

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.

Your interest and involvement in your child's education promotes positive attitudes toward learning and enhanced academic achievement. We are excited about the opportunity to join you in providing the best possible education for your child.

Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.

*Sincerely,
Department of Curriculum and Instruction*

USING THE GUIDE

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

INVITE SUCCESS

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

GENERAL INFORMATION

Elementary Guidance Program

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

Parent/Student Handbook

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

Report Cards

The Grades K-2 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can access their children's grades throughout the year.



Language Arts

The first grade language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing. Following are the major concepts addressed in language arts at this grade level.

Reading

- Use a variety of reading comprehension strategies (e.g., predicting, summarizing, inferring)
- Read independently a variety of literature
- Respond to literature orally and in writing

Written and Oral Communication

- Write for a variety of reasons to various audiences using different formats
- Communicate ideas in writing using legible handwriting, and correct punctuation, and capitalization
- Demonstrate effective oral communication

Word Study

- Apply knowledge of word study (phonics, spelling, word structure, word meaning, and grammar) to read text with understanding and to communicate effectively through writing



Mathematics

Problem solving is integrated throughout the six strands listed below. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and continuously into each student's mathematics education. Students have many opportunities to use the skills involved with computation, estimation, time, money, measurement, geometry, graphing, probability, and algebra to solve a wide variety of problems.

Number and Numeration

Understand the Meanings, Uses, and Representations of Numbers

- Count on by 1s, 2s, 5s, and 10s past 100 and back by 1s from any number less than 100
- Count, identify, and estimate collections of objects and write the corresponding number
- Identify the place and value of the digits of a number up to 1,000
- Identify one-half, one-third, and one-fourth of actual or pictured objects
- Identify odd and even numbers
- Read and write word names for numbers 0-10

Understand Equivalent Names for Numbers

- Give equivalent names for 1- and 2-digit numbers using manipulatives, tally marks, drawings, and numerical expressions

Understand Common Numerical Relations

- Compare and order numbers up to 1,000
- Identify ordinal positions first through thirtieth

Operations and Computation

Compute Accurately

- Demonstrate proficiency with ± 0 , ± 1 , doubles, and sum-equals-ten addition and subtraction facts
- Use manipulatives, number grids, tally marks, mental arithmetic, and calculators to solve problems involving the addition and subtraction of numbers up to 2 digits
- Calculate and compare the values of combinations of coins

Make Reasonable Estimates

- Estimate reasonableness of answers to basic fact problems
- Select and explain a reasonable magnitude estimate

Understand Meanings of Operations

- Identify change-to-more, change-to-less, comparison, and parts-and-total situations

Data and Chance

Select and Create Appropriate Graphical Representations of Collected or Given Data

- Collect and organize data to create tally charts, bar graphs, and line plots

Analyze and Interpret Data

- Use graphs to answer simple questions and draw conclusions
- Find the maximum and minimum of a data set

Understand and Apply Basic Concepts of Probability

- Describe events using *certain, likely, unlikely, impossible*, and other basic probability terms
- Record the results of probability experiments

Measurement and Reference Frames

Understand the Systems and Processes of Measurement: Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Estimate, measure, and compare weight and length
- Estimate and compare the volumes of two containers
- Know and compare the value of pennies, nickels, dimes, quarters, and dollar bills
- Make exchanges between coins
- Describe the proximity of objects in space

Use and Understand Reference Frames

- Identify a thermometer as an instrument for measuring temperature
- Read a temperature in Fahrenheit and Celsius to the nearest 10°
- Use a calendar to identify days, weeks, months, and dates
- Tell and show time to the nearest half and quarter hour on an analog clock

Geometry

Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Identify and describe plane and solid figures including circles, triangles, squares, rectangles, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes

Apply Transformations and Symmetry in Geometric Situations

- Identify shapes having line symmetry
- Complete line-symmetric shapes or designs

Patterns, Functions, and Algebra

Understand Patterns and Functions

- Extend, describe, and create numeric, visual, and concrete patterns
- Solve problems involving function machines, “What’s My Rule?” tables, and Frames-and-Arrows diagrams
- Sort and classify objects according to one or more attribute including color, size, shape, and thickness

Use Algebraic Notation to Represent and Analyze Situations and Structures

- Read, write, and explain the symbols +, -, =, >, <
- Solve equations involving addition and subtraction



The first grade objectives stress basic science skills essential to understanding familiar objects and events. These science skills include observing, asking questions, measuring, classifying, predicting, recording information, and drawing conclusions. Students are expected to begin conducting simple science experiments. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Students are expected to know the basic relationship between the sun and the earth, between seasonal changes, and plant and animal activities. Students also will begin to develop an understanding of moving objects and the importance of natural resources.

