

**Grade 1 – Integrated Curriculum**  
**Language Arts, Math, Science, Social Studies, The Arts, and World Languages**

**LANGUAGE ARTS**  
**OAC 210:15-3-12**

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.**

**Standard 1: Print Awareness - The student will develop and demonstrate knowledge of print awareness.**

1. Read from left to right, top to bottom.
2. Track print as text is being read.
3. Recognize the difference among letters, words, and sentences.

**Standard 2: Phonological/Phonemic Awareness – The student will develop and demonstrate knowledge of phonological/phonemic awareness.**

1. Create and state groups of rhyming words.

Example: bat/cat/sat/mat

2. Count syllables in a word.
3. Distinguish onset (beginning sound) and rime in one syllable words.

Examples: onset: /b/ in bat; rime: at in bat

4. Segment and blend the phonemes of one-syllable words.

Example: bat = /b/ /a/ /t/

5. Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words.

Example: the beginning sound of dog is /d/ the middle sound in can is /a/

6. Add or delete a phoneme to a word.

Example: /b/ + at = bat, cat - /k/ = at

**Standard 3: Phonics/Decoding – The student will apply sound-symbol relationships to decode unknown words.**

1. Phonetic Analysis - Apply phonics knowledge to decode one-syllable words.

a. Use short and long vowel patterns.

Example: CVC = mad, hid, cut

Example: CVCV (final e) = made, hide, cute

Example: CV1 = he, me, so

b. Use r-controlled vowel patterns

Example: er = —r|| in fern, ir = —r|| in bird, and ur = —r|| in turn

c. Use blends, digraphs, and diphthongs.

Example: Blends – fl, tr, sl, sm, sn, bl, gr, and str

Example: Digraphs – sh, th, wh

Example: Diphthongs – oi, oy, ou, ow

2. Structural Analysis - Apply knowledge of structural analysis to decode words using strategies such as inflectional endings, contractions and compound words, and possessives.

Example: inflectional endings – adding -s, -es, -ing, or -ed to a word

Example: compound words – cup + cake = cupcake

Example: contraction – can + not = can't

**Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Increase personal vocabulary by listening to and reading a variety of text and literature.

2. Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3. Use new vocabulary and language in own speech and writing.

4. Classify categories of words.

Example: Tell which of the following are fruits and which are vegetables: bananas, oranges, apples, carrots, and peas

**Standard 5: Fluency – The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level text (text in which no more than 1 in 20 words is difficult for the reader), effortlessly, and with expression.
2. Read regularly in instructional-level text (text in which no more than 1 in 10 words is difficult for the reader).
3. Students will engage in repeated readings of the same text to increase fluency.
4. Recognize 100-200 high frequency and/or common irregularly spelled words in text.  
(e.g., have, to, was, where, said).
5. Use punctuation cues (e.g., periods, commas, question marks) in text as a guide to understand meaning.

**Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding

- a. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of first grade.
- b. Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading.

Example: Prior to reading the book *Verdi* by Janell Cannon, have students preview the book by looking at the cover, identifying the main character and telling what they know about snakes (what they do, where they live . . . ). Make predictions by doing a picture walk to discuss some of the early actions in the story.

- c. Respond to questions designed to aid general comprehension.
2. Inferences and Interpretations - Make simple inferences based on what is stated in text.
  3. Summary and Generalization
    - a. Retell or act out stories and events using beginning, middle, and ending.
    - b. Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
    - c. Draw and discuss visual images based on text information.
  4. Analysis and Evaluation
    - a. Identify simple cause and effect relationships.
    - b. Mark favorite passages.
  5. Monitoring and Correction Strategies - Apply a basic use of semantics, syntax, and graphophonic cues.

Example: semantic - Does it make sense?

Example: syntax - Does it sound right?

Example: graphophonic - Does it look right?

**Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.**

1. Literary Genres – The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature.
  - a. Discriminate between fiction and nonfiction.
  - b. Recognize elements of different cultures in multicultural tales.
2. Literary Elements – The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

- a. Describe the roles of authors and illustrators in telling a story or presenting information.
- b. Identify and describe the plot, setting, and character(s) in a story.

**Standard 8: Research and Information - The student will conduct research and organize information.**

- 1. Accessing Information: Select the best source for a given purpose.
  - a. Alphabetize words to the first letter.
  - b. Read and follow simple written directions.
  - c. Recognize author, illustrator, title page, and table of contents (when applicable) as identifying items of information about a book.
  - d. Access information from simple charts, maps, graphs, and calendars.
- 2. Interpreting Information: Analyze and evaluate information from a variety of sources and generate questions about topics of personal interest and find books to gather information.

**Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.**

**Standard 1: Writing Process. The student will use the writing process to write coherently.**

- 1. Participate in prewriting activities such as brainstorming, discussion, webbing, illustrating or story starters.
- 2. Introduce a process approach to create a first draft with teacher assistance, applying developmentally appropriate steps of prewriting and first draft composition.
- 3. Begin understanding of the revision process with teacher assistance.
  - a. Create a main idea.

- b. Apply details to support the main idea.
  - c. Create a logical sequence of events.
4. Introduce, with teacher assistance, editing/proofreading of the first draft for simple usage, mechanics, and spelling.
  5. Introduce and apply, with teacher assistance, standard editing marks for capitalization, deletion, and sentence termination.
  6. Publish and present the final writing product to various audiences, such as peers or adults.

**Standard 2: Modes and Forms of Writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.**

1. Recognize modes and forms of language such as informing, persuading, and entertaining.
2. Compose simple narratives (stories) with a consistent focus of a beginning, middle, and end that develop a main idea, use details to support the main idea, and present a logical sequence of events.
3. Write brief description, using some details, of a real object, person, place, or event.
4. Develop, with teacher assistance, "thank you" notes, friendly letters, and invitations to a specific audience or person.
5. Make journal entries.
6. Introduce and compose, with teacher assistance, different modes of simple rhymes and poems.

**Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are beginning to recognize appropriate use of nouns, pronouns, verbs, adjectives, and contractions in their writing.
  - a. Subject (naming part) and predicate (action part)
  - b. Singular and plural nouns
  - c. Common and proper nouns
  - d. Singular, personal, gender pronouns
  - e. Nominative and possessive pronouns
  - f. Present and past tense verbs
  - g. Contractions
  - h. Adjectives
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
  - a. Capitalize the first word of a sentence and the pronoun —I.||
  - b. Capitalize all proper nouns (John, Sally).
  - c. Capitalize greetings (Dear Joe).
  - d. Capitalize months and days of the weeks (December, Monday).
  - e. Capitalize titles (Dr., Mr., and Mrs.).
  - f. Capitalize initials of people (A.J. Smith).
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
  - a. Correctly use terminal (end) punctuation.
  - b. Use commas correctly in dates.
  - c. Use apostrophes correctly in contractions.
  - d. Use quotation marks to show that someone is speaking.
  - e. Use a period in common abbreviations.

4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing a complete sentence (simple subject and simple predicate).
5. Sentence Variety: The student will identify declarative (telling), interrogative (asking), and exclamatory (exciting) sentences.
6. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
  - a. Spell correctly frequently used grade-level-appropriate sight words.
  - b. Spell short vowel words using the cvc pattern (Example: it-hit, an-man).
  - c. Spell long vowel words using the cvce pattern (Example: lake, bone, time).
7. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
  - a. Print legibly and space letters, words, and sentences appropriately.
  - b. Print using left to right progression moving from the top to the bottom of the page.

**Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.**

**Standard 1: Listening – The student will listen for information and for pleasure.**

1. Listen attentively and ask questions for clarification and understanding.
2. Give, restate, and follow simple two-step directions.

**Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.**

1. Stay on topic when speaking.
2. Use descriptive words when speaking about people, places, things and events.
3. Recite poems, rhymes, songs and stories.



4. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
5. Relate an important life event or personal experience in a simple sequence.
6. Provide descriptions with careful attention to sensory detail.
7. Use visual aids such as pictures and objects to present oral information.

**Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.**

1. Show respect and consideration for others in verbal and physical communications.
2. Make contributions in group discussions.

**Visual Literacy: The student will interpret, evaluate, and compose visual messages.**

**Standard 1: Interpret Meaning – The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.**

1. Respond to visual messages by distinguishing between fiction and nonfiction in stories, videos, and television programs.
2. Respond through talk, movement, music, art, drama and writing in ways that reflect understanding of a variety of stories and poems.

**Standard 2: Evaluate Media - The student will evaluate visual and electronic media such as film as compared with printed messages.**

Example: Make connections between illustrations and print.

**MATHEMATICS**  
**OAC 210:15-3-40.2, 41**

**PROCESS STANDARDS Grades 1-5**

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representation.

