

## **BIBLE**

### **First Grade 2003-2005**

**Belonging to His Family:** The Heavenly Family, Families of the Bible and the Church

- Understand that studying Bible leads to understanding God
- Begin to be familiar with the way the Bible is organized
- Identify the “three-in-one” members of the God family, and their individual ministry
- Understand that God is worthy of adoration and trust
- Know that God is the creator, and still loves and cares for individuals
- Understand that before the Fall, Adam and Eve lived in the perfect light of God's presence
- Know that eternal death is the consequence of sin
- Identify spiritual gifts given to OT Bible characters
- Know the story of how the Adventist church began
- Understand the importance of being an active witness for Jesus
- Understand Jesus will reunite all families who love Him

## **FINE ARTS**

### **Art**

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

### **Music**

- Maintain a steady beat
- Understand the value of half and quarter notes
- Write note heads around a line and in a space
- Identify/play pitched and un-pitched classroom instruments
- Singsongs with simple accompaniment patterns
- Recognize the AB pattern
- Recognize differences in tones of human voices
- Identify band instruments by family (brass, woodwind, percussion) and their sounds
- Learn hymns of praise

## **LANGUAGE ARTS**

### **Viewing**

- Use picture clues to predict content
- Compare and contrast works read and viewed
- Understand that media messages are created by people
- Distinguish characteristics between fantasy and reality

### **Listening**

- Listen and stay on the topic in a conversation
- Listen attentively, respectfully while waiting to speak
- Summarize auditory information

### **Reading**

- Phonemic awareness

- Explicit systematic phonics
- Share what is read
- Recognize sight words
- Use correct clues to predict new words

### **Speaking**

- Retell familiar stories
- Deliver brief recitations

### **Visually Representing**

- Develop informational visual media
- Connect information with personal experiences

### **Writing**

- Leave proper spacing between words and sentences
- Spell word family patterns
- Write complete sentences
- Begin the writing process
- Use ending punctuation

## **MATH**

### **Number and Operations**

- Count, write and understand numbers 0 to 100
- Count by twos, fives, tens and twenty-fives to 100
- Skip count by tens e.g. 17, 27, 37 ...
- Connect numbers to the qualities they represent using various models and representations
- Understand place value of tens and ones
- Explore the concept of zero
- Compare numbers using symbols  $>$ ,  $<$  and  $=$
- Understand the meaning of addition and subtraction and relate to appropriate symbols
- Understand basic addition and subtraction fact families
- Develop a counting strategy for  $+$  and  $-$  facts to 20
- Memorize  $+$  with sums to 12 and related  $-$  facts
- Add and subtract 1- and 2-digit numbers, with no renaming
- Understand basic fractions e.g. halves, thirds and fourths
- Read number words to ten
- Understand and use a number line

### **Algebra**

- Recognize and express expanding and repeating patterns
- Identify properties of patterns; create and describe using letters and symbols
- Use variables and open sentences to express relationships
- Use the commutative property and solve number sentences with numbers and symbols

### **Geometry**

- Describe attributes/parts of 2- and 3-dimensional objects
- Describe shapes from different perspectives
- Apply ideas about direction and space
- Recognize and apply slides, flips and turns
- Recognize rectangles and spheres
- Recognize sides and corners of shapes
- Recognize geometric shapes, structures in the environment
- Recognize and draw a line of symmetry in objects
- Copy figures and draw simple 2-dimensional shapes from memory

### **Measurement**

- Identify and recognize measurable attributes of an object

- Estimate and measure length, weight, volume and mass using nonstandard and standard units
- Compare objects in terms of length, area, capacity, weight
- Recognize and explain the need for measuring tools and fixed units
- Order sequence of events with respect to time, e.g. seasons; morning, afternoon, night; o'clock
- Know the number of minutes in an hour
- Tell time to the hour and half hour
- Identify pennies, nickels, dimes, quarters, half-dollars and dollars
- Determine the value of a set of coins to \$1.00
- Determine the equivalent value of coins to \$1.00
- Know and name the twelve months of the year

### **Data Analysis and Probability**

- Use whole number units to construct graphic representations
- Understand information represented in simple bar graphs, line graphs and pictographs
- Collect first-hand information by conducting surveys, measuring and performing simple experiments
- Collect and organize data into charts using tally marks