Motion and Sound

- Describe how objects move (straight, curved, circular, back and forth, zigzag, fast and slow)
- Demonstrate that sound is caused by vibrations

Interactions with Water

- Identify and classify materials as one of the three different states of matter (solid, liquid, and gas)
- Identify solids and liquids that dissolve in water
- Conduct an experiment to infer that some substances will dissolve more easily in hot water than in cold water

Plants and Animals

- Distinguish between living and non-living
- Describe the life needs of plants and animals
- Identify and label the parts of a plant, including root, stem, leaf, blossom, and seed
- Classify animals according to certain characteristics (body coverings, body shape, appendages, method of movement, wild or tame, and where they live)

Investigating Night and Day

- Describe the relationship between the sun and earth
- Interpret the relationships between the sun's position in the sky to the earth and the general time of day
- Understand that the sun is a source of heat and light

Weather and Seasons

- Identify types of precipitation as rain, snow, and ice and the temperature conditions that result in each one
- Compare and contrast the four seasons of spring, summer, fall, and winter in terms of temperature, light, and precipitation
- Compare and contrast the four seasons and how they relate to people, plants, and animals (clothing, recreation, and plant and animal characteristics during each season)

Investigating Resources

- Identify natural resources
- Understand the need for conserving natural resources



Social Studies

In first grade, students will compare everyday life in different places and times. Students will construct simple maps and begin to use a simple map legend. Certain biographies and holidays covered at first grade will help to give the students an understanding of history. They will study the economic concepts of goods and services, buyers and sellers, and making economic choices. Students will learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

History

- Interpret information presented in picture time lines to show sequence of events, and distinguish between past, present, and future

- Distinguish between past and present from pictures that depict schools, communities, transportation modes, and family life
- Describe the stories of American leaders and their contributions to our country
- Explain the major contributions of George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt
- Analyze the lives of people and events associated with selected holidays
- Explain the reasons for celebrating Columbus Day, Presidents' Day, and Independence Day

Geography

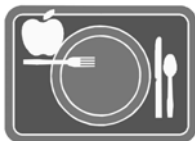
- Develop basic map skills
- Recognize basic map symbols, including references to land, water, cities, and roads
- Identify the physical shape of the United States and Virginia
- Locate Washington, D.C., the capital of the United States, on a map
- Locate Richmond, the capital of Virginia, on a map
- Construct a simple map of a familiar area, e.g., the classroom
- Analyze how the location of his or her community, climate, location, and physical surroundings affect the way people live
- Describe the seasons of the year (spring, summer, fall, and winter)

Economics

- Explain the difference between goods and services and describe how people are consumers and producers of goods and services
- Give examples of goods and services
- Define a consumer as a person who uses or buys goods and services
- Define a producer as a person who makes goods and/or services
- Conclude that people make choices because they cannot have everything they want
- Explain that people must choose some things and give up others
- Recognize that people save money for the future to purchase goods and services

Civics

- Identify the traits of good citizenship and demonstrate them in the school setting
- Participate in decision-making by voting in the classroom
- Recognize the symbols and traditional practices that honor and foster patriotism in the United States
- Explain that patriotism is showing respect for and love of country
- Identify the American flag, bald eagle, Washington Monument, and Statue of Liberty as patriotic symbols of the United States
- Recognize that citizens say the Pledge of Allegiance to demonstrate respect for the American flag and the United States
- Recognize that communities in Virginia include people of many ethnic origins who come from different places around the world, who make contributions to their communities, and who are united as Americans by common principles
- Recognize communities in Virginia have local governments and benefit from people who volunteer



Health

The first grade health objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

Knowledge and Skills

- Understand the benefits of physical activity and a healthy lifestyle
- Understand the importance of cooperating and getting along with others
- Identify the major body parts and understand the function of the five senses
- Identify and understand the importance and function of the cardiovascular system
- Identify and understand the importance of making healthy food choices
- Know the importance of proper nutrition and identify foods that are good sources of energy
- Understand the need for, and importance of, safety rules and personal safety behaviors

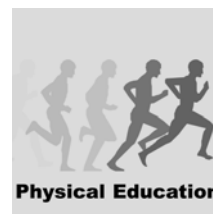
- Understand the importance of and use of a fire safety plan
- Understand the importance of water safety rules
- Understand that drugs and medicines can be both safe and dangerous

Community Health and Wellness

- Demonstrate how to get along with others, follow the rules, accept responsibility, and show respect
- Understand behaviors that contribute to a healthy environment

Information Access and Use

- Identify people who help to provide health and safety information
- Describe the role of health care providers
- Identify sources of health and safety information



The first grade physical education objectives reflect the National Standards for Physical Education and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

- Understand the importance of exercise as a means of achieving physical fitness
- Participate in physical fitness activities
- Explore ways of rolling, tossing, and throwing objects of different sizes and shapes
- Explore ways of catching and stopping objects of different sizes and shapes
- Explore ways to kick various types of balls
- Explore ways to dribble various types of balls
- Explore ways to strike objects with the hands or implements
- Explore ways to roll, balance, jump, and transfer weight from feet to hands
- Explore different types of rhythmic movements
- Develop a positive attitude toward physical activity and exercise



The first grade technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies, emphasizing the use of technology as a tool for learning.