Using these processes students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges.

Following is an outline of the five process standards and associated objectives.

**NOTE:** When examples are given there is a progression in levels of difficulty from basic to more complex skills.

**Process Standard 1: Problem Solving**

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).

4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

### **Process Standard 2: Communication**

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.
4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

### **Process Standard 3: Reasoning**

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).

2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).

3. Make predictions and draw conclusions about mathematical ideas and concepts.

Predictions become conjectures and conclusions become more logical as students mature mathematically.

#### **Process Standard 4: Connections**

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).

2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate  $\frac{3}{4}$  with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as  $\frac{1}{3}$ ).

3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).

4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

#### **Process Standard 5: Representation** 1. Create and use a variety of representations

appropriately and with flexibility to organize, record, and communicate mathematical

ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).

2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

## MATHEMATICS CONTENT STANDARDS - Grade 1

The following concepts and skills should be mastered by all students upon completion of first grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

### MAJOR CONCEPTS

- **Develop an understanding of whole number relationships, including grouping tens and ones.**
- **Develop an understanding of addition and subtraction. Acquire strategies for basic addition and subtraction facts.**
- **Recognize and describe basic two- and three-dimensional shapes.**

**First Grade Suggested Materials Kit:** snap cubes, keys, fabric, macaroni, buttons, pattern blocks, children's books, counters, beans, base-10 blocks, dominoes, calculators, geoboards, tangrams, attribute blocks, straws, containers, balance scales, rulers, coins, clocks, graph mats, painted beans or two-color counters, fraction circles, fraction squares

**Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to model, describe and extend patterns.**

1. Describe, extend and create patterns using concrete objects (e.g., sort a bag of objects by attributes and orally communicate the pattern for each grouping).
2. Describe, extend and create patterns with numbers in a variety of situations (e.g., addition charts, skip counting, calendars).

3. Demonstrate number patterns by counting as many as 100 objects by 1's, 2's, 5's and 10's.
4. Recognize and apply the commutative and identity properties of addition using models and manipulatives to develop computational skills (e.g.,  $2 + 4 = 4 + 2$ ,  $3 + 0 = 3$ ).

**Standard 2: Number Sense and Operation - The student will read, write and model numbers and number relationships. The student will use models to construct basic addition and subtraction facts with whole numbers.**

1. Number Sense

- a. Use concrete models of tens and ones to develop the concept of place value.
- b. Compare objects by size and quantity (e.g., more than, less than, equal to).
- c. Read and write numerals to 100.
- d. Manipulate physical models and recognize graphical representation of fractional parts (e.g., halves, thirds, fourths).

2. Number Operations

- a. Develop and apply the concepts of addition and subtraction.
  - i. Use models to construct addition and subtraction facts with sums up to twenty (e.g., counters, cubes).
  - ii. Perform addition by joining sets of objects and subtraction by separating and by comparing sets of objects.
  - iii. Demonstrate fluency (i.e., memorize and apply) with basic addition facts to make a maximum sum of 10 and the associated subtraction facts (e.g.,  $7+3=10$  and  $10-3=7$ ).
- b. Write addition and subtraction number sentences for problem-solving situations.

- c. Acquire strategies for making computations using tens and ones to solve two-digit addition and subtraction problems without regrouping (e.g., use estimation, number sense to judge reasonableness, counting on, use base-ten blocks).

**Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.**

1. Sort and identify congruent shapes.
2. Identify, name, and describe two-dimensional geometric shapes (including rhombi) and objects in everyday situations (e.g., the face of a round clock is a circle, a desktop is a rectangle).
3. Identify, name and describe three-dimensional geometric shapes (including cones) and objects in everyday situations (e.g., a can is a cylinder, a basketball is a sphere).
4. Use language to describe relationships of objects in space (e.g., above, below, behind, between).

**Standard 4: Measurement - The student will develop and use measurement skills in a variety of situations.**

1. Linear Measurement: Measure objects with one-inch tiles and with a standard ruler to the nearest inch.
2. Time
  - a. Tell time on digital and analog clocks on the hour and half-hour.
  - b. Develop the concepts of days, weeks, and months using a calendar.
3. Money: Identify and name the value of pennies, dimes, nickels, and quarters.



**Standard 5: Data Analysis - The student will demonstrate an understanding of data collection and display.**

1. Data Analysis

- a. Organize, describe, and display data using concrete objects, pictures, or numbers.
- b. Formulate and solve problems that involve collecting and analyzing data common to children's lives (e.g., color of shoes, numbers of pets, favorite foods).

