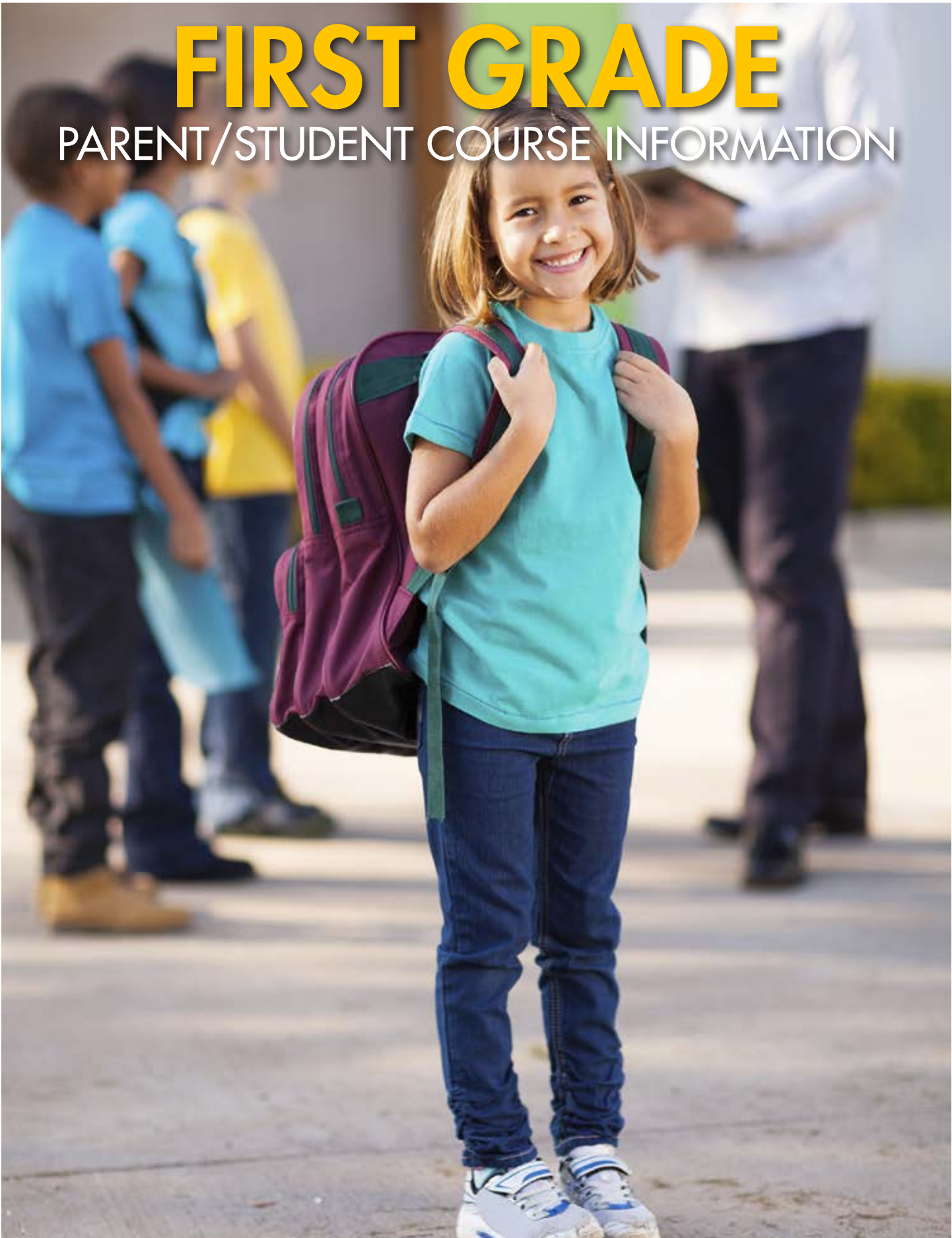


VIRGINIA BEACH CITY PUBLIC SCHOOLS

# FIRST GRADE

## PARENT/STUDENT COURSE INFORMATION



DEPARTMENT OF TEACHING AND LEARNING

Dear Parents:

