

Fulton County Schools · Where Students Come First

# LEARNING OBJECTIVES

# Grade 1

Dear Parents/Guardians:

As part of our commitment to you as our stakeholders, the Curriculum Department of the Fulton County School System has identified learning objectives for all content areas taught in our schools. These learning objectives specify what a learner should know and be able to do at each grade level.

The learning objectives are organized by grade and reflect the Georgia Performance Standards (GPS) from the State of Georgia as appropriate (i.e., Language Arts, Math, Science, and Social Studies), as well as national standards. We hope this will be helpful to you as you support your child's success in school. Please let us know how this document can be improved to best meet your needs.

Sincerely,

K-12 Curriculum Staff

# Language Arts

## Reading

- Retell stories
- Use reading strategies to comprehend literary and informational texts
- Self-monitor comprehension and reread when necessary
- Read and listen for information and pleasure
- Recognize consonant sounds, simple vowel sounds, and blends
- Apply phonics when reading and writing words, sentences, and stories
- Read high frequency words and recognize familiar words within a text
- Automatically recognize additional high frequency and familiar words within texts and uses self-correction when reading
- Read with expression
- Demonstrate comprehension by summarizing, retelling and predicting
- Recognize plot, setting, and character in stories
- Recognize words with multiple meanings, synonyms, and antonyms
- Connect what they read and hear to own experiences

## Writing

- Write in complete sentences with subject-verb agreement

- Begin to write different types of sentences
- Begin to use singular personal and possessive pronouns correctly
- Begin to use common rules of spelling
- Re-read writing to self and others, revise, edit, use appropriate end punctuation and correct capitalization of initial words and common proper nouns
- Begin to use a variety of resources (pictures dictionaries, internet, books) to gather information and write about a topic
- Describe an experience in writing

## Listening, Speaking and Viewing

- Follow oral directions
- Listen to and respond to questions
- Share information or experiences within a group
- Listen to and retell stories in own words
- Increase spoken vocabulary

# Mathematics

Instruction and assessment will include the use of manipulatives and appropriate technology. Topics will be represented in multiple ways including symbolic, verbal/written, numeric/data based, graphical, and concrete/pictorial. Concepts will be introduced and used in the context of real world phenomena.

# Numbers and Operations

Students will understand how to represent numbers, and will be able to add and subtract small numbers.

- Represent numbers up to 100 in a variety of models, diagrams, and number sentences
- Use informal strategies to share objects equally between 2 and 5 people
- Build and identify number patterns including the concept of even and odd numbers
- Understand and use place value - ones & tens
- Determine the value of money and make equivalent trades
- Know addition and subtraction facts to 18
- Use strategies to solve +/- problems
- Add and subtract 2-digit numbers & understand the inverse relationship of the properties
- Determine equivalent names for numbers
- Recognize models for fractional parts (halves & fourths) – parts of a whole and collection of objects
- Skip count by 2's, 5's, and 10's forward and backward

## Geometry

Students will understand the concepts of basic geometric shapes and spatial relationships of concrete objects.

- Build, draw, name & describe triangles, rectangles, pentagons,

hexagons, cylinders, cones & rectangular prisms

- Compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners
- Arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left of)

## Measurement

Students will measure basic quantitative attributes of concrete objects.

- Compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit
- Estimate and measure using a non-standard unit that is smaller than the object measured
- Develop an understanding of the measurement of time to the nearest hour and half hour
- Begin to understand calendar time (number of days in a week, months in a year, duration of events)

## Data Analysis and Probability

Students will pose questions, collect, organize, and interpret data about themselves and their surroundings.

- Interpret, organize and record data using objects, pictures, tally marks and picture graphs

## Process Standards

Each topic studied in this course is developed with careful thought toward helping every student achieve the following process standards.

