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Key Learnings in



KEY LEARNINGS: FIRST GRADE

BIBLE

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

- Understand that studying the 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 Old Testament Bible characters
- Know the story of how the Seventh-day 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 - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- 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

The purpose of this document is to give families an overview of their child’s classroom learning experiences throughout the entire school year. A child’s program may differ depending on his/her instructional needs.

FIRST GRADE FINE ARTS Continued

- Select and use subject matter, symbols and ideas to communicate meaning
- 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 and play pitched and un-pitched classroom instruments
- Sing songs with simple accompaniment patterns
- Recognize the AB pattern
- Recognize difference 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 when participating in a conversation

FIRST GRADE LANGUAGE ARTS Continued

- Listen attentively and respectfully to others while waiting for turn to speak
- Summarize auditory information

Reading

- Phonemic awareness
- Explicit systematic phonics
- Apply phonics elements in reading and
- Share what is read
- Recognize sight words
- Use correct clues to predict new words
- A cross-curriculum approach to literacy
- Systematic instruction in reading comprehension
- A systematic approach to spelling with high-frequency words and specific phonic patterns

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
- Word study for vocabulary development and word recognition

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 addition and subtraction facts to 20
- Memorize addition with sums to 12 and related subtraction 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 math patterns - orally and with manipulatives
- Identify properties of patterns; create and describe using letters and symbols
- Use variables and open sentences to express relationships e.g. missing numbers in number sentences using symbols to represent missing numbers
- Use the commutative property and solve number sentences with numbers and symbols

FIRST GRADE MATH Continued

Geometry

- Describe attributes and parts of 2- and 3-dimensional objects
- Describe shapes from different perspectives, e.g. front, back, top, bottom and side
- 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 and 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 various 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 and 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 using both digital and analog clocks
- 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 e.g. 10 dimes, 4 quarters, etc.

FIRST GRADE MATH Continued

- 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 wellbeing

Movement and Motor Skills

- Demonstrate mature form in skipping, hopping, galloping and sliding
- Demonstrate mature patterns in simple combinations, e.g. dribbling a ball while running
- Demonstrate smooth transitions between sequential motor skills, e.g. running into a jump

FIRST PHYSICAL EDUCATION Continued

- Exhibit the ability to adapt and adjust movement skills to uncomplicated, yet changing, environmental conditions and expectations, e.g. tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms
- Demonstrate control in traveling activities (e.g. skipping, hopping, running) and weight bearing and balance activities on a variety of body parts
- 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, e.g. flexibility, muscular endurance, muscular strength, cardio-vascular endurance and body composition
- 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, e.g. sweating, increased heart rate, heavy breathing
- 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 with little or no reinforcement

FIRST GRADE PHYSICAL EDUCATION Continued

- Follow directions
- Work cooperatively with others to complete an assigned task
- Play and cooperate with others 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 and 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 God made living things to grow and change
- 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
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FIRST GRADE SCIENCE Continued

- 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 and 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 and 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

OVERRIDING STATEMENTS: Civics, geography and economics should be studied within the context of the history for each grade.

INTEGRATION OF FAITH & LEARNING: Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

History: Families (Time, Families: Past and Present, Holidays)

- Identify calendar time: days, weeks, months, birthdays, holidays
- Understand that God has a plan for each person's family
- Develop a 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

FIRST GRADE SOCIAL STUDIES Continued

- Locate where one's family lives on maps of neighborhood, community, state, country and world
- Understand the 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 (tithing, spending, saving, giving)
- Identify how community helpers provide services for 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 the home
- Learn about technology related occupations
- Practice courtesy and sharing of computer time

Here are some suggestions to help your child be more successful at school

1. Assure your children that they are loved. Tell them that you love them, and show them by spending time doing things with them that they enjoy.
2. Provide your children with opportunities to talk about their interests, current events, school activities, and everyday life.
3. Encourage reading. For younger children take time to read to them each evening before bedtime. Classics and Bible stories are excellent. Take your children to the library on a regular basis.
4. Help your children establish a regular daily routine for homework, play time, chores, television watching, and family time.
5. Make sure your children get plenty of rest each night. Research has shown that adequate sleep boosts a child's achievement and helps to prevent childhood obesity. Children under 5 years of age should get 11 hours of sleep. Children ages 5-10 should get 10 hours or more. Children older than 10 years old should get at least 9 hours of sleep.
6. Model the good manners you want your child to exhibit. Words like please, thank you, and excuse me are always in style and need to be deliberately taught. Daily family worship should be a regular part of your child's routine. Provide an opportunity for your children to develop a spiritual faith that can be relied upon during the difficult growing years. Regular church attendance is an important part of a well balanced lifestyle.
7. Younger children learn by playing. Learning games provide a rich source of opportunities for your children to learn.
8. Monitor your children's school work. Work with your children's teachers. Always consider yourself a partner of your children's teachers.
9. Support your children's teachers and the school rules. If you are concerned about something, call or meet with your children's teachers promptly. Don't wait until a full-grown problem develops.
10. Make sure your children get a healthy, substantial breakfast each morning. Nourishing meals are important to your children's health as well as their success in school. Lunches and snacks that your children bring to school should include healthy treats.
11. Make sure children arrive at school on time every unless they are sick. A child who is 10 minutes late every day will miss 30 hours of instruction during the year. If they are sick please keep them at home. Sharing is good, but sharing a nasty bug is not.
12. Teach your children to respect themselves and others. The Golden Rule, the model Christ gave us, should be the foundation for all our interpersonal relationships.
13. Make sure your children get regular health, vision, and dental check-ups.
14. Be positive about school. Do not make negative comments about your children's school or teachers.
15. Check your children's school newsletter and web site at www.jna.org regularly.

16. Attend back to school nights, parent/teacher conferences, and be an enthusiastic supporter of your school's activities.
17. Teach your children the importance of education. Model lifelong learning. Praise your children when they do their best.
18. Encourage responsibility and independence. Help your children get organized for school the night before.
19. Have a regular place for your children to study at home. It should have a sturdy chair, adequate lighting, a place to write and work, and be supplied with adequate supplies such as pencils crayons, calculator, etc. There should be no television, video games, music players, or any other distractions in the study area.
20. Share with your children your standards for acceptable computer use and monitor their computer use. Computers should be in a location where they are readily viewable by parents and other family members.

For additional resources, please visit the school's website at www.jna.org

