting • Variety of literature read: realistic fiction, fiction, nonfiction, fantasy • Author to study: Laura Numeroff • Illustrator to study: Eric Carle • Following directions • Beginning, middle, and ending sounds • Turn and talk, think-pair-share, brainstorming groups • Real vs. make-believe AND fiction vs. nonfiction • Choral reading • Antonyms, synonyms, homophones • Reading strategies: picture clues, prior knowledge • High frequency Word Wall • Unit on mysteries 	<ul style="list-style-type: none"> • Short vowels: e, u (review all) • Word families: est, ent, ang, ing, • Digraphs: th, ng, sh, tch, wh, qu • R-controlled vowels • Compound words • Blends with r, s, l • Contractions: ‘s, n’t, ‘ll • Comprehension strategies: cause/effect, details, character, predicting outcomes, setting • Variety of literature: fantasy, nonfiction, realistic fiction, play, biography • Author to study: Kevin Henkes • Illustrator to study: Chris Van Allsburg • Dramatic interpretations of text • Rhymes • Suffixes and root words • Reading strategies: picture clues, prior knowledge, context clues • High frequency Word Wall • Unit on biographies and plays
Essential Questions	<ul style="list-style-type: none"> • What strategies can you use to help you when you come to a word you don’t know? • Describe Eric Carle’s artistic style. • What are some books that Laura Numeroff has written? • On your arm, please sound out the word cat. Then tell me the beginning, middle, and ending sounds. • What is the difference between fiction and nonfiction 	<ul style="list-style-type: none"> • Name two words that rhyme with best. • In the story, what was the main character like? • What is the suffix or ending found on this word? • Please act out the story we just heard. • What is the setting of this story? • What is a compound word? Give me an example, please.
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Journal writing • Center Work • Worksheets • Projects • Guided Reading • Homework 	<ul style="list-style-type: none"> • Observation • Participation • Journal writing • Center Work • Worksheets • Projects • Guided Reading • Homework
Materials and Resources	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature • Leveled Books • Mystery Readers 	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature • Leveled Books • Mystery Readers

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Long vowels: o—ow, oa, e—ee, ea, y, a—a_e, i—i_e and ow, ou variable vowel sounds • Word families: ake, ate, ine, ite, ice, ide, own, ound • Digraphs: review • Blends: l, s, r • Inflections: ed, ing, s, er, est • Comprehension strategies: setting, fact/fiction, character, alphabetize, classify/categorize, fantasy/reality • Variety of literature read: fantasy, nonfiction, fable, realistic fiction, fiction, science fiction • Author to study: Jan Brett • Illustrator to study: Steven Kellogg • Contractions: ‘ve, ‘re, ‘s, n’t, ‘ll • Change the y to i and add endings • Break words into syllables • Focus on reading with expression • Reading strategies: picture clues, prior knowledge, context clues, chunking • High frequency Word Wall • Unit on fables 	<ul style="list-style-type: none"> • Long vowels: i—y, ie, igh, i, o—o_e, o, a—ai, ay, u—u_e, and vowel variants oo and ea as in head • Word families: ail, ain, oom, oot • Inflections: s, ed, ing, (drop final e and double final consonant are new rules introduced) • Comprehension strategies: alphabetize, cause/effect, plot, cause/effect, main idea, predicting outcomes • Variety of literature read: fantasy, nonfiction, fiction, informational fiction • Author to study: Jack Prelutsky • Illustrator to study: Ezra Jack Keats • Contractions: ‘s, n’t, ‘ll. ‘ve, ‘d, ‘re • Story mapping • Reading strategies: picture clues, prior knowledge, context clues, chunking, sentence structure • High frequency Word Wall • Unit on poetry
Essential Questions	<ul style="list-style-type: none"> • If you were looking for this book, where in the library would you find it? (alphabetizing) • What is a fable? Give me an example of a famous fable. • How can you read this passage with expression? Show me, please. • How can you chunk this word so you can figure it out? 	<ul style="list-style-type: none"> • What was the main idea of the story we just heard? • Can you make a story map of the book we just read? • What are two different types of poems? What kind of poetry is your favorite to read? To write? • Of all the authors and illustrators we read this year, who has been your favorite? Why?
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Journal writing • Center Work • Worksheets • Projects • Homework • Yearly Progress Pro 	<ul style="list-style-type: none"> • Observation • Participation • Journal writing • Center Work • Worksheets • Projects • Homework • Yearly Progress Pro
Materials and Resources	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature • Leveled Books • Mystery Readers • Star Reading Test • Accelerated Reading Program 	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature • Leveled Books • Mystery Readers • Star Reading Test • Accelerated Reading Program