- Solve problems (using appropriate technology)
- Reason and evaluate mathematical arguments
- Communicate mathematically
- Make connections among mathematical ideas and to other disciplines
- Represent mathematics in multiple ways

## Science

### Characteristics of Science

- Measure, keep records, and offer reasons for scientific findings
- Understand the importance of safety
- Have the computational skills to analyze scientific data correctly
- Use the relevant tools of science to explore scientific matters
- Understand and communicate scientific ideas clearly
- Be familiar with both old and new scientific knowledge right

### Earth Science

- Observe, measure, and communicate written data to see patterns in weather and climate

- Recognize changes in physical properties of water that affect the production of rain, snow, sleet, and hailstone

### Physical Science

- Investigate light, sound and apply characteristics of sound to safety issues
- Demonstrate effects of magnets on each other and on other objects

### Life Science

- Identify and describe characteristics and basic needs of plants and animals

### \*Science Glossary

*Classifying* includes organizing objects or events according to similarities and differences selected by the observer.

*Communicating* includes the presentation and explanation of experiences with objects or events by means of oral or written descriptions, pictures, graphs, charts, maps, demonstrations, and/or other methods.

*Inferring* includes the use of observations and past experiences to reach a conclusion about a probable cause or about future outcomes. Inferring from a set of data may lead to several nonconclusive inferences. Only further investigations and additional data will validate an inference.

*Intensity* is a measure of the amount of energy of sound. A sound that has high intensity is loud enough to be heard from a distance.

*Observing* includes using one or more of the senses to determine attributes, similarities, changes in natural phenomena and objects. Observations can be made directly with the senses or indirectly through the use of simple or complex instruments.

*Pitch* is the highness or lowness of a sound.

*Predicting* includes suggesting what will occur in the future based on observations, measurements, and inferences about the relationships between observed variables. The accuracy of a prediction is closely related to the accuracy of the observations.

## ***Social Studies***

(American Heroes)

### **History**

- Read about and describe the life of historical figures in American history
- Read or listen to American folktales and explain how they characterize our national heritage

### **Geography**

- Describe the cultural and geographic systems associated with the following historical figures: Benjamin Franklin, Thomas Jefferson, Meriwether Lewis, William Clark, Harriet Tubman, Theodore Roosevelt and George Washington
- Identify and locate their city, county, state, nation and continent on a simple map or a globe

- Locate major topographical features on the earth's surface
- Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia

### **Civics and Government**

- Describe how the historical figures display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment
- Explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful

### **Economics**

- Identify goods that people make and services that people provide for each other
- Explain that people have to make choices about goods and services because of scarcity
- Describe how people are both producers and consumers
- Describe the costs and benefits of personal spending and saving choices

## ***Health Education***

### **Safety and Injury Prevention**

- Choose behaviors to reduce the risk of violence by following

safety rules (do not touch guns, travel with a friend/adult)

- Recognize safety guidelines for water safety, different weather conditions, and natural disasters (stay inside when lightning occurs, follow tornado drill directions)
- Explain ways to get help in emergencies or threatening situations (dial 911, find an adult)

### **Nutrition**

- Eat for healthful reasons by following dietary guidelines and selecting the appropriate number of servings from the food guide pyramid (more fruits and vegetables than fats and sugars)

### **Personal Health**

- Identify responsible health behaviors (rest/sleep, grooming, eye and ear care, regular checkups, dental care)
- Learn basic first aid procedures
- Make responsible decisions by using resistance skills when appropriate (saying no, having another plan)
- Practice stress management by expressing feelings in healthful ways

### **Family Living/Growth and Development**

- Develop relationship skills; avoid discrimination (racial, gender, religious, ethnic)
- Recognize and care for own body systems as they grow and change

## Communicable Chronic Diseases

- Choose behaviors to prevent or reduce the risk of infection and keep the immune system healthy (washing hands, not sharing personal items)
- Recognize that some diseases are communicable while others are non-communicable (common cold versus asthma)

## Alcohol, Tobacco, and Other Drugs

- Use over-the-counter and prescription medications in a responsible way (not sharing medicine)
- Know that the use of alcohol, tobacco, and other drugs can be harmful

## Environmental Health

- Identify environmental issues that affect health (pollution from cars, water safety)

