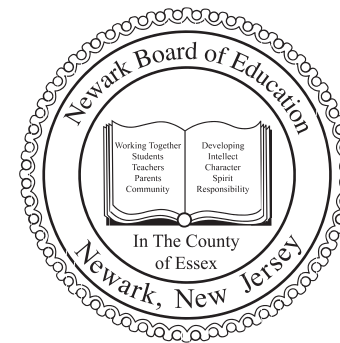


Health & Physical Education

- Define types of families and how they are different and alike.
- Explain and discuss the MyPlate diagram.
- Explain when and how to seek help when feeling scared, lonely, ill, sad, or bullied.
- Explain and demonstrate simple first aid procedures.
- Explain and demonstrate self-care practices and wellness.
- Identify and describe the five senses.
- Explain good sportsmanship and teamwork.
- Identify basic safety rules and demonstrate proper use of equipment.
- Demonstrate age-appropriate control and skills during movement activities.
- Hop, gallop, jog and slide using a pattern.
- Demonstrate twisting, curling, bending and stretching actions.
- Catch various sizes of balls self-tossed and tossed by a skilled thrower.
- Volley an object using an open palm.
- Travel in general space at low, middle and high levels.
- Perform modified push-ups or curl-ups for muscle endurance and strength.
- Participate in modified lead up games and activities.
- Throw a ball or manipulative underhand and overhand.
- Strike a ball or manipulative using one's foot or hand.
- Kick a stationary or non-stationary ball for distance.
- Bounce a ball using dominant hand.
- Perform and demonstrate proper body position during basic stunts and tumbling movements.
- Perform and demonstrate fundamental rhythm/dance patterns.

Visual & Performing Arts

- Explore ideas, feelings, and experiences to create visual arts, music, dance, and theatre.
- Use observation and investigation in preparation for making a work of art.
- Select and describe works of art that illustrate daily life experiences of one's self and others.
- Interpret art by categorizing subject matter and identifying the characteristics of form.
- Compare and contrast cultural uses of artwork from different times and places.
- Create musical ideas (such as answering a musical question) for a specific purpose.
- Demonstrate knowledge of music concepts such as beat and melodic contour in music from a variety of cultures selected for performance.
- Perform music for a specific purpose with expression.
- Demonstrate and identify how specific music concepts e.g., beat or pitch are used in various styles of music for a purpose when creating, performing, and responding to music.
- Explore movement inspired by a variety of stimuli e.g., music/sound, text, objects, images, symbols, observed dance, experiences and identify the source.
- Choose movements that express an idea or emotion, or follow a musical phrase.
- Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
- Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
- Collaborate with peers to conceptualize costumes and props in a guided drama experience.
- Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.
- Identify causes of character actions in a guided drama experience.
- Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience e.g., process drama, story drama, creative drama.



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Superintendent

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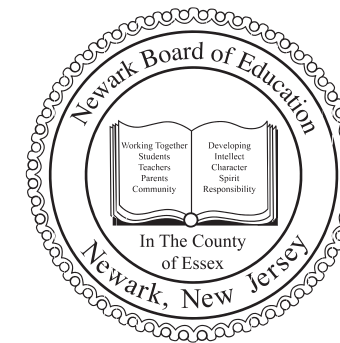
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Through the Lens of Teaching and Learning

**Snapshot
of
First
Grade**

Where Passion Meets Progress
www.nps.k12.nj.us

Newark Board of Education
765 Broad Street
Newark, NJ 07102

Dear Parents,

Today is a very exciting time to begin school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can share experiences with your child to assist in the learning.

Talk - Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

Play - Games help your child learn to share and can also assist in developing eye-hand coordination (e.g., playing cards, running races, musical chairs, hopscotch, jump rope).

Encourage Independence - When your child learns to do small tasks independently, a positive self-image will develop. With support from you, your child will experience success and become an independent learner and achiever.

Read - Reading with your child develops the imagination and a love for books. Reading also allows your child to become familiar with the language of books and to develop vocabulary.