LANGUAGE ARTS

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Inventive spelling • Short vowels: a, i, o, e • Word families: ap, at, ill, it, ick, ink, all • Grammar: sentences, word order, telling sentences, asking sentences, naming parts of sentences, naming parts for two • Writing themes: friendship, favorite activities, favorite animals, creative writing, class adventures, favorite foods, pets • Contractions: 's, 'll, n't • Inflections: s, ed, ing • Proper formation of manuscript letters • Spacing between words, letters, and sentences • Proper way to write the date: use commas to separate day from month, date from year, and year from rest of the sentence 	<ul style="list-style-type: none"> • Inventive spelling • Short vowels: e, u (review all) • Word families: est, ent, ang, ing, • Digraphs: th, ng, sh, tch, wh, qu • R-controlled vowels • Compound words • Blends with r, s, l • Grammar: telling parts of sentences, telling parts for two, complete sentences, nouns, nouns: people or places, nouns: animals or things, one and more than one, special names and titles for people • Writing Themes: book report, dogs, animals, sports, story, story responses, riddles • Contractions: 's, n't, 'll • Prewriting and brainstorming • Participation in peer and teacher conferences
Essential Questions	<ul style="list-style-type: none"> • What are the four types of sentences? • How do you hold your pencil and write your name? • What happens at the beginning of a sentence? • What do you need at the end of a telling sentence? A question? • What is a contraction and what type of punctuation do you need when you write a contraction? 	<ul style="list-style-type: none"> • What does an r do when it is with the vowel (?) ? • What are some ideas you've brainstormed about before writing? • What do you need to do for special names and titles of people? For example, doctor? • What is a compound word? Please give me an example.
Assessments	<ul style="list-style-type: none"> • Weekly Spelling Test • Observation • Participation • Journal writing • Center Work • Worksheets • Projects 	<ul style="list-style-type: none"> • Weekly Spelling Test • Observation • Participation • Journal writing • Center Work • Worksheets • Projects
Materials and Resources	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature 	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Inventive spelling • Long vowels: o—ow, oa, e—ee, ea, y, a—a_e, i—i_e and ow, ou variable vowel sounds • Word families: ake, ate, ine, ite, ice, ide, own, ound • Digraphs: review • Blends: l, s, r • Inflections: ed, ing, s, er, est • Grammar: special names of places, names of days, names of months, names of holidays, using I and me, using he, she, it and they, describing words: feelings, color, size, shape, taste, smell, sound • Writing Themes: creative writing, friends, class play, story response, special places, friendly letter, feelings, how-to paragraph • Contractions: ‘ve, ‘re, ‘s, n’t, ‘ll • Syllables • Change the y to i and add endings • Always capitalizing I when it is by itself 	<ul style="list-style-type: none"> • Inventive spelling • Long vowels: i—y, ie, igh, i, o—o_e, o, a—ai, ay, u—u_e, and vowel variants oo and ea as in head • Word families: ail, ain, oom, oot • Inflections: s, ed, ing, (drop final e and double final consonant are new rules introduced) • Grammar: describing words: how many, weather, er and est, verbs, verbs that tell about now, using am, is, and are, verbs that tell about the past, using was and were, using go and what, contractions with not • Writing Themes: creative writing, stories, journeys, poetry, animals, fantasy, sleep • Contractions: ‘s, n’t, ‘ll. ‘ve, ‘d, ‘re • Awareness of different parts of speech: nouns, verbs, and adjectives • Revisit four types of sentences and end punctuation: . ! ? • Publish a story to share with their parents and keep over the summer
Essential Questions	<ul style="list-style-type: none"> • What do you need to do when you write days of the week or months of the year? • What are some words you would use to describe (anything)? • What happens when you have a word that ends with a y and you want to add an ending to it? • What special thing do you need to do when you write the letter I by itself? 	<ul style="list-style-type: none"> • What do you do to some words when you add an ending? • Please write me a sentence comparing these two apples. • In this sentence, what is the noun? the verb? the adjective? • What are some action words? • When do you use an exclamation point in your writing? • What is your favorite type of writing and why? • What sound does a short a make? Long a? e, i, o, u?
Assessments	<ul style="list-style-type: none"> • Weekly Spelling Test • Observation • Participation • Journal writing • Center Work • Worksheets • Projects 	<ul style="list-style-type: none"> • Weekly Spelling Test • Observation • Participation • Journal writing • Center Work • Worksheets • Projects
Materials and Resources	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature 	<ul style="list-style-type: none"> • Harcourt Trophies: Tennessee Edition • Internet Resources • Games & Manipulatives • Songs & Rhymes • Journals • Literature