# Physical Education

## Fitness

- Participate in developmental activities related to strength, muscular endurance, heart-lung endurance, and flexibility (walking longer distances, jumping rope for longer periods of time, stretching further)

## Motor Skills

- Demonstrate skills in basic locomotor skills (run, hop, jump,

slide, walk, gallop), basic non-locomotor skills (bend, stretch, curl, twist, turn), manipulative skills (grasp, release, throw, catch, kick, strike), and create and participate in simple games and rhythmical/spatial compositions (over and under movements, moving to beat of music)

## Movement Awareness

- Perform symmetrical, asymmetrical, wide and narrow body shapes, and actions (log roll versus cartwheel)
- Demonstrate spatial awareness by the ability to change directions, levels, and pathways in general and personal space
- Demonstrate awareness of the elements of movement: time (fast, slow), space (direct, flexible), and flow (free, bound)
- Participate in fundamental aerobics and creative rhythmic activities (rhythmic response to music, bouncing balls to music, imagery, movement sequences)

## Cognitive (*Knowledge Gained*)

- Create simple games and rhythmical/spatial composition (over, under, between movements, move to music)

## Affective/Social (*Relating to Emotions/Feelings, Group Learning*)

- Demonstrate how to deal with cooperation, success, competition, frustration, leading, following, and responsibility

- Demonstrate expressive, creative, and skilled movements

## Art

### Meaning and Creative Thinking

- Engages in the creative process to generate and visualize ideas.
- Formulates personal responses.
- Selects and uses subject matter, symbols, and ideas to communicate meaning.

### Contextual Understanding

- Identifies artists as creative thinkers who make art and share ideas.
- Views and discusses selected artworks cultures, and artists (to include a minimum of six artists/cultures per year).

### Production

- Creates artworks based on personal experience and selected themes.
- Understands and applies media, techniques, and processes of two-dimensional works of art (drawing, painting, printmaking, mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
- Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.

- Participates in appropriate exhibition(s) of artworks.

### **Assessment and Reflection**

- Discusses his or her artwork and the artwork of others.
- Uses a variety of approaches to understand and critique works of art.

### **Connections**

- Applies information from other disciplines to enhance the understanding and production of artworks.
- Develops life skills through the study and production of art.

## ***Music***

### **Performing**

- Sing independently on pitch and in rhythm
- Read aloud simple music notation
- Echo simple singing, rhythmic, and speech patterns
- Perform a steady beat using body percussion and classroom instruments with appropriate technique

### **Listening, Responding, and Creating**

- Respond to music by movement (fast and slow body movement to fast and slow music)
- Create simple accompaniment patterns (clapping hands to an already written melody)

- Improvise melodies, variations and accompaniments
- Improvise soundscapes (e.g., weather, animals, and other sound effects)
- Create simply rhythmic patterns including quarter notes, quarter rests, and paired eighth notes using traditional and non-traditional icons
- Create new text for familiar melodies

### **Critical Analysis/Investigation**

- Distinguish between contrasts in various pieces of music (pitch, dynamics, tempo, timbre, AB, ABA, verse and refrain)
- Describe music using appropriate vocabulary
- Identify classroom, folk, and orchestral instruments by sight and sound
- Aurally distinguish between the voices of men, women, and children
- Demonstrate awareness of upward and downward direction in music
- Distinguish differences between percussive and melodic instruments

### **Historical and Cultural Context**

- Describe in simple terms how elements of music are used in musical examples (melody of the song “Twinkle, Twinkle, Little Star”)

- Describe the relationship between music and the other arts and disciplines
- Describe how sounds and music are used in daily lives
- Demonstrate appropriate audience behavior for the context and style of music performed

### **Relationship to Other Subjects**

- Apply mathematical principles to counting and clapping rhythm (counting 1,2,3,4 and clapping quarter notes or rests on each count)

## ***Technology Literacy***

### **Ethics**

- Recognize proper computer etiquette (no food or drinks, tidiness)
- Recognize locally established policies and procedures for acceptable use of resources

### **Communication**

- Enter/compose text
- Use tools (print, draw, color)

