Reading/Language Arts Curriculum Guide

Course Description: The Academy's Language Arts curriculum integrates reading, writing, phonics, and grammar concepts. Vocabulary development, reading comprehension, literature, writing, listening, and speaking represent the core of the language arts program. Each lesson systematically builds solid foundations for print/book awareness, phonemic awareness, the alphabetic principle, phonics, comprehension strategies and skills, vocabulary, following directions, and writing/composition.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning in the following areas:

- Ask and answer questions about key details in a text;
- Retell stories, including key details, and demonstrate understanding of their central message or lesson;
- Describe characters, settings, and major events in a story, using key details;
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses;
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types;
- Identify who is telling the story at various points in a text;
- Use illustrations and details in a story to describe its characters, setting, or events;
- Compare and contrast the adventures and experiences of characters in stories;
- With prompting and support, read prose and poetry of appropriate complexity for grade 1;
- Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation);
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes);
- Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. www.FLStandards.org | #FLStandards e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words;
- Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary;
- Ask and answer questions about key details in a text;
- Identify the main topic and retell key details of a text;
- Describe the connection between two individuals, events, ideas, or pieces of information in a text;

- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text;
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text;
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text;
- Use the illustrations and details in a text to describe its key ideas;
- Identify the reasons an author gives to support points in a text;
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures);
- With prompting and support, read informational texts appropriately complex for grade 1;
- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure;
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure;
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure;
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed;
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers;
- Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions);
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question;
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion;
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media;
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood;
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly;
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings;
- Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.);
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use

frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts;

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions;
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);
- With guidance and support from adults, demonstrate understanding, word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings;
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that);

Instructional Methods/Strategies:

The curriculum creates a rich and fun learning environment with varied opportunities for hands-on activities. Students work in pairs or in small groups to learn and explore the topic about which they are reading. Students respond to writing prompts on a variety of texts and journal writing. Music is integrated throughout each unit that relate to the weekly lessons and holidays.

Math Curriculum Guide

Course Description: The Academy's Math 1st grade program is designed to provide a balanced approach to mathematics that includes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition through Common Core Standards. Students experience an articulated, coherent sequence of content. The program prepares the students by developing their problem solving skills, improving their conceptual understanding, and providing them with the tools they will need for ongoing success. A uniform approach to presenting concepts and skills, along with vocabulary, technology, lesson planning, and manipulatives, allows smooth transitions for students between grade levels and improved retention.

Goals/Objectives:
Students will know, understand, and be able to demonstrate their learning in the following objectives:

- Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1 Students are not required to independently read the word problems.);
- Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem;
- Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.);
- Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8;
- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2);
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4= 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13);
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2;
- Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] – 3, 6 + 6 = [];
- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral;
- Understand that the two digits of a two-digit number represent amounts of tens and ones. a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70,

80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones);

- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <;
- Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten;
- Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used;
- Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used;
- Order three objects by length; compare the lengths of two objects indirectly by using a third object;
- Understand how to use a ruler to measure length to the nearest inch. a. Recognize that the ruler is a tool that can be used to measure the attribute of length. b. Understand the importance of the zero point and end point and that the length measure is the span between two points. c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object;
- Tell and write time in hours and half-hours using analog and digital clocks;
- Identify and combine values of money in cents up to one dollar working with a single unit of currency1 . a. Identify the value of coins (pennies, nickels, dimes, quarters). b. Compute the value of combinations of coins (pennies and/or dimes). c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1 Students are not expected to understand the decimal notation for combinations of dollars and cents.);
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another;
- Distinguish between defining attributes (e.g., triangles are closed and three sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes;
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape;
- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Instructional Methods/Strategies:

The curriculum creates a rich and fun learning environment with a variety of opportunities for hands-on activities. These include making the connection of the number names and the quantities they represent, using temperature data to identify seasonal changes, creating patterns, and interpreting graphs, daily practice of counting aloud and working with numbers on the hundreds chart and other forms of representing numerals, and real world application of mathematics concepts. Through songs and games, children engage in interactive activities that teach concepts and reinforce skills being taught. Children learn through the use of familiar materials. Students use manipulatives to explore concepts learned and problem solving. Students engage in correlating activities on a variety of apps that are designed to go along with daily lessons.