Write - Encourage your child to draw and write about what was drawn. Writing helps children generate ideas.

Thank you,

Mr. León
Superintendent

Language Arts Literacy

- Engage in conversations with peers about a variety of topics.
- Ask and answer questions.
- Tell stories.
- Appreciate literature by reading, listening to, viewing, and responding to fiction and non-fiction.
- Recognize and generate rhyming words.
- Segment words into separate sounds.
- Add, delete or change sounds to change words.
- Quickly identify the names and sounds of all upper and lowercase letters.
- Identify words that begin and end with the same sound and letter.
- Apply what is learned about sounds and letters to their own writing.
- Apply what is learned about sounds and letters when they have reading difficulty.
- Develop age-appropriate listening, speaking, reading and writing vocabulary.
- Read at least 300 words by sight.
- Read grade level text accurately, quickly, and with expression.
- Become strategic readers by connecting new learning to prior knowledge, classifying and categorizing, predicting outcomes, and finding main ideas and details.
- Develop comprehension skills by drawing conclusions, sequencing information, comparing, contrasting, and inferring.
- Develop age-appropriate writing skills.
- Use complete sentences to convey ideas.
- Observe the teacher modeling writing.
- Record ideas independently.
- Write in a variety of forms for many purposes.
- Incorporate the traits of good writing.
- Offer personal opinions in discussion, and retell personal experiences.
- Listen and respond appropriately to directions.
- Write explanations.

Mathematics

- Model situations with word problems that involve the addition and subtraction of whole numbers, using objects, pictures, and symbols with numbers up to 20.
- Understand various meanings of addition and subtraction of whole numbers up to 100 and the relationship between the two operations.
- Develop fluency with basic number combinations for addition and subtraction within 10.
- Understand the effects of adding and subtracting whole numbers.
- Extend the counting sequence. Count, read, write and represent numbers up to 120.
- Use multiple models to develop initial understandings of place value and the base-ten number system.
- Measure with multiple copies of units of the same size, such as paper clips laid end to end.
- Tell and write time in hours and half hours.
- Pose questions and gather data about themselves and their surroundings to represent and interpret questions about the total number of data points.
- Recognize, describe, build and draw of two- (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three- (cubes, right rectangular prisms, right circular cones, and right circular cylinders) dimensional shapes based on attributes and parts.
- Investigate and predict the results of putting together and taking apart two- and three- dimensional shapes.
- Partition circles and rectangles into two and four equal shares and describe those shares using words such as halves, fourths, quarters, half of, fourth of, and quarter of.

Science

- Provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Construct an evidence-based account that objects in darkness can be seen only when illuminated.
- Determine the effect of placing objects made with different materials in the path of a beam of light.
- Design and build a device that uses light or sound to solve the problem of communicating over a distance.
- Design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.
- Determine patterns in behavior of parents and offspring that help offspring survive.
- Construct an evidence-based account that young

plants and animals are like, but not exactly like their parents.

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies

- Describe the roles and responsibilities of people in a community.
- Discuss democratic principles such as equality and fairness.
- Ask questions about a specific topic.
- Demonstrate an understanding of the benefits of being part of a group and explain what it means to be a member of a group.
- Help to create class rules.
- Follow class rules.
- Explain that an election is a kind of voting in which people select leaders.
- Identify leaders who are chosen by elections.
- Engage in discussions respectfully with diverse peers.
- Use listening, consensus-building, and voting procedures to decide on and take action in classrooms.
- Explain the similarities and differences between maps and globes.
- Identify and use language for cardinal directions (north, east, south, west) when locating and describing places on a map.
- Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.
- Explain some of the ways in which the people of the United States are unified and diverse.
- Show ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs.
- Give examples of products (goods) that people buy and use.
- Give examples of services people do for each other.
- Compare and contrast reasons why people save some of their money.
- Distinguish a renewable resource from a non-renewable resource.