

Science

The science curriculum in first grade centers on practicing scientific & engineering process skills within the content of the curriculum. Students observe, document, reflect, discuss, sketch and write using a science notebook. First grade students participate in a year long observational study of seasonal changes, including weather and patterns in the sky. They also observe the life cycle, characteristics, needs and behaviors of a variety of insects, animals, and plants throughout the year. Students also investigate the properties of sound and light. They experiment with materials and complete a simple design challenge to use sound and light to send a signal over a distance. In 2021-22, NPS teachers will pilot lessons in a unit entitled "Sky Patterns".

Social Studies

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

Visual Art

Visual Art in First grade provides a foundation in the Elements of Art (line, shape, color, texture, value, space, and form) with a focus on line and color. Students begin to explore using line to create shapes, objects and patterns, as well as experimenting with colors and paints. Students are also learning to use observation and problem solving to create visual works of art in response to a prompt. Instruction targets Visual Art domains of **Communications and Expression, Design and Composition, and Methods, Tools and Techniques** and addresses the Massachusetts Arts Curriculum Framework Categories of **Creating, Presenting, Responding, and Connecting**.

Music

First grade music introduces and begins to develop foundational musical concepts such as steady beat, tempo (fast and slow), dynamics (loud and soft) and literacy in music notation. Students learn how to use a healthy singing voice and begin to explore the many different aspects of their own voice. Major activities include singing, moving to and listening to age appropriate songs, and an introduction to a variety of musical forms and cultures. Instruction addresses the Massachusetts Arts Curriculum Framework Categories of **Creating, Presenting, Responding, and Connecting**.

Physical Education

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

Media & Digital Learning

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



NEEDHAM PUBLIC SCHOOLS

Grade 1 Progress Report Parent Brochure

The Progress Report

This progress report is intended to *complement* existing parent conferences and to provide you with additional information about your child's progress toward mastering grade-level learning expectations. It reflects the district's belief that students should be engaged in challenging academics as well as ongoing social emotional learning experiences that are grounded in clearly defined and developmentally appropriate standards.

This report is designed to communicate students' progress in a way that descriptively reflects what they know and are able to do in relation to the state curriculum standards. The parent brochure outlines the categories that are included in the report for each curriculum area and provides a description of the characteristics associated with proficiency in that category. Please note that:

- A student's achievement is reported separately from effort.
- In each reporting period, the skills that are taught are assessed against a benchmark.
- Numerical levels are used to report performance with respect to the grade level learning goals.
- The system is designed to describe how well a student is progressing with respect to mid and end-of-year grade level expectations, rather than in relation to other students in the class.
- Teachers use this information to inform instructional practices that address student learning needs.

Please keep in mind that this report represents just a snapshot of your child's progress at a particular point in time. The information presented here, in conjunction with your conference with the child's teacher, provides a more comprehensive picture of your child's overall progress.

All of the staff in the Needham Public Schools remain committed to working in partnership with you to provide a meaningful learning and growth experience for your child.

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

Social Emotional Learning (SEL)

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

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

English Language Arts (Reading)

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

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

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

English/Language Arts (Writing)

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

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

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

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

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

Mathematics

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

Operations & Algebraic Thinking—Proficient students are able to represent and solve problems using addition and subtraction within 20. Problems include those that have a missing whole number in any position. They fluently know addition and subtraction fact combinations within 10, and they understand the meaning of the equal sign.

Numbers & Operations in Base Ten--Proficient students use place value understanding to represent ones and tens. They can use place value to read and write numerals to 120 and can compare the value of two numbers. They are able to add and subtract within 100 using place value knowledge.

Measurement & Data--Proficient students are able to order and compare objects by length. They are able to organize, represent, and interpret data.

Geometry--Proficient students are able to describe attributes to identify figures. They are able to join two-dimensional or three-dimensional shapes to create a new figure.

Standards for Mathematical Practice --The Standards for Mathematical Practice describe the types of thinking and behaviors students engage in as they are doing mathematics. Proficient students make sense of problems and persevere in solving them. They know how to select and use appropriate tools to solve problems. They communicate clearly about their mathematical ideas. They listen to, make connections to, and offer feedback about the ideas of others.

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