Creativity and Innovation

- Create a picture to illustrate a concept or idea using a simple drawing/art program with various tools
- Create a simple graphic organizer, flow chart, character map, word web, story web. Or cause and effect chart
- Interact with, create or contribute to developmentally appropriate multimedia products
- Interact with simulations to explore age-appropriate concepts

Communication and Collaboration

- Demonstrate the use of digital tools for communication (i.e., word processing, graphics software, etc.)
- Contribute to the creation of a collaborative, digital product

Research and Information Fluency

- Demonstrate an awareness of online resources as a source of information

Critical Thinking, Problem Solving, and Decision Making

- Use electronic probes to gather data
- Use electronic tools to collect, organize, and analyze data; solve problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage, and visually represent information and ideas

Digital Citizenship

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and

- ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., do not share passwords; do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)
- Demonstrate the cooperative use of technology



Essential Information Literacy Skills (EILS)

The first grade Essential Information Literacy Skills (EILS) enhances student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire, think critically, and gain knowledge

- Recognize that the Library Media Center (LMC) has a variety of technology and print resources available
- Distinguish between fiction and nonfiction texts
- Understand that books are arranged in a special order with fiction arranged in alphabetical order by author's last name and nonfiction arranged in numerical order by subject
- Identify and locate the parts of the book such as the title page, spine, and the call number, table of contents, glossary, and index
- Identify and locate information on a title page such as title, author, copyright date, publisher, and illustrator
- Select and evaluate the appropriate source for a given purpose
- Collaborate with others to broaden and deepen understandings

Draw conclusions, make informed decisions, apply knowledge to new situations, and create knowledge

- Summarize information from a variety of sources
- Organize and record information using a variety of visual formats/technology tools
- Use technology and other tools to create products demonstrating knowledge

- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems

Share knowledge and participate ethically and productively as members of our democratic society

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge with others
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning product
- Recognize the importance of citing sources
- Provide citation information such as title and author when given a template
- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products
- Comply with the school division's Acceptable Use Policy

Pursue personal and aesthetic growth

- Read, listen, and respond to a variety of literature
- Select and use appropriate books and other sources of information for personal growth and pleasure
- Demonstrate appropriate library behavior and etiquette



Art

The elementary art program incorporates the National Standards for Art Education, the Visual Arts Standards of Learning, Virginia Beach City Public Schools Instructional Art Objectives, and supports specific core academic Standards of Learning. The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism. Art in the first grade develops concepts and skills in observation, problem solving, and communication. A balance between instruction and creating helps students to examine and to develop an appreciation of the visual images in their immediate environment. Elementary art focuses on developing skills needed

for appreciation of creating art, and in becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

- Begin to question what art is
- Question who is an artist
- Begin to relate artworks to time and place
- Employ basic descriptive language
- Interpret artwork based on visual evidence
- Use basic contextual information to interpret artworks
- Accept more than a single interpretation of an artwork
- Use personal ideas
- Create artwork from memory, imagination, and direct observation
- Demonstrate appropriate use of materials, techniques, and tools
- Explore and experiment with making 2-D and 3-D artworks
- Demonstrate multiple motor skills through art making: weaving, tearing, folding, assembling
- Communicate personal moods and emotions in artwork
- Make cross-curricular connections



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer and producer of music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, and expression. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Perform selected rhythm patterns
- Respond to music with movement

- Distinguish between melodic rhythms and steady beat by sight and sound
- Recognize when music and literary examples have same and different sections
- Recognize when music changes from one section to a contrasting section
- Identify register using the terms “high and low”
- Identify pitched and non-pitched classroom instruments by sight and sound
- Identify accompanied and unaccompanied vocal music
- Exhibit respect for the contribution of self and others in a music setting
- Demonstrate an understanding of the relationship between music and other disciplines
- Identify various vocal timbres



The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges. Opportunities are provided for students through whole group instruction by the school’s gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. Gifted resource teachers support first grade teachers in differentiation of curriculum and instruction for students. For further information contact the Office of Gifted Education and Curriculum Development at 263-1405.



Remedial education programs designed to strengthen and improve academic achievement of students who are educationally at-risk, are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child’s school.

Special Education



Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA 2004) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP). The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.



The grades 1-5 English as a Second Language (ESL) program supports grade-level science and social studies Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English language learners, so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Compensatory Programs and Remediation at 263-1077.

