

Science

The science curriculum in first grade centers on learning scientific process skills within the content of the curriculum. Students observe, document, reflect, discuss, sketch and write using a science notebook. First grade students participate in a yearlong observational study of seasonal changes, including weather. They also observe the life cycle, characteristics, needs and behaviors of a variety of insects, animals, and plants throughout the year. Finally, students investigate the properties of sound and light. They experiment with materials and complete a simple design challenge to use sound and light to send a signal over a distance.

Social Studies

In first grade, students examine the commonalities and differences between themselves and others. They begin to see themselves as active participants of the larger community. They learn the features of the calendar and how a calendar is used to organize time. They develop basic mapping skills and can articulate ones own address.

Visual Art

First grade art introduces students to visual art skills and concepts including drawing, painting, collage, and 3D construction. Students begin to explore using line to create shapes, objects and patterns, as well as experimenting with colors and paints. All of these are used to enhance and refine skills in the Visual Art domains of **Communications and Expression, Design and Composition,** and **Methods, Tools and Techniques.**

Music

First grade music introduces, and begins to develop and refine the musical skills and concepts that are part of everyone's lives. Specific 1st grade skill development focuses on awareness of pitch, rhythms and beat. Major activities in include singing, moving to, and listening to age appropriate songs. Students begin to explore the different aspects of their own voice, and are introduced to a variety of musical forms and cultures. All instruction encompasses the domains of **Creating, Performing** and **Responding.**

Physical Education

The first grade elementary physical education program is designed to teach children motor skills that are developmentally appropriate for their age. Examples of motor skills taught at this level include locomotor (hopping, skipping, galloping, chasing, fleeing, dodging), manipulative (throwing, catching, kicking, dribbling, volleying, striking), and nonmanipulative (turning, twisting, rolling, balancing). Skill themes are fundamental movements that are later modified into the more specialized patterns on which activities of increasing complexity are built. Once the basic skills are learned to a certain degree of proficiency, they are combined with other skills and used in a more complex setting, such as those found in dance, games, and gymnastics." (Graham, Parker, Holt/Hale, 1999)

Library & Digital Learning

The library and digital learning curriculum integrates information and technology literacy skills with classroom curriculum learning. Students learn to use a variety of tools and resources to become information gatherers and creators of new knowledge products. They practice reading writing and mathematics skills while engage in research and information tasks for science and social studies learning. This area of the curriculum is assessed within the context of the activity in which it is embedded.



NEEDHAM PUBLIC SCHOOLS

Grade 1 Progress Report Parent Brochure

The Progress Report

This progress report is intended to *complement* existing parent conferences and to better communicate with you about your child's progress toward mastering the learning expectations for his/her grade level. It is a reflection of the district's goal to have a system in place that enables students to be engaged in challenging academic experiences that are grounded in clearly defined standards. It also represents how schools across the state and country are now reporting student learning. These types of reporting systems communicate students' progress in a way that descriptively reflects what s/he knows and what s/he is able to do in relation to the state curriculum standards. A student's achievement is reported separately from effort.

The parent brochure outlines the categories that are included in the report for each curriculum area and provides a description of the characteristics associated with proficiency in that category. In each reporting period, the skills that are taught are assessed against a benchmark. Numerical levels are used to report performance with respect to the grade level learning goals. The system is designed to describe how well a student is progressing with respect to mid and end-of-year grade level expectations, rather than in relation to other students in the class. It is a snapshot of a child's progress towards the mastery of grade level learning goals at a *particular point in time*. The scale *cannot be equated to traditional letter grades*. An explanation of these markings appears in this brochure.

Across the district, this type of reporting system is now in place for grades 1-5. It is designed to be responsive to updates in curriculum programming and state requirements as they occur. The progress report that you are seeing today represents the work of many thoughtful individuals and groups. We thank you for working with us to ensure a meaningful system for communicating student progress.