### **Information Processing**

- Recognize terms such as Internet and Search

### **Productivity**

- Identify/explain components of the computer (mouse, monitor, keyboard, printer, headphones)

- Use terminology (desktop, icons, menu, scroll bar, and window)

## ***Media Services: Information Literacy Standards***

### **Access Information (*Inquire, Think Critically, and Gain Knowledge*)**

Recognize the need for information and know when to seek information beyond his or her personal knowledge

- Verbalize questions
- Relate questions to prior knowledge
- Choose a topic
- Contribute questions about a topic
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning

### **Evaluate Information Critically and Competently** Determine accuracy, relevance and comprehensiveness.

- Identify types of information
- Distinguish between fiction and non-fiction
- Evaluate usefulness of information
- Extract information from the source

### **Use Information**

Manage information effectively in a variety of contexts.

- Locate picture books
- Locate non-fiction titles with assistance
- Locate materials using indices with assistance

### **Appreciate Literature**

Read with assistance and independently to understand self, others, and the world.

- Understand and explore different types of literature (i.e., poetry, folktales, legends, fiction, nonfiction, etc.)
- Select favorite authors, subjects and series to guide independent reading
  - Explore cultural diversity (the human experience) in order to understand self and others (e.g., Native Americans, African Americans, Asian Americans, etc.)
  - Self-select reading materials
  - Read widely and frequently
  - Read to inform for living, learning and working

### **Apply Principles of Information Literacy**

Actively and independently seek information using multiple literacies, including digital, visual, textual, and technological as crucial skills.

- Use a system to organize information (e.g., charts, graphs, spreadsheet, poster, etc.)
- Create and present a culminating product using information effectively
- Use creative and artistic formats to express personal learning.

## ***Talented and Gifted***

### **Advanced Communication Skills**

- Use written, spoken and technological media to convey new learning or challenge existing ideas
- Produce written and/or oral work that is complex, purposeful and organized, includes relevant supporting examples and manipulation of language
- Use a variety of multi-media and innovative technology to create illustrations, models, charts, tables and graphs as tools for communication
- Respond to contributions of others, considering all available information
- Participate in small group discussions to argue persuasively or reinforce others' good points
- Maintain a journal or log for self-reflection and/or self-evaluation
- Support and defend one's own opinions while respecting the opinions of others

## Advanced Research Skills

- Use a variety of print and non-print resources to investigate a topic of interest
- Formulate original and appropriate questions to test the limits of an existing body of knowledge
- Use concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data
- Select appropriate research tools and methodologies (e.g., historical, descriptive, developmental, case, action, survey, conduct scientific
- Gather, analyze, and synthesize multiple sources disprove a hypothesis
- Develop systematic procedures for organizing
- Defend findings in a presentation

## Creative Thinking/ Creative Problem Solving

- Question accepted practices, rules, and existing principles to discover new knowledge
- Design, apply, evaluate, and adapt a variety of innovative strategies when problem solving (e.g., recognizes problems, defines problems, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution)
- Incorporate brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to

solve problems or create new products

- Demonstrate skills in fluency and flexibility to solve problems or create new products
- Develop original ideas, presentations, or products through synthesis and evaluation
- Clarify, illustrate, or elaborate on an idea for product improvement
- Use analogies, metaphors, illustrations, and/or models to explain complex concepts
- Tolerate ambiguity when solving problems
- Recognize and assume risks as a necessary part of problem solving
- Monitor and reflect on the creative process of problem solving for future applications

## Higher Order and Critical Thinking

- Ask probing, insightful, and relevant questions
- Respond to questions with supporting information that reflects an in-depth knowledge of a topic
- Conduct comparisons using criteria
- Make and evaluate decisions using criteria
- Predict probable consequences of decisions
- Extrapolate verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships

- Examine an issue from more than one point of view
- Separate one's own point of view from that of others
- Recognize that the responsibility to examine and challenge existing ideas and theories is an ongoing process

We welcome your comments and suggestions. Please forward them to:  
Amy Krause, Ed.S., Assistant Superintendent, Curriculum and Support

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