First Grade Curriculum Sample

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| COMPOSITION/CREATIVE WRITING |
| GOAL: Write thoughts into sentences |
| SUPPORTING SKILLS AND CONCEPTS:   * Identify and write uppercase and lowercase letters * Use a word bank to help spell difficult words * Write complete sentences using sight vocabulary and words following known spelling patterns * Answer questions orally using complete sentences * Write sentences to answer questions or to give simple directions |
| GOAL: Participate in group creative writing activities |
| SUPPORTING SKILLS AND CONCEPTS:   * Create a vocabulary list related to a story topic * State and discuss ideas for a story * Dictate a main idea sentence * Discuss details for a story * Create a title for a story |

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| MATHEMATICS |
| GOAL: Demonstrate an understanding of addition and subtraction |
| SUPPORTING SKILLS AND CONCEPTS:   * Demonstrate knowledge of addition and subtraction facts through 10 * Use models, equations, and fact strategies to solve addition and subtraction problems * Use problem-solving skills to write a number sentence * Use a number line to add or subtract * Write and solve vertical and horizontal addition sentences * Write and solve vertical and horizontal subtraction sentences * Model and solve real-life addition and subtraction problems * Find differences by writing subtraction sentences * Solve addition and subtraction story problems |
| GOAL: Develop a basic understanding of solid figures and plane shapes |
| SUPPORTING SKILLS AND CONCEPTS:   * Describe/explain/name solid figures * Describe/explain “faces” and “vertices” * Describe/explain/name plane shapes |
| GOAL: Develop an understanding of spatial sense |
| SUPPORTING SKILLS AND CONCEPTS:   * Understand and explain open and closed figures * Use pictures to solve problems * Use position words to indicate spatial relationships * Describe and explain “symmetry” * Describe, explain and demonstrate slides and turns |

Second Grade Curriculum Sample

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| SPELLING |
| GOAL: Increase spelling skills and word knowledge |
| SUPPORTING SKILLS AND CONCEPTS:   * Practice reading vocabulary—say-spell-say * Identify synonyms and antonyms for given words * Locate and identify word opposites * Use sound blending to read new words * List words in a word family/pattern * Match words and word meanings |
| GOAL: Apply spelling skills |
| SUPPORTING SKILLS AND CONCEPTS:   * Sort spelling words by vowel sounds * Identify endings to make rhyming words * Proofread work to locate words spelled incorrectly |
| GOAL: Demonstrate knowledge of how to use a dictionary |
| SUPPORTING SKILLS AND CONCEPTS:   * Use a dictionary to locate words to check spelling and find definitions * List words in alphabetical order by the first letter * Check dictionary to determine part of speech of given words * Use analogies to compare words |

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| COMPOSITION/CREATIVE WRITING |
| GOAL: Properly punctuate, capitalize, and organize original writing |
| SUPPORTING SKILLS AND CONCEPTS:   * Use appropriate punctuation, spelling, and capitalization in written narratives * Write book reports using topic sentence, setting, characters, and story summary * Write a story based on a picture or photograph * Use3 time order words to create a story sequence and to write directions to complete a task |
| GOAL: Write business and social letters |
| SUPPORTING SKILLS AND CONCEPTS:   * Develop familiarity with the parts of a letter * Write letters to authors of favorite books * Describe a favorite story or part of a story, and develop questions to ask the author * Write a letter to a friend |
| GOAL: Think like a writer |
| SUPPORTING SKILLS AND CONCEPTS:   * Write groups of related sentences using word webs * Observe and follow the steps in the writing process: pre-write, write, revise, edit, and publish * Use word banks to describe people, places, or things * Use peer readers to critique student writing |

Third Grade Curriculum Sample

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| SOCIAL STUDIES |
| GOAL: Develop an understanding of good citizenship |
| SUPPORTING SKILLS AND CONCEPTS:   * Describe the rights and responsibilities of citizens * Identify rules, laws, and consequences if not followed by citizens * Describe actions and contributions of historical figures who have helped secure rights and freedoms |
| GOAL: Develop an understanding of the expansion of the United States |
| SUPPORTING SKILLS AND CONCEPTS:   * Analyze how innovations in transportation shape the growth in the United States * Describe how Lewis and Clark and Sacagawea contributed to the growth of the American West * Explain and trace the growth of railroads * Understand the invention of the airplane and its improvements in worldwide travel |
| GOAL: Develop an awareness of Native American tribes in the United States |
| SUPPORTING SKILLS AND CONCEPTS:   * Identify different Native American tribes and their relationship to the United States * Describe areas that Native Americans lived and thrives * Compare and contrast different tribes and clans * Research a Native American tribe and construct a dwelling |
| SCIENCE |
| GOAL: Identify the life cycle of animals and plants |
| SUPPORTING SKILLS AND CONCEPTS:   * Use a graph to demonstrate the meaning of “life cycle” * Name the stages of the life cycle of a plant and an animal * Make observations to determine characteristics of various states of the life cycle * Identify how and who takes care of a living animal and plant |
| GOAL: Develop familiarity with the elements of the solar system |
| SUPPORTING SKILLS AND CONCEPTS:   * Identify elements of the solar system: sun, moon, planets, and stars * Identify and describe differences between the sun and the moon * Describe the earth’s rotation * Identify causes for changing seasons |