MATH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Lessons 1-31 • Oral Math Problems in Journal • Problem Solving Strategies • Addition number sentences • Shapes: squares, circles, rectangles, triangles • Numbers: 1-28 • Money: pennies • Bar graph, pictograph • Fewer, more • Doubles • Patterns • Line of symmetry • Ordinal numbers • Using a balance to weigh objects and compare weight: lighter/heavier • Sorting • Colors • Calendar 	<ul style="list-style-type: none"> • Lessons 32-62 • Oral Math Problems in Journal • Problem Solving Strategies • Subtraction number sentences • Shapes: parallelogram, trapezoid, hexagon, 3D shapes: cube, sphere • Numbers: 29-56 • Money: dimes • Pie graph • One more, one less • Tallest/shortest • Even and odd numbers • Left/right • Counting backward • Counting by 2s, 10s • Identifying capacity of containers • Label Clock face and tell time to the hour • Extra information in word problems • Calendar • Measurement with non standard units
Essential Questions	<ul style="list-style-type: none"> • How can you represent a number? • Which coin is a penny and how much is it worth? • How many angles and sides does a (any shape) have? • By looking at the graph, what is one thing you can tell me? • How would you sort this group of objects? Why? • Tell me a some, some more story. • What does a line of symmetry do? 	<ul style="list-style-type: none"> • Which coin is a dime and how much is it worth? • Tell me a some, some went away story. • By looking at the graph, what is one thing you can tell me? • What time does the clock say? • How many pennies long is your desk? • What number comes before (any number)? • What's the difference between even and odd numbers? • Can you raise your right hand? Your left hand?
Assessments	<ul style="list-style-type: none"> • Written Assessments • Oral Assessments • Center Work • Homework • Observations • Participation 	<ul style="list-style-type: none"> • Written Assessments • Oral Assessments • Center Work • Homework • Observations • Participation
Materials and Resources	<ul style="list-style-type: none"> • Saxon Math • Internet Resources • Games & Manipulatives • Doubles Rap • Math journals • Pennies • Pattern blocks • Linking Cubes • Geoboards 	<ul style="list-style-type: none"> • Saxon Math • Internet Resources • Games & Manipulatives • Math journals • Dimes • Clocks • Balance • 3D shapes • Linking cubes

