

# South Windsor Public Schools

Eli Terry Elementary School  
Orchard Hill Elementary School  
Philip R. Smith Elementary School  
Pleasant Valley Elementary School

## Curriculum Guide **1st Grade**



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# LITERACY

Unit Name	Skills/Student Outcomes
<b>Reading Literature and Informational Text</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text <span style="float: right;">RL/RI.1</span></li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson <span style="float: right;">RL.2</span></li> <li>• Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types <span style="float: right;">RL.5</span></li> <li>• Compare and contrast the adventures and experiences of characters in stories <span style="float: right;">RL.9</span></li> <li>• Identify main topic and retell key details of a text <span style="float: right;">RI.2</span></li> <li>• Describe the connection between two individuals, events, ideas, or pieces of information in a text <span style="float: right;">RI.3</span></li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text <span style="float: right;">RI.5</span></li> <li>• Identify the reasons an author gives to support points in a text <span style="float: right;">RI.8</span></li> <li>• Identify basic similarities in and differences between two texts in the same topic (e.g., in illustrations, descriptions, or procedures) <span style="float: right;">RI.9</span></li> <li>• With prompting and support, read prose, poetry, and informational texts of appropriate complexity for grade 1 <span style="float: right;">RL/RI.10</span></li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure <span style="float: right;">W.1</span></li> <li>• Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure <span style="float: right;">W.2</span></li> <li>• Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure <span style="float: right;">W.3</span></li> <li>• Participate in shared research and writing projects <span style="float: right;">W.7</span></li> <li>• With guidance and support from adults:               <ul style="list-style-type: none"> <li>• focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed <span style="float: right;">W.5</span></li> <li>• use a variety of digital tools to produce and publish writing, including in collaboration with peers <span style="float: right;">W.6</span></li> <li>• recall information from experiences or gather information from provided sources to answer a question <span style="float: right;">W.8</span></li> </ul> </li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly <span style="float: right;">SL.4</span></li> <li>• Ask/answer questions about what a speaker says in order to gather additional information/clarify something that is not understood <span style="float: right;">SL.3</span></li> <li>• Follow agreed-upon rules for discussions <span style="float: right;">SL.1.a</span></li> <li>• Build on others' talk in conversations by responding to the comments of others through multiple exchanges <span style="float: right;">SL.1.b</span></li> </ul>
<b>Language and Foundational Skills in Reading</b>	<ul style="list-style-type: none"> <li>• Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) <span style="float: right;">RF.1.a</span></li> <li>• Recognize and read grade-appropriate irregularly spelled words <span style="float: right;">RF.3.g</span></li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary <span style="float: right;">RF.4.c</span></li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables <span style="float: right;">RF.3.e</span></li> <li>• Use singular and plural nouns with matching verbs in basic sentences <span style="float: right;">L.1.c</span></li> <li>• Use verbs to convey a sense of past, present, and future <span style="float: right;">L.1.e</span></li> <li>• Use frequently occurring conjunctions <span style="float: right;">L.1.g</span></li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts <span style="float: right;">L.1.j</span></li> <li>• Use end punctuation for sentences <span style="float: right;">L.2.b</span></li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words <span style="float: right;">L.2.d</span></li> <li>• Use sentence-level context as a clue to the meaning of a word or phrase <span style="float: right;">L.4.a</span></li> </ul>

# MATHEMATICS

Domain Name	Skills/Student Outcomes
<b>Operations and Algebraic Thinking</b>	<p><i>Represent and solve problems involving addition and subtraction</i></p> <ul style="list-style-type: none"> <li>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem 1.OA.A.1</li> <li>Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem 1.OA.A.2</li> </ul> <p><i>Understand and apply properties of operations and the relationship between addition and subtraction</i></p> <ul style="list-style-type: none"> <li>Apply properties of operations as strategies to add and subtract 1.OA.B.3</li> <li>Understand subtraction as an unknown-addend problem 1.OA.B.4</li> </ul> <p><i>Add and Subtract within 20</i></p> <ul style="list-style-type: none"> <li>Relate counting to addition and subtraction 1.OA.C.5</li> <li>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums 1.OA.C.6</li> </ul> <p><i>Work with addition and subtraction equations</i></p> <ul style="list-style-type: none"> <li>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false 1.OA.D.7</li> <li>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers 1.OA.D.8</li> </ul>
<b>Number and Operations in Base Ten</b>	<p><i>Extend the counting sequence</i></p> <ul style="list-style-type: none"> <li>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral 1.NBT.A.1</li> </ul> <p><i>Understand place value</i></p> <ul style="list-style-type: none"> <li>Understand that the two digits of a two-digit number represent amounts of tens and ones 1.NBT.B.2</li> <li>Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> 1.NBT.B.3</li> </ul> <p><i>Use place value understanding and properties of operations to add and subtract</i></p> <ul style="list-style-type: none"> <li>Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 1.NBT.C.4</li> <li>Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count 1.NBT.C.5</li> <li>Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used 1.NBT.C.6</li> </ul>
<b>Measurement and Data</b>	<p><i>Measure lengths indirectly and by repeating length units</i></p> <ul style="list-style-type: none"> <li>Order three objects by length; compare the lengths of two objects indirectly by using a third object 1.MD.A.1</li> <li>Express the length of an object as a whole number of length units; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps 1.MD.A.2</li> </ul> <p><i>Tell and write time</i></p> <ul style="list-style-type: none"> <li>Tell and write time in hours and half-hours using analog and digital clocks 1.MD.B.3</li> </ul> <p><i>Represent and interpret data</i></p> <ul style="list-style-type: none"> <li>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another 1.MD.C.4</li> </ul>
<b>Geometry</b>	<p><i>Reason with shapes and their attributes</i></p> <ul style="list-style-type: none"> <li>Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes 1.G.A.1</li> <li>Compose two-dimensional and three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape 1.G.A.2</li> <li>Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of 1.G.A.3</li> </ul>