*The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.*

*Your interest and involvement in your child's education promotes positive attitudes toward learning and enhanced academic achievement. We are excited about the opportunity to join you in providing the best possible education for your child.*

*Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.*

*Sincerely,  
Department of Teaching and Learning*

## Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

## Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

## General Information

### *Elementary Guidance Program*

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

### *Parent/Student Handbook*

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

### *Report Cards*

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

## Language Arts

The first grade language arts program focuses on the broad areas of oral language, reading, and writing. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing.

### *Reading and Responding to Literature*

- Apply knowledge of how print is organized to demonstrate growth in reading, writing, and word study
- Apply knowledge of phonetic principles to demonstrate growth in reading, writing, and spelling
- Expand vocabulary through participation in a variety of reading experiences
- Read and demonstrate comprehension of a variety of fictional texts
- Read and demonstrate comprehension of a variety of nonfiction texts

### *Written Communication*

- Write to effectively communicate ideas for a variety of purposes
- Edit final copies for correct capitalization, ending punctuation, and spelling

### *Oral Language*

- Demonstrate growth in oral communication skills across a variety of situations
- Identify, produce, and manipulate various units of speech sounds within words to demonstrate phonemic awareness

## Mathematics

The first grade mathematics program continues to expand number sense by investigating the ten-to-one relationship in the Base-10 number system. Problem solving is fostered through computation, measurement, and through analyzing data. In addition, visual and spatial relationships are explored as students continue to examine geometric figures and their attributes. Although students continue to recognize and extend repeating patterns, growing patterns (increasing/decreasing) will be investigated as well.

## Numeration and Computation

- Understand numbers, the ways of representing whole numbers and rational numbers, and the relationships that exist among these numbers and number systems
- Understand the meanings of addition and subtraction and compute using whole numbers

## Geometry and Measurement

- Understand and apply knowledge of time, money, and measurement tools
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

## Probability and Statistics

- Create questions and construct answers by collecting, organizing, and displaying data

## Patterns, Functions, and Algebra

- Understand a variety of patterns
- Represent and analyze mathematical situations and structures using algebraic symbols

## Science

In first grade, the science program focuses on using the skills of a scientist to understand nature and everyday objects. Students will learn fundamental practices of scientific investigation and begin to apply these skills as they learn about properties of objects, basic needs and characteristics of living things (plants and animals), seasonal changes, and other common patterns in nature.

### *Matter*

- Classify objects according to their type of movement (straight, circular, back-and-forth)
- Classify solids and liquids into groups by how they act in water

### *Animals*

- Explain basic needs and characteristics
- Classify animals according to basic characteristics

### *Plants*

- Explain basic needs and characteristics
- Classify plants according to basic characteristics

### ***Patterns in Nature***

- Identify the sun as a natural resource that is the source of energy
- Describe the importance of natural resources
- Describe ways animals and plants respond to seasonal changes

## **Social Studies**

In first grade, the social studies program focuses on the concept of *community*. Students will learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles. They will study the economic concepts of goods and services, buyers and sellers, and making economic choices.

### ***Civics***

- Describe the role of individuals in communities
- Explain how citizens help the community make decisions
- Identify traditions and symbols of the United States

### ***Economics***

- Identify characteristics of an economic system
- Explain the role of money in an economy

### ***History***

- Distinguish among past, present, and future
- Describe how people of the past made decisions to affect their communities (Cesar Chavez, Rosa Parks)

### ***Geography***

- Describe how the physical environment affects the way people live
- Recognize basic elements on maps and globes
- Interpret maps

## **Health and Physical Education**

The first grade health and physical education objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