Proficiency Scale- Academic

4	In addition to meeting the standard, the student is able to make in-depth inferences and applications that extend beyond what was taught. The student exceeds the January/June standard.
3	The student meets the January/June standard.
2	The student is progressing towards meeting the January/June standard.
1	The student needs more review & reinforcement, requires constant teacher support and assistance to learn and use information. The student is having difficulty meeting the January/June standard.
-	Not taught during this reporting period.
*	See separate progress monitoring report

Proficiency Scale- SEL

E	Established
D	Developing
B	Beginning
NY	Not yet observed
*	See separate progress monitoring report

Social Emotional Learning (SEL)

Social and Emotional Learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

At the elementary level, the Responsive Classroom Approach is used to promote well-designed practices intended to create safe, joyful, and engaging classroom and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The process of Social Emotional Learning is dynamic and lifelong. Social and emotional competencies change and grow influenced by an individual's developmental period, experiences, and external factors with no real "stopping point" to skill development. With this in mind, the proficiency scale for SEL measurement is meant to provide feedback about your child's current strengths and areas to focus on for continued growth.

English Language Arts (Reading)

First grade readers use a system of strategic actions that include phonics and word analysis, meaning, and language structure in an integrated way to read texts with understanding. They read grade level text fluently with phrasing and expression at an appropriate rate. When reading new texts, they slow down to problem-solve unknown words and quickly pick up the pace again to focus on the meaning. The students learn to use comprehension strategies such as making connections to their own lives, their world, and other known texts; making and confirming predictions; and retelling important ideas. Through discussions, they begin to infer what's implied but not stated and integrate text information with their own knowledge to create new understandings.

First graders learn how to read fiction, non-fiction, poetry, and traditional literature from diverse cultures (i.e. folktales, and fairy tales). They read to learn new information as well as for enjoyment. They identify basic facts and main ideas in fiction and non-fiction texts and the characteristics and elements of fiction, non-fiction, and poetry. First graders learn how non-fiction texts are organized and how to use the features of informational texts (e.g. sub-heading, captions) to better understand content. They learn the structures and elements of fiction (e.g. characters, setting, plot, problem, solution). They are able to identify main topic and retell details of a text. They communicate their understandings of texts verbally and in written form, using information from the text to support their thinking. First graders use language to communicate their ideas in discussions. They listen to other students' ideas, pose questions, and add their own information.

English Language Arts (Reading)

Language and Word Study-- The students learn and use new vocabulary in the context of texts, as well as by building phonetic and word analysis knowledge (e.g. letters, syllables). First graders recognize many regular and irregular words ("trick words") that appear frequently in texts.

English/Language Arts (Writing)

In first grade, students are introduced to the writing process. Students write in a variety of genres including persuasive, informative/explanatory, narrative, and poetry. Multiple samples of writing inform a student's grade. Because various genres are taught at different times during the year, a student's grade in June could differ from that in January.

Writing Process--Proficient writers can generate ideas, write for a sustained amount of time, and revise and edit their writing with guidance and support.

Structure--Proficient writers provide a meaningful introduction and conclusion. Their writing is organized and sequential.

Development--Proficient writers use specific words and details relevant to the genre to enhance their writing.

Conventions--Proficient writers apply rules for capitalization, punctuation, and grammar. They apply spelling strategies to unknown words and spell high frequency and "trick words" correctly.

Mathematics

Needham's elementary mathematics program, *Think Math!*, balances mathematical skill fluency with the development of conceptual understanding and problem solving within the domains of the new MA Common Core standards:

Operations & Algebraic Thinking—Proficient students are able to represent and solve problems using addition and subtraction within 20. Problems include those that have a missing whole number in any position. They fluently know addition and subtraction fact combinations within 10 and are able to skip count by 5's and 10's to 100.

Numbers & Operations in Base Ten--Proficient students use place value understanding to represent ones and tens. They can use place value to read and write numerals to 120 and can compare the value of two numbers. They are able to add and subtract within 100. Given a two-digit number, they can mentally find ten more and ten less.

Measurement & Data--Proficient students are able to tell and write time intervals to the nearest hour and half hour. They can order and compare objects by length. They are able to organize, represent, and interpret data. They know the value of common U.S. coins and their comparative values. They can find equivalent values, use appropriate notation, and solve problems that involve combinations of common U. S. coin values.

Geometry--Proficient students are able to describe attributes to identify figures. They are able to join two-dimensional or three-dimensional shapes to create a new figure. They are able to divide circles and rectangles into halves and fourths to represent equal parts of a whole.

Problem Solving- As students work towards mathematical maturity, they develop a repertoire of problem solving strategies that they can apply in various domains.