

FIRST GRADE

LANGUAGE ARTS

The LA curriculum links together reading, writing, printing/handwriting, listening, and speaking. As listeners and readers, students will collect facts and ideas; discover relationships, research, and relate literature to their own lives. As speakers and writers, students will use oral and written language to apply and transmit information; for discussion, self-expression, and to present opinions and make judgments for meaningful social communication.

Phonics

- Understanding of consonants, vowels, syllables, & phonograms (i.e. “Letter Teams”)
- Spelling rules (i.e. doubling consonants, “Silent e,” changing y to I, etc.)
- Oral reading
- Words using suffixes & prefixes
- Compound words, rhyming words, opposite words, same meaning words, and contractions

Parts of Speech

- Nouns, verbs, adjectives, articles, prepositions, & adverbs

Conventions

- Capitalization (first word in a sentence & proper nouns)
- Correct punctuation at the end of sentences
- Recognition of complete sentences
- Sentence types (i.e. interrogative, exclamatory, declarative, imperative)

Spelling

- Weekly phonics-based word list
- Alphabetizing of words
- Dictation sentences
- Weekly test
- Reinforcement activities

READING

Distinguishing between the various genres (i.e. Animal Fantasy, Expository Text, Realistic Fiction, etc.). Reading from informational texts, such as picture books and dictionaries with high frequency words and illustrations to collect details, facts, and ideas. Comprehend, interpret, and summarize a variety of text selections.

Engage in pre-reading and reading activities in order to:

- Predict what might happen next in a story
- Draw conclusions from a story
- Identify characters, settings, and events in a story

- Retell a story
- Distinguish between what is real and what is imaginary
- Form an opinion about the differences between events in a story and events in their own lives
- Identify the characters in a story
- Distinguish between real and imaginary stories

WRITING

Students will write data, facts, and ideas gathered from personal experiences (i.e. journaling). They will also create stories with a beginning, middle, and end using pictures/drawings and words.

Write in order to respond to text:

- Express feelings about characters or events in one or more stories
- Describe characters, settings, or events
- List a sequence of events in a story
- Retell a story, using words and pictures
- Identify the problem and solution in a simple story
- Write to express opinions and judgments

LISTENING

Listen in order to:

- Acquire information from nonfiction text
- Identify words and sentences on a chart
- Follow directions involving a few steps
- Gather information about people, places, and events

Listen to imaginative texts and performances in order to:

- Recall sequence of events from a personal experience or story
- Identify character, setting, plot
- Respond to vivid language; for example, nonsense words
- Identify specific people, places, and events
- Form an opinion or evaluate information based on information in the world around them

SPEAKING

Speak in order to:

- Connect information from personal experiences to information from nonfiction texts
- Retell more than one piece of information in sequence
- Share observations from classroom, home/community
- Respond verbally to questions and/or directions
- Engage in conversations with adults and peers regarding pictures, books, and experiences
- Retell familiar stories in a logical sequence
- Compare characters, settings, or events in two or more stories

MATHEMATICS

Grade one mathematics deals with quantity, money, and measurement. The goal of the arithmetic program is to develop counting and computational abilities to enable students to eventually conduct the economic business of life with speed, accuracy, and efficiency.

In first grade, the learning experiences will incorporate the following skills:

- Count by 1's to 120
- Skip count by 10's to 100
- Skip count by 5's to 50
- Skip count by 2's to 40
- Verbally count from a number other than one by 1's
- Count backwards from 20 by 1's
- Draw pictures or other symbols to represent a spoken number up to 20
- Explore and use place value
- Develop an initial understanding of the base ten system: 10 ones = 1 ten; 10 tens = 1 hundred
- Use a variety of strategies to compose and decompose one-digit numbers
- Understand the commutative property of addition
- Use the words higher, lower, greater, and less than to compare two numbers
- Use and understand verbal ordinal terms, first to twentieth
- Develop and use strategies to solve addition and subtraction word problems
- Represent addition and subtraction word problems and their solutions as number sentences
- Use a variety of strategies to solve addition and subtraction problems with one and two-digit numbers without regrouping
- Demonstrate fluency and apply addition and subtraction facts to and including 10
- Understand that different parts can be added to get the same whole

Algebra Strand

Determine and discuss patterns in arithmetic (e.g. what comes next in a repeating pattern, using numbers or objects).

Geometry Strand

- Match shapes and parts of shapes to justify congruency
- Recognize, name, describe, create, sort, and compare two-dimensional and three-dimensional shapes
- Identify symmetry in two dimensional shapes
- Recognize geometric shapes and structures in the environment

Measurement Strand

- Recognize length as an attribute that can be measured

- Explore the centimeter as a length unit
- Know vocabulary and recognize coins (penny, nickel, dime, quarter)

SCIENCE

Grade one science encourages students to think critically and reason scientifically. The science program presents an exploration of three areas: Life Science, Physical Science and Earth Science.