## **PHYSICAL EDUCATION**

### **Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

### **Movement and Motor Skills**

- Demonstrate mature form - skip, hop, gallop, slide
- Demonstrate mature motor patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions in sequential motor skills
- Exhibit the ability to adapt and adjust movement skills
- Demonstrate control in traveling activities
- Identify the critical element/s (technique/s) of basic movement patterns
- Apply movement concepts to a variety of basic skills
- Use feedback to improve performance

### **Lifestyle and Fitness**

- Experience and express pleasure from participation in physical activity
- Identify at least one activity associated with each component of health-related physical activity
- Engage in sustained physical activity that causes an increased heart rate and heavy breathing
- Recognize the physiological indicators that accompany moderate to vigorous physical activity
- Know how to measure heart rate

- Identify the components of health-related physical fitness
- Gain competence which will provide increased enjoyment in movement
- Try new activities
- Express feelings about and during physical activity
- Enjoy interaction with friends through physical activity
- **Sportsmanship and Appropriate Behaviors**
- Apply rules, procedures and safe practices
- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with other regardless of personal differences, e.g. gender, ethnicity, disability
- Treat others with respect during play
- Resolve conflicts in socially acceptable ways
- Practice Christ-like principles in interactions with others

#### **SCIENCE**

**Physical:** Electricity/Magnetism, Force/Motion, Energy/Work

- Define electricity and describe electrical fields of force
- Recognize that electricity in circuits produces light, heat, sounds and magnetic effects
- Compare the force of various magnets
- Investigate how magnets interact with each other
- Define force and gravity
- Describe how physical forces affect an object's movement
- Define energy and identify common types and uses
- Define work
- Identify simple, compound machines and their relationships

**Life:** Plants/Animals: Biomes/Habitats, Life Cycles, Characteristics, Classification; The Senses

- Identify various ecosystems (grasslands, forests, wetlands, desert, etc.) and the organisms that live there
- Understand growth processes and life cycles of plants
- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves and find shelter
- Recognize characteristics that are similar and different between related and unrelated organisms
- Identify the senses and their functions and describe how they contribute to learning

**Earth:** Solar System: Sun, Earth, Moon, Seasons

- Identify the Sun as the source of heat and light to Earth and explain why the Sun is necessary for life on Earth
- Identify Earth as one of the Sun's planets
- Understand that Earth revolves around the Sun and the moon is Earth's satellite
- Identify and trace the movement of objects in the sky, including the orbits of the Earth and moon
- Recognize how Earth's orbit influences the seasons
- Compare and contrast the seasons

**Health:** Care/Basic Structures of Teeth, Eyes, Ears, Skin

- Describe structures, functions and personal hygiene of the sense organs
- Describe structure, function and personal hygiene of teeth

#### **Scientific Inquiry**

- Make observations

- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results

- Safely use and store tools and equipment

#### **Service/Career Options**

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community
- Identify careers in areas of Science

#### **SOCIAL STUDIES**

**History:** Families (Time, Families: Past/Present, Holidays)

- Identify calendar time: days, weeks, months, birthdays, holidays
- Understand that God has a plan for one's family
- Develop personal picture timeline of one's family history
- Know family history through two generations
- Discuss family traditions
- Explore families in history e.g. early settlers, Native people, national leaders, SDA pioneers, missionaries
- Understand why national, cultural and religious holidays are celebrated
- Know the history of American symbols e.g. the eagle, the Liberty Bell, flag

**Civics:** Ideas about Civic Life, Politics and Government

- Understand basic safety rules
- Understand individual roles in groups and government
- Understand the relationship between home, school and the community
- Appreciate diversity in people
- Know current local and national leaders
- Know the importance of Christian citizenship
- Develop responsibility through good decision making

**Geography:** Understand Geographic Features and Patterns of the Environment

- Read and identify simple maps and globes
- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Understand climate of the community in which one lives
- Recognize the importance and distribution of and changes in natural resources

#### **Economics**

- Understand responsibilities of Christian stewardship
- Identify how community helpers provide services one's family
- Know the major services provided by the community
- Know how families earn and spend money

#### **TECHNOLOGY**

- Demonstrate proper use and care of computers
- Begin learning basic keyboarding and computer terms
- Use computers to express ideas with drawing and word processing software
- Learn about the role of technology in business and home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time



## SEVENTH-DAY ADVENTIST

### North Pacific Union Conference Office of Education



## KEY LEARNINGS First Grade

2003 - 2005