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Lessons 63-94 • Oral Math Problems in Journal • Problem Solving Strategies • Shapes: rhombus • 3D shapes: cones, cylinders • Numbers: 57-85 • Money: trading pennies for dimes, introduce all other coins before testing • Place value: ones, tens • Introduce $<$, $>$, and $=$ before testing • Pairs • Tally marks • Counting by 5s • Number words • Digits • Dividing shapes into halves • Doubles plus one • Estimating • Telling time to the half hour • Adding 10 to a number • Adding two-digit numbers without regrouping • Calendar • Measurement with standard units using a ruler 	<ul style="list-style-type: none"> • Lessons 95-135 • Oral Math Problems in Journal • Problem Solving Strategies • Shapes: review all • 3D shapes: rectangular prism, triangular prism • Numbers: 85-122 • Money: nickels, quarters, half dollars, dollars • Place value: ones, tens, hundreds • Subtracting 10 from a number • Counting by 100s • Congruent shapes • Dozen and half dozen • Fractions • Identify cup, quart, gallon, and liter • Adding 3 single digit numbers • Polygons • Subtracting two-digit numbers without regrouping • Reading a thermometer • Calendar • Fact families
Essential Questions	<ul style="list-style-type: none"> • Which coin is a nickel and how much is it worth? • How many digits are in this number? • If I have 22 pennies, how many dimes and pennies would that be? • Can you count by 5s for me? • What time does that clock show? • When adding two digit numbers together, where do you start? 	<ul style="list-style-type: none"> • Can you count this pile of change for me? • What is ten less than this number? • How many are in a dozen? • What makes a shape a polygon? • What does congruent mean? • Can you point to the hundreds place in this number? • What temperature does the thermometer show? • What number sentences can you make for the fact family 3, 4, and 7?
Assessments	<ul style="list-style-type: none"> • Written Assessments • Oral Assessments • Center Work • Homework • Observations • Participation 	<ul style="list-style-type: none"> • Written Assessments • Oral Assessments • Center Work • Homework • Observations • Participation
Materials and Resources	<ul style="list-style-type: none"> • Saxon Math • Internet Resources • Games & Manipulatives • Clocks • Rulers • Geoboards • Money • 3D shapes 	<ul style="list-style-type: none"> • Saxon Math • Internet Resources • Games & Manipulatives • Thermometers • Egg carton • Geoboards • Money • 3D shapes

SOCIAL STUDIES

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Ch. 1 How Do We Get Along in School? • Ch. 2 Why Is It Important to Learn from Each Other? • Ch. 3 Why Do Schools Have Rules? • Ch. 4 Who Helps Us at School? • Ch. 5 How Are We Good Helpers at School? • Community • Work vs. Play • Christopher Columbus 	<ul style="list-style-type: none"> • Ch. 6 What Is a Map? • Ch. 7 What Was School Like Long Ago? • Ch. 8 What Groups Do We Belong To? • Voting • Globes vs. Maps • Cardinal directions, legends, map keys, symbols • U.S. in relation to the equator, North Pole, South Pole, continents and oceans • Past vs. present • Direction words (this way, left, right, here, there, nearby, far)
Essential Questions	<ul style="list-style-type: none"> • Why are rules important? • Who helps us at school and in our community? • How can we get along with others? • What is the difference between work and play? • Why do people work? • Who was Christopher Columbus? 	<ul style="list-style-type: none"> • What are different kinds of communities that we belong to? • How are maps and globes similar? How are they different? • Why do people vote? • Where is the United States on a map? TN? Nashville? • Where is the United States in relation to (any place)?
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Workbook pages • Activities • Center Work • Quizzes 	<ul style="list-style-type: none"> • Observation • Participation • Workbook pages • Activities • Center Work • Quizzes
Materials and Resources	<ul style="list-style-type: none"> • Social Studies Alive! My School and Family textbook • Social Studies Alive! My School and Family workbook • Scholastic News • National Geographic Young Explorer • Community Resources—guest speakers: Mr. Foreman, Mr. Cedric, Miss Vicky / field trips: playground to practice getting along • United Streaming Videos 	<ul style="list-style-type: none"> • Social Studies Alive! My School and Family textbook • Social Studies Alive! My School and Family workbook • Scholastic News • National Geographic Young Explorer • Community Resources: guest speakers, field trips • United Streaming Videos • Maps

