



First Grade Curriculum Overview



Literacy

Literacy provides the foundation for learning. Children learn to read in the primary grades, moving forward into the intermediate grades. The mission of the District 30 English Language Arts program is to challenge our students through effective instruction in the skills required to live and work in a 21st century global community.

The primary grades lay the foundation for learning and skill development. Each succeeding grade builds upon the achievement of students, as they become fluent readers, writers, speakers, listeners, and viewers. With texts and tasks that become increasingly sophisticated through the grades, students develop confidence and proficiency in oral and written language, comprehension, and critical thinking skills. District 30 recognizes the importance of differentiating instruction to maximize achievement for all students. Language skills are essential to furthering learning, communication, career development, and the human spirit.

The first grade balanced literacy curriculum includes:

- Explicit reading comprehension strategy instruction (with an emphasis on “monitor for meaning”, “images”, “questioning”, and “schema”)
- Reading and writing in narrative, information, and opinion genres
- Word work (vocabulary, spelling, and phonics)
- Grammar
- Independent reading and writing
- Small group work
- Conferences



Social Studies

Social Studies is the integrated study of the social sciences to promote informed citizenship. Our curriculum is designed to tell the story of who we are as citizens of the United States and of a larger global society. As educators of 21st century learners, our job is to prepare students to be able to critically participate as active citizens with the ability to intelligently and compassionately participate in our democracy in this millennium (NCSS, Media Literacy, 2009).

Our curriculum thoughtfully integrates the disciplines of history, geography, economics, and government to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an increasingly interdependent world.

The first grade social studies curriculum around citizenship includes the following units:

- Character and Citizenship
- Citizenship and Maps
- Citizenship - Past and Present
- Citizenship and Government

During the 2019-2020 school year, District 30 will be reviewing and revising our social studies curriculum to incorporate more inquiry and to insure alignment to the most recent research and most current state of Illinois standards.

The District 30 curriculum is being developed in alignment with Common Core State Standards, Next Generation Science Standards and C3 Standards and has been informed by current research and best practice in the field.



Mathematics

The District 30 mathematics curriculum emphasizes deep mathematical understanding and reasoning with problem solving at the center of math learning. Concepts are taught utilizing a concrete, pictorial, abstract learning progression through daily lessons, hands on activities, real-world problems, and differentiated math workshop experiences.

Mathematical thinking and fluency is embedded throughout the curriculum. Students become mathematicians engaging in a mathematical practices such as making sense of problems, persevering in solving problems, modeling mathematics, and utilizing appropriate math tools. These mathematical practices are distinct from specific content students learn because the practices are characteristics of broader behavior, rather than mastery of a single concept or idea.

The mathematical practices, skills and concepts connect and build across the grade levels. In grades K-5 students utilize Math in Focus by Houghton Mifflin Harcourt as the primary resource.

The first grade mathematics curriculum includes:

- Building problem-solving skills and strategies
- Counting, comparing, and writing numbers to 100
- Adding and subtracting 1-digit and 2-digit numbers
- Classifying and sorting shapes
- Discovering patterns
- Determining length and weight
- Increasing understanding of calendars, time, and money



Science

The District 30 elementary science curriculum engages students as scientists. Students investigate questions relevant to their lives by conducting investigations; collecting and analyzing data; developing and using models to explain phenomena, and engaging in argument from evidence. Students build understanding of core ideas in science as well as understanding and use of scientific practices in earth science, life science, physical science, and engineering design.

The first grade science curriculum includes the following units:

- Light and Sound: Students will learn how sound travels over distances and is heard by humans. Students will also explore the relationship between sound and vibration by analyzing a variety of ways to generate sound. They will engage in inquiry to investigate what happens when a variety of objects are in the path of a beam of light. As a culmination, students will utilize the design process to systematically solve a problem using what they have learned about light and sound.
- Sun, Moon, and Stars: Students will investigate their own shadows, explore the day and night sky and observe the apparent movement of the sun, moon, and stars across the sky. Finally, students explore the seasonal patterns of sunrise and sunset.
- Plants and Animals: Students will make observations to construct evidence that young plants and animals are like, but not exactly like, their parents. They will use text and media to determine patterns in behavior of parents and offspring that help offspring survive and 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. Also, students will observe the life cycle of a caterpillar/ butterfly.

The District 30 curriculum is being developed in alignment with Common Core State Standards, Next Generation Science Standards and C3 Standards and has been informed by current research and best practice in the field.