**SCIENCE**  
**OAC 210:15-3-71**

**Standards for Inquiry, Physical, Life, and  
Earth/Space Science**

The *Priority Academic Student Skills (PASS)* should be taught by investigating broad concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

**SCIENCE PROCESSES AND INQUIRY**

**Grade 1**

**Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.**

- \*1. Observe and measure objects, organisms and/ or events using developmentally appropriate nonstandard units of measurement (e.g., hand, paper clip, book); and International System of Units (SI) (i.e., meters, centimeters, and degrees Celsius).
2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms and/or observable events.

**Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.**

1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties.
2. Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, tallest to shortest).

**Process Standard 3: Experiment and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.**

- \*1. Ask a question about objects, organisms, or events in the environment. 📖
- \*2. Plan and conduct a simple investigation.
- \*3. Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.
- 4. Recognize potential hazards and practice safety procedures in all science activities.

**Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.**

- 1. Interpret pictures, simple bar graphs, and/or tables. 📖
- 2. Recognize and describe patterns, then make predictions based on patterns 📖
- \*3. Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language. 📖

## **PHYSICAL SCIENCE**

### **Grade 1**

**Standard 1: Properties of Objects and Materials - Characteristics of objects can be described using physical properties such as size, shape, color, or texture. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

- 1. Objects have properties that can be observed, described, and measured.
- 2. Using the five senses, objects can be grouped or ordered by physical properties.

3. Water can be a liquid or a solid, and can be made to go back and forth from one form to the other.

## **LIFE SCIENCE**

### **Grade 1**

**Standard 2: Characteristics and Basic Needs of Organisms - All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. Plants and animals need to take in air, water, and food. In addition, plants need light.
2. Scientists use the five senses and tools (e.g., magnifiers and rulers) to gather information, such as size and shape about living things.

## **EARTH/SPACE SCIENCE**

### **Grade 1**

**Standard 3: Changes of Earth and Sky - Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:**

1. The sun warms the land, air, and water.
2. Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

\* Revised science standards approved by the Oklahoma State Board of Education on Thursday, March 24, 2011; Final approval pending by Oklahoma Governor and Legislature.

## **SOCIAL STUDIES**

### **OAC 210:15-3-91**

The primary focus for first grade social studies deals with features of neighborhoods and communities as they relate to the social studies core curriculum disciplines of history, geography, civics, economics, and government. Familiarity with rather than mastery of these subjects is expected at this level. Many of these topics can be integrated into the study of other core curriculum areas and can be discussed in the context of children's literature.

#### **Standard 1. The student will develop and practice the process skills of social studies.**

1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.
2. Use children's literature to compare and contrast one's own neighborhood/ community to others.

#### **Standard 2: The student will examine neighborhoods/communities from a spatial perspective.**

1. Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).
2. Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.
3. Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).
4. Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.

5. Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

**Standard 3: The student will analyze the human characteristics of communities.**

1. Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.
2. Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the “Star-Spangled Banner”).
3. Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments).
4. Identify and write the names of the school, town/city, state, and nation.
5. Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veterans Day, and Thanksgiving.


**Standard 4: The student will examine the interaction of the environment and the people of a community.**

1. Identify the three basic needs of all people: food, clothing, shelter.
2. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings in other countries).
3. Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear).

**Standard 5: The student will understand basic economic elements found in communities.**

1. Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, and earn money to buy the things they need).
2. Identify ways people in the neighborhood / community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).

**NOTE:** Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

**THE ARTS**  
**OAC 210:15-3-115**

**VISUAL ART**

**Grade 1 Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject).**

1. Use appropriate art vocabulary.
2. Name elements of art; line, color, form, shape, texture, value and space.
3. Name the principles of design; rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
4. Use the elements of art and principals of design.

**Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.**

1. Understand art reflects a culture. (📖)
2. Identify connections between visual art and other art disciplines.
3. Identify specific works of art produced by artists in different cultures. (📖)

**Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.**

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in making original art including drawing, painting, and sculpture.



3. Demonstrate beginning skills of composition using the elements of art and principles of design.
4. Use art media and tools in a safe and responsible manner.

**Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.**

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.
2. Demonstrate respect for their work and the work of others.
3. Demonstrate thoughtfulness and care in completion of artworks.