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Ch. 9 How Are Families Special? • Ch. 10 What Do Families Need and Want? • Ch. 11 How Do Family Members Care for Each Other? • Learn Addresses • Important symbols of the U.S. • U.S. flag, pledge, Star Spangled Banner 	<ul style="list-style-type: none"> • Ch. 12 How Do Families Change? • Ch. 13 What Are Family Traditions? • Ch. 14 What Do Good Neighbors Do? • Family customs • Tolerance and respect for differences
Essential Questions	<ul style="list-style-type: none"> • What are the basic needs of every human being? • What is the difference between a need and a want? • What is your address? • What are some symbols of our country? • What does your family do to help you and what do you do to help your family? 	<ul style="list-style-type: none"> • What family traditions does your family have? • Describe another family custom that you have learned about. How is it different than what your family does? How is it the same? • How can you be a good neighbor? What does it look like?
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Workbook pages • Activities • Center Work • Quizzes 	<ul style="list-style-type: none"> • Observation • Participation • Workbook pages • Activities • Center Work • Quizzes
Materials and Resources	<ul style="list-style-type: none"> • Social Studies Alive! My School and Family textbook • Social Studies Alive! My School and Family workbook • Scholastic News • National Geographic Young Explorer • Community Resources: guest speakers, field trips • United Streaming Videos 	<ul style="list-style-type: none"> • Social Studies Alive! My School and Family textbook • Social Studies Alive! My School and Family workbook • Scholastic News • National Geographic Young Explorer • Community Resources: guest speakers, field trips • United Streaming Videos

SCIENCE

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Seasons (focus on fall)—collect leaves • Practices recycling • Environmutt puppet show by Metro • Five senses • INTRODUCE Scientific method: predict outcomes, draw conclusions, record data, report data graphically, make deductions, make generalizations, recognize cause and effect relationships • Carrot top experiment • Identify pollution on land and in the ocean • Living vs. nonliving • Lifecycle of a frog starting with tadpoles • Lifecycle of organisms that undergo metamorphosis: larva, pupa, and adult stages 	<ul style="list-style-type: none"> • Seasons (focus on winter)—thermometers and temperature, thunder and lightning, and how to be safe in a storm • Practices recycling • Visit the recycling center • Land vs. water ratio and surface features of the earth: continent, ocean, sea, hills, mountains, valleys, plains, rivers, bays, islands • Planets, moon, rotation of the earth, sun, tilt, gravity • Shadows • Animal homes and natural environments • Magnets
Essential Questions	<ul style="list-style-type: none"> • What are the four seasons and characteristics of each? • What types of things can be recycled? • What are your five senses and what does each sense help you do? • How can you tell if something is living or nonliving? • What is the lifecycle of a frog? A butterfly? • How would you conduct an experiment? 	<ul style="list-style-type: none"> • What happens at a recycling center? At a landfill? • What planet do we live on? Tell me about it. • Name some land features and point them out on a map. • What kind of natural habitat does a (animal) live in and why? • Which of these objects are magnetic? • What are the names of all of the planets? Pick one and tell me about it.
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Center Work • Worksheets • Projects 	<ul style="list-style-type: none"> • Observation • Participation • Center Work • Worksheets • Projects
Materials and Resources	<ul style="list-style-type: none"> • Scholastic News • National Geographic Young Explorer • United Streaming Videos • Nature/community garden • Internet Resources • Metro Beautification and Environment Commission 	<ul style="list-style-type: none"> • Scholastic News • National Geographic Young Explorer • United Streaming Videos • Nature/community garden • Internet Resources • Metro Beautification and Environment Commission