# SCIENCE

Unit Name	Skills/Student Outcomes
<b>Animals</b>	<ul style="list-style-type: none"> <li>Many different kinds of living things inhabit the earth. K.2</li> <li>Living things have certain characteristics that distinguish them from nonliving things including growth, movement, reproduction, and response to stimuli. K.2</li> </ul>
<b>Weather</b>	<ul style="list-style-type: none"> <li>Weather conditions vary daily and seasonally. K.3</li> <li>Daily and seasonal weather conditions affect what we do, what we wear, and how we feel. K.3</li> </ul>
<b>Light and Sound</b>	<ul style="list-style-type: none"> <li>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate 1-PS4-1</li> <li>Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated 1-PS4-2</li> <li>Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light 1-PS4-3</li> <li>Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance 1-PS4-4</li> </ul>

# SOCIAL STUDIES

Unit Name	Skills/Student Outcomes
<b>Maps and Globes: Geography</b>	<ul style="list-style-type: none"> <li>Construct maps, graphs and other representations of familiar places Geo 1.1</li> <li>Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them Geo 1.2</li> <li>Use maps, globes and other geographic models to identify cultural and environmental characteristic of places Geo 1.3</li> <li>Explain how weather, climate and other environmental characteristics affect people's lives in places or regions Geo 1.4</li> </ul>
<b>Cultural Awareness and Celebrations</b>	<ul style="list-style-type: none"> <li>Compare life in the past to life in the present History 1.1</li> <li>Generate questions about individuals and groups who have shaped a significant historical change History 1.2</li> <li>Compare perspectives of people in the past to those in the present History 1.3</li> <li>Explain how historical sources can be used to study the past History 1.5</li> <li>Generate possible questions about a particular historical source as it relates to a particular historical event History 1.7</li> <li>Generate possible reasons for an event or development in the past History 1.8</li> </ul>
<b>Communities: Urban, Rural, Suburban</b>	<ul style="list-style-type: none"> <li>Describe roles and responsibilities of people in authority (local/state/national judge, mayor, governor, police) Civics 1.1</li> <li>Explain how all people, not just official leaders, play an important role in a community Civics 1.2</li> <li>Describe how communities work to accomplish common tasks, establish responsibilities and fulfill rules of authority Civics 1.3</li> <li>Apply civic virtues when participating in school settings Civics 1.4</li> <li>Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group Civics 1.5</li> <li>Explain the need for and purposes of rules in various setting inside and outside of school Civics 1.6</li> <li>Explain how people can work together to make decisions in the classroom Civics 1.7</li> <li>Identify and explain how rules function in public Civics 1.8</li> <li>Describe how people have tried to improve their communities over time Civics 1.9</li> <li>Describe the goods and services that people in the local community produce and those that are produced in other communities Eco 1.3</li> </ul>

# S.T.E.M.

Module Name	Skills/Student Outcomes
<b>Animal Adaptations</b>	<ul style="list-style-type: none"> <li>Use knowledge of animal adaptations in a given environment to inform decisions about what humans need to do to adapt to that same environment</li> <li>Apply a step by step process to design and perform investigations to find answers to questions</li> <li>Utilize critical thinking skills to solve a problem</li> </ul>
<b>Light: Observing the Sun, Moon and Stars</b>	<ul style="list-style-type: none"> <li>Evaluate a problem in a new and novel situation</li> <li>Apply a step by step design process to solve a problem</li> <li>Identify patterns from observable data</li> <li>Identify sources of light involved in viewing objects</li> </ul>