**GENERAL MUSIC**

**Grade 1**

**Standard 1: Language of Music - The student will read, notate and interpret music.**

1. Identify the elements of music:
  - a. Melody (high and low, upward and downward, leaps and repeats).
  - b. Rhythm (strong and weak beats, steady beat, meter in 2/4, long and short sounds).
  - c. Harmony (sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment).
  - d. Form (introduction, repetition/contrast, solo/chorus, verse/refrain).
  - e. Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment, orchestra instruments from each family of instruments - trumpet, clarinet, violin, tympani).
  - f. Pitch (high and low).

- g. Tempo (fast and slow, getting faster or slower).
  - h. Dynamics (loud and soft, getting louder or softer).
2. Use a system of syllables, numbers or letters to demonstrate basic notation:
    - a. Rhythmic (quarter note, quarter rest, paired eighth notes).
    - b. Melodic (sol, mi, la or 5, 3, 6).
  3. Recognize basic features of familiar and unfamiliar songs:
    - a. Dynamics - loud and soft.
    - b. Tempo - fast and slow.
    - c. Form – same and different.

**Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.**

1. Sing and perform songs, chants, rhymes, singing games and dances from a variety of cultures.
2. Recognize music from our country, work songs, holiday songs and music from different countries. (📖)
3. Identify music and instruments from different cultures. (📖)

**NOTE:** Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

**Standard 3: Music Expression - The student will perform, imitate, compose a variety of music within specific guidelines.**

1. Participate in music through singing and/or playing instruments.
2. Match pitches, sing in tune and use appropriate tone and expression.
3. Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
4. Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
5. Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
6. While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).
7. Respond to unfinished short melodic patterns using voice or classroom instruments.

**Standard 4: Music Appreciation - The student will learn to appreciate music and expand listening beyond music currently familiar to the student.**

1. Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
2. Demonstrate respect for music performed by the student and by other students and professional performers.
3. Discuss likes and dislikes of music of different styles.

## WORLD LANGUAGES

### OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

**Languages Awareness (Grades K - 3) is a required program in Oklahoma schools through which children gain the insight that other languages and cultures exist besides their own.**

In the Awareness Phase, students will be exposed to a variety of cultures and languages. Most school districts in Oklahoma have opted to begin language study with the awareness phase; however, districts may choose to start a sequential language program beginning in kindergarten that will lead to greater language skill at the end of the program. In this case, only one language will be the focus of the program.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p.

31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

## **LANGUAGE(S) AWARENESS**

### **Grades K-3**

#### **Goal 1: Communication**

##### **Communicate in Languages Other Than English**

**Standard 1: Students will communicate in languages other than English.**

Using developmentally appropriate activities, learners at the language(s) awareness stage will:


1. Understand limited one- and two-word phrases, cognates, and social greetings.
2. Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects.
3. Develop careful listening skills.
4. Read isolated words when strongly supported by visuals.
5. Copy familiar words for labeling, identifying, and organizing purposes.

#### **Goal 2: Cultures**

##### **Gain Knowledge and Understanding of Other Cultures**

**Standard 2: Students will gain knowledge and understanding of other cultures.**

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an awareness of other cultures. 
2. Be able to identify areas of the world where the languages studied are spoken.
3. Participate in developmentally appropriate cultural activities such as games and songs.
4. Identify and reproduce distinctive cultural products of the culture of the languages studied.

5. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave takings and daily classroom interactions.

### **Goal 3: Connections**

#### **Connect with Other Disciplines and Acquire Information**

##### **Standard 3: Students will connect with other disciplines and acquire information.**

Using developmentally appropriate activities, learners at the language(s) awareness stage will:





1. Use isolated words from other content areas (math, science, geography) in foreign language class activities.
2. View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography).

### **Goal 4: Comparisons**

#### **Develop Insight into the Nature of Language and Culture**

##### **Standard 4: Students will develop insight into the nature of language and culture.**

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Be aware of the differences among cultures and respect those differences. 
2. Develop awareness that the world has many languages. 
3. Compare holidays and celebrations. 
4. Compare daily practices of people in the target cultures with their own. 

### **Goal 5: Communities**

#### **Participate in Multilingual Communities at Home and Around the World**

##### **Standard 5: Students will use the language both within and beyond the school setting.**

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an interest in future language(s) study
2. Explore the value of communicating in another language.
3. Identify the target language in school and community environments.
4. Participate in activities related to special events celebrated in the target culture(s).