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> • Seasons (focus on spring)—how animals adapt to different weather • Practices recycling • Trees are Terrific program by Metro • Compares weights by using a scale, balance, and hands • Water cycle and clouds • 5 animal groups: fish, amphibians, reptiles, birds, and mammals • 3 states of matter: solids, liquids, and gases 	<ul style="list-style-type: none"> • Seasons (focus on summer)—discuss dew and frost as well • Practices recycling: Ring Around the School for Earth Day • REVIEW Scientific method: predict outcomes, draw conclusions, record data, report data graphically, make deductions, make generalizations, recognize cause and effect relationships • Parts of a plant—grow grass and/or flowers • Earthquakes, weathering, erosion, sediment • Review young animals with the appropriate parent, ways animals take care of their young, and ways animals communicate • Pollination
Essential Questions	<ul style="list-style-type: none"> • Why are trees important to the earth? • Show me how to weigh this object using a scale, a balance, and your hands. • Describe the water cycle. • How are clouds formed? • What are some characteristics of fish? Amphibians? Reptiles? Birds? Mammals? • What are the three states of matter? How does temperature affect this? 	<ul style="list-style-type: none"> • What do plants need to live? • What can you do to help the earth? • What are the parts of a plant? • Why is pollination important? • What are some ways animals take care of their young? Communicate? • What are the main parts of the scientific method?
Assessments	<ul style="list-style-type: none"> • Observation • Participation • Center Work • Worksheets • Projects 	<ul style="list-style-type: none"> • Observation • Participation • Center Work • Worksheets • Projects
Materials and Resources	<ul style="list-style-type: none"> • Scholastic News • National Geographic Young Explorer • United Streaming Videos • Nature/community garden • Internet Resources • Metro Beautification and Environment Commission 	<ul style="list-style-type: none"> • Scholastic News • National Geographic Young Explorer • United Streaming Videos • Nature/community garden • Internet Resources • Metro Beautification and Environment Commission

SPANISH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> • Expand/review from K • Greet others and respond to greetings • Ask names of others • Introduce themselves and others • Say goodbye • Identify familiar classroom objects and school personnel • Review and count from 0-10 • Say how they feel • Ask how others feel 	<ul style="list-style-type: none"> • Identify colors • Recite the days of the week • Ask/tell the day of the week • Count from 11-20 • Identify shapes • Ask/tell the name of a number, the shape of an object, and the color of an object • Identify parts of the body • Transition from saying the <i>Gloria</i> prayer to the <i>Ave Maria</i> • Discuss the importance of the Day of the Dead and Our Lady of Guadalupe
Essential Questions	<ul style="list-style-type: none"> • How do we greet/take leave of each other in Spanish? • How are introductions made? • Why is there a different way to speak to or about people? • How do we ask how someone is feeling in Spanish, and why is it important? 	<ul style="list-style-type: none"> • What are the basic colors and days of the week? • Can you name the days of the week in order? • What are the names of shapes, and where can we find them in the classroom? • What are the parts of the body? • Why are the celebrations of the Day of the Dead and Our Lady of Guadalupe important? • How is each celebrated?
Assessments	<ul style="list-style-type: none"> • Lesson tests • Class work (oral and written) 	<ul style="list-style-type: none"> • Lesson tests • Class work (oral and written)
Materials and Resources	<ul style="list-style-type: none"> • ¡Viva el español! series <u>System A</u> text/workbook • <u>System A</u> assessment manual and resource book • Internet resources • DVD and video resources • Frog puppet, story books, vocabulary cards, color sheets • Songs 	<ul style="list-style-type: none"> • ¡Viva el español! series <u>System A</u> text/workbook • <u>System A</u> assessment manual and resource book • Internet resources • DVD and video resources • Frog puppet, story books, vocabulary cards, color sheets • songs