## HEALTH EDUCATION

Unit Name	Skills/Student Outcomes
<b>Nutrition</b>	<ul style="list-style-type: none"> <li>Be able to sort healthy and unhealthy food choices</li> <li>Establish a healthy food goal</li> </ul>
<b>Substance Abuse</b>	<ul style="list-style-type: none"> <li>Evaluate the difference between use, misuse and abuse of substances</li> <li>Identify over the counter (OTC) and prescription medications</li> <li>Give examples of how medications change how your body works</li> </ul>
<b>Growth and Development</b>	<ul style="list-style-type: none"> <li>Describe steps necessary to foster oral hygiene</li> <li>Describe ways germs and viruses cause illness</li> <li>Define germ, virus, and bacteria</li> <li>Describe the connection between germs and illness</li> <li>Explain how professional care plays an important role in personal health</li> </ul>

## PHYSICAL EDUCATION

Unit Name	Skills/Student Outcomes
<b>Manipulative</b> <i>Units may include: Volleyball, Basketball, Throwing/Catching (Football, Frisbee, etc.)</i>	<ul style="list-style-type: none"> <li>Demonstrate proper technique of skills with correct body placement</li> <li>Establish rules for unit and exhibit fair and safe playing procedures</li> <li>Show progress toward achieving mature form in the more complex manipulative skills</li> </ul>
<b>Striking</b> <i>Units may include: Soccer, Tennis, Floor Hockey, Badminton, Baseball/Softball</i>	<ul style="list-style-type: none"> <li>Recognize the importance of practicing to improve performance</li> <li>Recognize the concept of a dominant hand/foot for throwing/striking/kicking patterns</li> <li>Demonstrate the correct body position for striking various implements</li> </ul>
<b>Fitness</b>	<ul style="list-style-type: none"> <li>Developmentally appropriate recognition of the effects of physical activity and exercise</li> <li>Demonstrate a variety of activities that increase heart rate, stretch and strengthen muscles</li> <li>Locate pulse</li> <li>Recognize feeling of stretching muscles</li> <li>Recognize feeling of muscle burn</li> </ul>
<b>Locomotor Movements</b>	<ul style="list-style-type: none"> <li>Successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking) using a variety of pathways and speeds, while maintaining body control</li> </ul>

# VISUAL ARTS

Unit Name	Skills/Student Outcomes
<b>Claywork</b>	<ul style="list-style-type: none"> <li>• Introduction to hand building techniques (pinch, slab, and imprinting to pinch/pull, coil and carving)</li> <li>• Introduction to glazing process</li> <li>• Introduction to use of clay tools</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>• Introduction to use and care of drawing materials</li> <li>• Introduction to exploration of pencils, crayons, colored pencils, pens, markers, chalk, pastels, etc.</li> <li>• Introduction to exploration of mark making</li> <li>• Introduction to pictorial space and realistic rendering (grade 2)</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>• Color identification (primary/secondary to warm/cool and complementary)</li> <li>• Color mixing primaries</li> <li>• Introduction to use and care of painting tools</li> <li>• Introduction to palette</li> <li>• Introduction/review of tempera and water color paints</li> <li>• Introduction/review of paint application techniques</li> </ul>
<b>Printmaking</b>	<ul style="list-style-type: none"> <li>• Introduction to the use and care of printing tools and materials</li> <li>• Introduction to the printing process (impression/repetition)</li> </ul>
<b>Responding</b> <i>(embedded throughout all projects as well as VTS)</i>	<ul style="list-style-type: none"> <li>• Introduction to looking at and talking about artwork; be able to describe and examine details</li> <li>• Looking at and talking about art heritage and cultures from around the world</li> <li>• Introduction to listening and discussion skills; consider and respect the thoughts and ideas of others</li> <li>• Introduction to "art detectives" (hunting for clues)</li> <li>• Begin to use art vocabulary in expressing thoughts and opinions</li> <li>• Introduction to interpreting what is going on in artwork</li> </ul>
<b>Fabrics/Textiles</b>	<ul style="list-style-type: none"> <li>• Introduction to creating with fabrics/textiles such as yarns, cloth, felt</li> <li>• Introduction to collaging techniques</li> </ul>
<b>Sculpture</b>	<ul style="list-style-type: none"> <li>• Introduction to 2D vs 3D concepts, sculptural artwork has many sides</li> <li>• Introduction to creating 3D artwork using a variety of materials and methods</li> <li>• Introduction to moving sculptures: mobiles, etc.</li> </ul>

# MUSIC

Unit Name	Skills/Student Outcomes
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing three note matching pitch</li> <li>• Read three notes on staff</li> <li>• Read and notate quarter note, rest and eighth note four beat pattern</li> </ul>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• Describe and analyze dynamics</li> <li>• Describe their personal preferences</li> <li>• Evaluate music performances</li> <li>• Listen attentively</li> </ul>
<b>Create</b>	<ul style="list-style-type: none"> <li>• Compose a 4-beat rhythmic piece using quarter/eighth notes and rests</li> <li>• Creatively respond to music through movement</li> </ul>