### ***Motor Skill Development***

- Perform locomotor, non-manipulative and manipulative skills in educational games, dance, and gymnastics
- Perform various ways to roll, balance, jump, land and transfer weight
- Perform ways of rolling, throwing and catching objects of different sizes and shapes
- Perform different ways to kick objects of different sizes and shapes using either foot
- Perform ways to strike objects of different sizes and shapes with implements
- Perform the use of manipulative objects (parachutes, scarves, jump ropes, and hoops)

### ***Anatomical Basis of Movement***

- Explain that muscles attach to bones to help the body move
- Identify body structures and organs (abdomen, chest, head, heart, brain, lungs, and stomach)
- Describe how body systems work together (cardiovascular, digestive, immune, muscular, nervous, skeletal, and respiratory)
- Describe how the heart and lungs work together to keep the body moving.
- Explain that the heart is a muscle that grows stronger with movement

### ***Fitness Planning***

- Identify changes in the body that occur during moderate-to-vigorous physical activity
- Identify activities to do at home to help the body move and grow
- Identify activities that increase the heart and breathing rates to make the heart stronger
- Describe activities at two or more intensity levels
- Develop a training program for cardiorespiratory endurance that begins at a low intensity, builds to a high intensity, and returns to a low intensity

### ***Social Development***

- Demonstrate basic knowledge and skills for safe and cooperative play, individually and with others
- Demonstrate safe equipment use with peers
- Demonstrate safety rules for activities
- Identify classroom (procedural) rules

### ***Energy Balance***

- Identify basic nutrition concepts of energy balance
- Compare healthy and less-healthy food choices
- Name the food groups and one food from each (USDA) food group
- Explain that physical activity uses energy from foods

### ***Personal Health***

- Identify behaviors that promote health and wellness (personal hygiene, sleep, physical activity, and healthy food choices)
- Determine how sleep habits affect mood and academic performance
- Identify home safety rules and guidelines for emergencies
- Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street
- Explain that medicines and drugs can be helpful or harmful if misused

## **Technology**

The first grade technology proficiencies offer children a variety of instructional technology experiences. All technology experiences are to be integrated into curricular activities, emphasizing the use of technology as a tool for learning.

### ***Creativity and Innovation***

- Create a picture to illustrate a concept or idea using a simple drawing/art program with various tools
- Create a simple graphic organizer, flow chart, character map, word web, story web, or cause and effect chart

- Interact with, create or contribute to developmentally appropriate multimedia products
- Interact with simulations to explore age-appropriate concepts

### ***Communication and Collaboration***

- Demonstrate the use of digital tools for communication (i.e., word processing, graphics software, etc.)
- Contribute to the creation of a collaborative, digital product

### ***Research and Information Fluency***

- Demonstrate an awareness of online resources as a source of information

### ***Critical Thinking, Problem Solving, and Decision Making***

- Use electronic probes to gather data
- Use electronic tools to collect, organize, and analyze data; solve problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

### ***Digital Citizenship***

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., do not share passwords; do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)
- Demonstrate the cooperative use of technology

## **Essential Information Literacy Skills (EILS)**

The first grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

### ***Inquire, think critically, and gain knowledge***

- Recognize that the Library Media Center (LMC) has a variety of technology and print resources available
- Distinguish between fiction and nonfiction texts
- Understand that books are arranged in a special order with fiction arranged in alphabetical order by author's last name and nonfiction arranged in numerical order by subject
- Identify and locate the parts of the book such as the title page, spine, call number, table of contents, glossary, and index
- Identify and locate information on a title page such as title, author, copyright date, publisher, and illustrator
- Select and evaluate the appropriate source for a given purpose
- Collaborate with others to broaden and deepen understandings

### ***Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge***

- Summarize information from a variety of sources
- Organize and record information using a variety of visual formats/technology tools
- Use technology and other tools to create products demonstrating knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

### ***Share knowledge and participate ethically and productively as members of our democratic society***

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others

- Reflect on and evaluate the quality of the learning product
- Recognize the importance of citing sources
- Provide citation information such as title and author when given a template
- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

### ***Pursue personal and aesthetic growth***

- Read, listen, and respond to a variety of literature
- Select and use appropriate books and other sources of information for personal growth and pleasure
- Demonstrate appropriate library behavior and etiquette

## **Art**

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism and the core curriculum.