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Identify and describe domestic/farm animals Tell what they have Ask what others have Describe what others have Expand on how the student and others feel Describe something/someone Tell how old they are and ask someone's age Ask/tell what someone says Count from 21-30 Ask/tell the date 	<ul style="list-style-type: none"> Identify/describe family members Describe the current weather Ask someone about the weather Identify the months of the year in proper order Identify Cinco de Mayo and why it is important
Essential Questions	<ul style="list-style-type: none"> What are common domestic/farm animals? Can you name what you are in possession of and what someone else has? How do you and your classmates feel What does something/someone look like How old are you What is the date of _____? 	<ul style="list-style-type: none"> Who are the members of your family? What are their names What's the weather like? Can you name the months in order? What is Cinco de Mayo, and why is it important?
Assessments	<ul style="list-style-type: none"> Lesson tests Class work (oral and written) 	<ul style="list-style-type: none"> Lesson tests Class work (oral and written)
Materials and Resources	<ul style="list-style-type: none"> ¡Viva el español! series <u>System A</u> text/workbook <u>System A</u> assessment manual and resource book Internet resources DVD and video resources Frog puppet, story books, vocabulary cards, color sheets songs 	<ul style="list-style-type: none"> ¡Viva el español! series <u>System A</u> text/workbook <u>System A</u> assessment manual and resource book Internet resources DVD and video resources Frog puppet, story books, vocabulary cards, color sheets songs

TECHNOLOGY

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> Parts of the computer: headphones, speakers, CD-ROM, printer, monitor, keyboard, mouse Ability to turn on and off computer independently Appropriate care of keyboard, mouse, and CD-ROM 	<ul style="list-style-type: none"> Use and understand basic computer terms: login, cursor, Internet, web browser, web site, word wrap Practice proper posture and finger positions on the keyboard Home-row keys Learn mouse skills: manipulate cursor using mouse, click to select, and double-click to select
Essential Questions	<ul style="list-style-type: none"> What are the basic parts of a computer? Can you turn on and off the computer for me? How do we take care of the computer? 	<ul style="list-style-type: none"> Can you explain these basic computer terms for me? How do you sit when you are going to type on the computer? Where is the home-row on the keyboard? Can you show me how to use the mouse to get to the Internet?
Assessments	<ul style="list-style-type: none"> Observation Participation Center Work 	<ul style="list-style-type: none"> Observation Participation Center Work
Materials and Resources	<ul style="list-style-type: none"> Computers Microsoft Word Internet Explorer Printer 	<ul style="list-style-type: none"> Computers Microsoft Word Internet Explorer Printer
	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> Access and exit software Practice keyboarding skills Use the Internet to demonstrate basic use of web browser Log in to YPP by themselves Learn these keys: ESC, shift, arrow keys, spacebar, backspace, delete, enter, ALT, CTRL 	<ul style="list-style-type: none"> Learn about the impact of computers and technology on people's lives Identify the functions and advantages of word processing As an end of the year project, type a story or poem to share with parents at the year end celebration Choose font, style, and size for the project Create, save, open, and print document for project Add a picture or graphic to text to finish project
Essential Questions	<ul style="list-style-type: none"> How can you go to Starfall on the computer? Can you show me how to log in to YPP? Where is this key (enter, spacebar, etc) and what does it do? 	<ul style="list-style-type: none"> Why is technology important? How is using a computer helpful? How should you save your file so you can find it later?
Assessments	<ul style="list-style-type: none"> Observation Participation Center Work 	<ul style="list-style-type: none"> Project Participation AND Observation Center Work
Materials and Resources	<ul style="list-style-type: none"> Computers Microsoft Word Internet Explorer Printer Typing Game 	<ul style="list-style-type: none"> Computers Microsoft Word Internet Explorer Printer

HEALTH AND FITNESS

Every new academic year, when the tennis shoes are still squeaky clean and students are eager to please, I have to remind them that Health & Fitness class is not about sports. Yes, we spend some time on certain skills (dribbling, batting, tagging, jumping, etc.) in respect to lead-up games, but Health & Fitness class is about movement and healthy life choices. With a greater amount of our population becoming obese, especially children, it is more important than ever students find some kind of movement and aerobic activity they enjoy and will continue doing in later years.