Science Curriculum Guide

Course Description: Students explore the classroom and outdoor environments in science at The Academy. They learn about science and the role it plays in their lives. They are encouraged to bring in and share discoveries from home, ask questions, and make predictions based on what they know and have learned. The curriculum takes advantage of natural curiosity and builds upon it. In first grade, students will be studying three areas of science. Physical Science gives students the opportunity to grow their understanding of everyday objects and how they work in our daily lives. In the Earth and Space Science lessons, students will receive the foundation to develop an understanding of the Earth. Life Science activities will expand on what the students' learned in kindergarten about plants and animals by focusing on the characteristics of living things and the diversity of life.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning of the following:

- Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky;
- Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object;
- Investigate how magnifiers make things appear bigger and help people see things they could not see without them;
- Identify the beneficial and harmful properties of the Sun;
- Recognize that water, rocks, soil, and living organisms are found on Earth's surface;
- Describe the need for water and how to be safe around water;
- Recognize that some things in the world around us happen fast and some happen slowly;
- Make observations of living things and their environment using the five senses;
- Identify the major parts of plants, including stem, roots, leaves, and flowers;
- Differentiate between living and nonliving things;
- Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population;
- Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space;
- Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space;
- Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations;
- Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations;
- Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others;
- Keep records as appropriate - such as pictorial and written records - of investigations conducted;
- Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float;

- Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow;
- Demonstrate that the way to change the motion of an object is by applying a push or a pull.

Instructional Methods/Strategies:

Students explore the classroom and outdoor environments. They learn about science and the role it plays in their lives. Students use the skills of observing, collecting data, classifying, and predicting as they study and experiment with a variety of scientific topics. The foundation for acquiring an understanding of science concepts is established through hands-on, experiential play with concrete materials. Students will gain a basis for constructing an understanding of their surroundings through discussion of their observations and reflection upon the meanings of their experiences. Such an understanding is the essence of science, and the ability to see how science is intertwined in all aspects of life is the basis of scientific theory.

Social Studies Curriculum Guide

Course Description: Students develop a basic understanding of themselves and their place within their families, communities, and the world. Students learn through observation, investigation, and participation. They are encouraged to represent their ideas in different ways using diverse media. Special patriotic songs and holidays are incorporated into the curriculum and celebrated throughout the school year. In addition, students use the calendar to show an understanding of holidays, days of the week, and months.

Goals/Objectives:

Students will know, understand, and be able to demonstrate their learning of the following:

- Develop an understanding of a primary source;
- Understand how to use the media center/other sources to find answers to questions about a historical topic;
- Understand history tells the story of people and events of other times and places;
- Compare life now with life in the past;
- Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage;
- Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility;
- Distinguish between historical fact and fiction using various materials;
- Use terms related to time to sequentially order events that have occurred in school, home, or community;
- Create a timeline based on the student's life or school events, using primary sources;
- Recognize that money is a method of exchanging goods and services;
- Define opportunity costs as giving up one thing for another;
- Distinguish between examples of goods and service;
- Distinguish people as buyers, sellers, and producers of goods and services;
- Recognize the importance of saving money for future purchases;
- Use physical and political/cultural maps to locate places in Florida;
- Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes;
- Construct a basic map using key elements including cardinal directions and map symbols;
- Identify a variety of physical features using a map and globe;
- Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico;
- Describe how location, weather, and physical environment affect the way people live in our community;
- Explain the purpose of rules and laws in the school and community;
- Give examples of people who have the power and authority to make and enforce rules and laws in the school and community;
- Give examples of the use of power without authority in the school and community;
- Explain the rights and responsibilities students have in the school community;
- Describe the characteristics of responsible citizenship in the school community;

- Identify ways students can participate in the betterment of their school and community;
- Show respect and kindness to people and animals;
- Explain how decisions can be made or how conflicts might be resolved in fair and just ways;
- Recognize symbols and individuals that represent American constitutional democracy;
- Identify that people need to make choices because of scarce resources.

Instructional Methods/Strategies:

Students develop concepts, generalizations, and skills introduced as they learn about their neighborhood and community and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore the characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities. The curriculum creates a rich and fun learning environment where students work in whole group and small group instruction that is grade appropriate. Mini-lessons are presented on the Smartboard in a whole group manner to discuss the teaching point of the day. Students then work in small groups to complete appropriate activities. Students gain a basis of understanding of the world around them.