



**CATHEDRAL SCHOOL**

Classic Catholic Education Since 1864

## **CURRICULUM GUIDES**

*A Work in Progress*

## **GRADE ONE**

Rev. 2006

## Overview

The draft curriculum guides for Cathedral School are modeled after a report distributed by the State Board of Education entitled, Learning Results. The Learning Results were developed from a task force comprised of citizens, educators and business representatives who came together to identify what Maine students should know and be able to do by the time they leave school. Input was gained through various public process methods, such as public hearings, surveys, student meeting, etc.

The Learning Results are essential for all Maine Students because the demands of contemporary life and work require us to know and be able to do a great deal. These demands ask us to be:

- *Clear and Effective Communicators*
- *Self-Directed and Life-Long Learners*
- *Creative and Practical Problem Solvers*
- *Responsible and Involved Citizens*
- *Collaborative and Quality Workers*
- *Integrative and Informed Thinkers*

These six specific areas of knowledge and skills are called the **Guiding Principles**.

Learning Results have been developed in each of these subject areas:

- *Career Preparation*
- *English Language Arts*
- *Foreign Languages*
- *Health & Physical Education*
- *Mathematics*
- *Science*
- *Social Studies*
- *Visual & Performing Arts*

At Cathedral School, we have the unique opportunity along with other parochial schools to teach *Religion* as a primary subject.

As you explore our new presentation for curriculum guides for each grade, please keep in mind that this is a *work in progress* and we are still fine-tuning the details. Enjoy, and please feel free to ask our Principal or your child's teacher any questions related to our curriculum or the Learning Results report.

~Grade One~

1. RELIGION

Text: Blest Are We  
Silver Burdett Ginn

- Follows church's seasons: Advent, Christmas, Ordinary Time, Lent, Easter
- Knows God as our loving Creator
- Sees all gifts come from God
- Recognizes each person and creature as loved by God and respects all
- Can explain the difference between Angels and Saints
- Knows Father, Son and the Holy Spirit as loving God, Friend and Helper
- Knows Jesus as Son of God, Human and Divine
- Attends Mass and Celebrations of Prayer
- Learns Prayers: Our Father, Hail Mary, Grace and Glory Be to the Father
- Is introduced to the Rosary
- Can create their own prayers

2. READING/LANGUAGE ARTS

Text: Scott Foresman Reading  
Scott Foresman Company  
Daily Oral Language  
Carson-Dellosa

- Identifies and shares perceived differences and similarities in story elements in works from a variety of cultures (Story Time).
- Uses a variety of visual and oral strategies to connect the main ideas in stories.
- Produces a coherent piece of writing on a self-chosen topic which uses appropriate language, has voice and demonstrates control of mechanics in simple constructions.
- Self and peer edits/corrects written and spoken language, addressing mechanics, spelling and other language conventions appropriately.
- Demonstrates use of prewriting strategy to write about a self-selected topic, conferences with others by giving and receiving feedback to improve development of ideas and use of conventions.
- Formulates questions, listens to, reads and views various media to organize and share information gathered from the exploration.
- Selects, reads, listens and views with comprehension appropriate materials for a specific purpose (Spelling, Thematic Words used from topic of the week).
- Distinguishes between reality and fantasy in literature and in real life.
- Identifies and uses formal and informal language variations pertinent to a variety of

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familiar situations.

- Recognizes and uses reading strategies associated with the development of fluency and comprehension, demonstrating competence in response to material read.