Art in the first grade develops concepts and skills in observation, problem solving, and communication. A balance between instruction and creating helps students to examine and to develop an appreciation of the visual images in their immediate environment. Elementary art focuses on developing skills needed for creating art, and in becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

### ***Critical Thinking, Problem Solving, and Communication***

- Begin to question what is art
- Question who is an artist
- Begin to relate artworks to time and place
- Employ basic descriptive language
- Interpret artwork based on visual evidence
- Use basic contextual information to interpret artworks
- Accept more than a single interpretation of an artwork



- Use personal ideas
- Create artwork from memory, imagination, and direct observation
- Demonstrate appropriate use of materials, techniques, and tools
- Explore and experiment with making 2-D and 3-D artworks
- Demonstrate multiple motor skills through art making: weaving, tearing, folding, assembling
- Communicate personal moods and emotions in artwork
- Make cross-curricular connections

## Music

The standards for Grade One General Music emphasize the language and production of music. Instruction focuses on the development of skills in singing, playing instruments, listening, moving, and responding to music. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate the purpose of music and how people participate in music in everyday life. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the Virginia Standards of Learning for Music and the National Coalition for Core Arts Standards and reinforces instruction in specific core Standards of Learning.

- Read and notate music, including high and low pitches, and quarter notes, paired eighth notes, and quarter rests
- Use the voice for song and speech, including *sol-mi-la* songs, in echoes and ensemble singing
- Perform rhythmic patterns that include quarter notes, paired eighth notes, and quarter rests
- Demonstrate the difference between melodic rhythm and steady beat
- Sing songs and play pitched and non-pitched instruments and body percussion alone and with others, with attention to dynamics, tempos, and appropriate vocal and instrumental techniques
- Accompany songs and chants

- Respond to music with expressive movement, including locomotor and non-locomotor movements to rhythmic patterns, dances from a variety of cultures (line and circle), and mood and contrast dramatizations
- Create by improvising rhythms and melodies in musical (Q&A) and literary situations
- Create by composing using traditional and non-traditional notation
- Describe roles of music and musicians in a variety of customs and cultures
- Demonstrate good citizenship while participating in music
- Identify behaviors appropriate to different types of events/situations
- Recognize the relationships between music and other fields of knowledge
- Classify selected instruments as pitched or non-pitched
- Distinguish between vocal/instrumental and accompanied/unaccompanied
- Explain the purposes of music in various settings
- Describe personal ideas and emotions evoked by musical experiences

## Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum but is differentiated, modified, and expanded to provide appropriate learning challenges. Gifted resource teachers collaborate with and support first grade teachers in differentiation of curriculum and instruction for students. Opportunities are provided for students through whole group and small group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes toward themselves and others. For further information, contact the Office of Differentiated Academic Programs at 263-1405.

## **Academic Support**

Academic support programs are designed to strengthen and improve academic achievement of students who are educationally at-risk. These programs are available to students in grades kindergarten through twelve. Academic support goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.

## **Special Education**

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.

## **English as a Second Language**

The grades 1-5 English as a second language (ESL) program supports grade-level science Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English learners so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Office of Differentiated Academic Programs, at 263-1461.



### MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Aaron C. Spence, Ed.D., *Division Superintendent*

DEPARTMENT OF TEACHING AND LEARNING  
2512 George Mason Drive • P. O. Box 6038 • Virginia Beach, Virginia 23456-0038

#### Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-43, 5-7, 5-33, 5-44, 6-7, 7-11, 7-48, 7-49 and Regulations 5-44.1, 7-11.1, 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials, and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Director of Guidance Services and Student Records at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia 23456 or the Section 504 Coordinator at the student's school.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070(voice); fax 263-1424; 263-1240 (TDD).

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