I meet twice weekly with Grade K-4 and once a week with Grade 5-8. Each session lasts 40 minutes and begins with a quick prayer on the "prayer circle." Students then respond to two whistle blows by hustling to their stretching and exercise spots where we usually spend 4-6 minutes warming up. At this point, some fitness activity is in order---jogging, sprinting, dancing, etc. Students are more than ready to move around after a morning or afternoon of classes! The remaining time is dedicated to instruction and a game activity. And do we cover the gamut---relay races, parachute activities, soccer skills, whistle drills, kicking, dribbling, dodging, shooting, basketball, flag football, balancing activities, cooperative games with partners, floor hockey, kickball, batting, strength exercises, and bean bag activities to name a few. Of course there's tennis, jax, tumbling, noodle fun, bucket stilts, rhythm activities, jump rope, hula hoops, croquet, and volleyball. We can't forget badminton, Billy Ball, Threeball, four square challenges, hurdles, and balloon play. Did I mention scooters, Alaskan football, Gertie ball, Skip It, and wiffle ball? Whew! We *do* like to keep moving, learn new skills, and fine-tune old ones.

We talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco /alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion during class. My belief is the more children hear and, better yet, *see* a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%).

Readiness simply entails wearing tennis shoes to class and being ready for the prayer circle, warm up, and instruction;

Participation requires students to be *actively involved* throughout the period; **Effort** is trying---even if you can't always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* me and classmates.

THEATRE ARTS

Content	<ul style="list-style-type: none"> • All of Kindergarten Content • Work with own group • Sit to plan and stand to practice • Story Elements: Conflict/resolution (Why?), Character (Who – Protagonist, antagonist), Beginning Middle End (What – Plot), Setting/Environment (when, where), Theme/idea/message (what?) • 4 Word Focus (imagining, concentrating, transforming, imitating)
Essential Questions	<ul style="list-style-type: none"> • Review of Kindergarten questions • Why is it important to work in a group with others? • How can we work well with others? • Why is it important to separate our planning time from our practice time? • What are the elements of a story? • Why are these elements important to include in a story? • What is “imagination” and why is it important in drama? • How do we concentrate and why is it important in drama? • What is “transformation” and why is it important in drama? • What is “imitation” and why is it important in drama?
Assessments	<ul style="list-style-type: none"> • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • Getting Started With Drama – Karen I. Erickson • Various theatre resources • Internet

MUSICAL ARTS

Content	<ul style="list-style-type: none"> • Music describes scenes • Music has a beat • The beat of music can be fast or slow • Rhythm instruments help us keep the beat • Music can sound high or low • Instruments that play melodies • Percussion and beat • Half and Quarter notes/ Whole Notes / Eight Notes • Lines and spaces of the staff • vocal technique • Loud, soft, accent • staff, treble and bass clefs • Notes stay the same, step, and leap • Solfege (sol and do) • Half and Whole Rests • Dotted Notes • Composers (Haydn and Rimsky-Korsakov)
Essential Questions	<ul style="list-style-type: none"> • How could you use music to describe a rainbow? A sunset? A happy time? A sad time? • Why is the heartbeat of a song important? • What does the beat tell us about a song? • What is a melody? • How do we write music? • How do notes move to make high notes or low notes? • What is a composer?
Assessments	<ul style="list-style-type: none"> • Workbook • Aural Evaluation • Observation • Performance
Materials and Resources	<ul style="list-style-type: none"> • God Made Music 1 • Songbooks • CD's • Internet

VISUAL ARTS

Note: Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: White Cycle---Grades 8, 5, and 2; Navy Cycle---Grades 7, 4, and 1; Red Cycle---Grades 6, 3, and Kindergarten.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content---and for good reason. Most projects span 3-4 classes, from “blueprint” to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I’ve been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue’s *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student’s ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

Grade	Content
1 st	<ul style="list-style-type: none"> • What is Art (review) • Lines Make Shapes • Color Wheel • Warm vs. Cool Colors • Balance: Symmetry in Nature and Art • City Scapes • Multi-media Collage • Self portraits • Abstract vs. Realism • Impressionism • Clay Play---distinguishing paintings from sculpture • Watercolor • Art in Literature (Picture Storybooks)