3. MATHEMATICS

Text: Scott Foresman Mathematics,  
D.C. Heath and Company  
Daily Math Warm-Ups  
Carson-Dellosa

- Constructs number meaning and interprets the multiple uses of whole numbers through real-world experiences and the use of physical materials.
- Counts, orders, compares, reads, groups and applies place value concepts up to 100 in real-life, problem-solving situations using a variety of manipulatives and strategies.
- Uses and applies estimation with quantities, measurement, computation and problem-solving and determines the reasonableness of results.
- Selects and uses multiple strategies in solving problems involving estimation, addition and subtraction of whole numbers checking for accuracy using manipulatives. Technologies and techniques (such as inverse operations).
- Models and explains addition and subtraction using a variety of materials, strategies and symbols.
- Formulates and solves problems by collecting, arranging and interpreting data.
- Makes tallies and graphs of information gathered from immediate surroundings.
- Explores concepts of chance to predict outcomes of simple events.
- Investigates and predicts the results of combining, dividing and changing 2D shapes.
- Uses positional words to describe the relationship of two or more objects.
- Estimates and measures length, time, money, temperature, weight and capacity.
- Selects standard and non-standard tools of length, time, temperature, weight and capacity to solve every day problems.
- Recognizes, describes, extends and creates a wide variety of patterns.
- Represents and describes both geometric and numeric relationships.
- Illustrates problem situations and mathematical expression in which there is an unknown using manipulatives and actions.
- Classifies sets of objects into two or more groups using attributes.
- Uses an organized list to determine possible outcomes or solve problems.
- Distinguishes between “important” and unimportant” information in simple arguments.

4. SCIENCE

Text: McGraw-Hill Science  
Macmillan McGraw-Hill

- Categorizes things as living or non-living.
- Designs and articulates a classification system for objects.
- Demonstrates, with examples, that almost all animals' food can be traced back to plants.
- Recognizes and gives examples of the many different ecological systems on Earth.
- Determines that plants and animals need food, water and gases to survive.
- Demonstrates the use of magnifying devices and how they enable individuals to see in more detail.
- Describes how fossils show past life and extinct species.
- Compares and contrasts the ways in which individuals in a species are alike and different.
- Recognizes that large things are made up of smaller pieces (a tower of clocks may be made up many of the same kind of block).
- Describes some physical properties of objects, including color, size, and texture.
- Describes weather changes that occur.
- Analyze the relationship between observable weather patterns and the cycling of the seasons.
- Observes changes that are caused by water, snow and ice.
- Explains how the Earth's rotation causes day and night.
- Describes the cycles of day/night and of seasons.
- Analyze the ways in which shadows of objects change based on where light is coming from.
- Demonstrates scientific inquiry skills such as observing, formulating hypotheses, modeling, predicting, experimenting, analyzing and interpreting data and creating and communicating explanations.
- Orders familiar measurements of length, weight, and time and attaches meaning to the units.
- Provides an example showing that things are made up of parts and when the parts are put together, the whole can do things the parts can't do by themselves.
- Describes relationships and patterns observed in nature.
- Identifies many groups to which one belongs and describes why each group is different and has its own goals and needs.

5. SOCIAL STUDIES

Text: McGraw Hill Social Studies  
MacMillan-McGraw Hill

- Reads symbols on a map or globe using picture symbols in a legend or key (standard colors, lines, points, and other symbols)
- Uses a variety of special-purpose maps.
- Distinguishes between cultural and natural features.
- Locates self in relation to familiar places using position words and/or cardinal directions.
- Locates places on a map or globe using relative location.
- Measures distances and areas on a map or globe using buildings, blocks, streets, etc.
- Compares distances and areas.
- Traces routes of travel on a map or globe.
- Understands a map or globe as a representation of part or all of Earth.
- Compares features in the real world with their representations on a map.
- Identifies landscape features from a map or globe.
- Infers activities or ways of living from a map or globe.
- Records data on a map using appropriate symbols.
- Recognizes from subtitles and row or column headings what is shown in each part of a graph or chart.
- Infers implied main ideas and/or details.
- Summarizes information and identifies main ideas and details.
- Infers relationships among pieces of information and sequential order of events.
- Uses facts and observations to support generalizations and/or conclusions.
- States the main idea of a picture, paragraph, or lesson as a caption or in a complete sentence.
- Organizes information by enumerating details, comparing and contrasting, ordering sequentially, or by stating cause and effect.
- Develops the main idea with details that support a topic sentence.