Content Understandings:

- The Scientific Method
- Human Body
- People & Animals
- Plants
- States of Matter
- Air
- Day & Night
- Weather
- Light
- Heat
- Sound

SOCIAL STUDIES

Grade one social studies program focuses on helping students learn about their roles as members of a family and school community. Students learn about families now and long ago, as they study different kinds of families that have existed in different societies and communities. Students also begin to locate places on maps and learn how maps serve as representatives of physical features and objects.

Content Understandings:

- Time For School
- In My Community
- Work
- Our Earth Our Resources
- Our Country
- Our World

CHARACTER STUDIES

These life lessons are part of our morning opening exercise where the entire student body is brought together in a time of self-exploration and discovery. One of nine core character traits is emphasized each month at LBA. Students learn about ancient and modern people who show good character and we stress to students the importance of displaying, at all times, positive character traits. In class, students participate in

discussions, listen to and act out stories of compassion and generosity, and complete short assignments.

- Respect
- Responsibility
- Honesty
- Caring
- Gratitude
- Forgiveness
- Servanthood
- Perseverance
- Leadership

MANDARIN

Chinese as First Language course

Pinyin and Chinese characters

- Learn the initials, finals and tone of pinyin
- Read Chinese characters with the help of pinyin.
- Recognize 600 characters and write 200 characters

Reading

- Cultivate interest in reading
- Read Chinese books correctly with pinyin
- Read and understand the words and sentences in the textbook

Writing

- Learn to write Chinese characters in the accurate stroke orders.
- Write 200 characters correctly
- Write sentences

Oral Chinese and Communication

- Learn how to listen to others and try to understand the content of the conversation.
- Learn how to make a conversation with others.
- Take part in the discussion and express your own opinion to the subject

Others

- Start to know some Chinese traditional culture while learning textbook
- Read and understand some simple Chinese poems

Chinese as Additional Language course

- Recognize and understand some high frequency, high-contextualized words and phrases.
- Use Chinese to answer simple questions on familiar topics related to daily life.
- Write 50 most frequently used characters.

LBA VISUAL ARTS

The LBA Art classroom is a positive learning environment that helps to motivate students to be creative, solve problems, and think “outside the box”.

MAIN GOAL:

LBA students are encouraged to make conscious choices. They are encouraged to ask questions like:

- What materials are needed to accomplish this task?
- How do these tools work? How can tools be used to make a particular effect?
- What happens when I experiment with these tools and different mediums?
- How does my work reflect how I feel and/or think?
- Students build their self-confidence and passion for learning when they are creatively encouraged and encouraged to create.

PRIMARY EMPHASIS:

Create - Learn to investigate, organize and complete works of art using the exploration of materials.

Present - Learn to share and listen to others explain the choices they make in art.

Respond - Learn to perceive, analyze, critique and interpret artistic work through discussion.

Connect - Learn about art in history and society...different times, places, and cultures.

Grade 1

The study of visual arts begins with the introduction of skills and concepts that may be new for many of the children. Because of the children's different developmental levels when entering Grade 1, it is expected that this year will emphasize joyful exploration and discovery. The visual arts program exposes children to many manipulative materials and encourages exploration with them in a wide variety of open-ended ways. Primary students work with color emotionally or randomly. They are given opportunities to look at, feel, and interact with stimuli and to create an

individualized response based on their own observations. Students begin to explore art in the world around them, to understand that people all over the world create and enjoy art, and to develop the ability to communicate about their immediate environment and interests through visual images. They engage in a variety of drawing, painting, printmaking, and sculpting activities and are introduced to and learn to use a variety of art tools, materials, and techniques. They learn about some of the elements and principles of design and begin to describe how artists use the elements. They generate and develop visual ideas, using imagination, observation, and experiments with materials. And they apply their knowledge of design elements and principles to create works of art that tell stories and express thoughts, feelings, and insights.

PHYSICAL EDUCATION

Two, forty-five-minute periods weekly using different physical activities to:

- Develop fine and gross motor skills
- Hand eye coordination
- agility
- increase awareness in following directions.

MUSIC

One 45-minute lesson per week

- Notate and identify whole notes, half notes, quarter notes, and eighth notes
- Identify line/space notes in Treble clef
- Sing and sign all the solfege syllables
- Sing with a quality sound
- Explore and sing a variety of repertoire from different genres of music
- Identify and express dynamic markings (f, p)
- Recognize various instruments by sight and sound
- Study composers and their music compositions
- Study seasonal and holiday music
- Participate in Christmas production

一年级

语言艺术

语言艺术课程融合了阅读、写作、书写、听说等内容。作为听者与读者，学生将搜集事件与观点、找到内在关系、展开研究、将文学与他们的生活联系在一起；作为说者与作者，学生将以口头或者书面语言运用并传递信息，展开讨论，表达自我，为达到有效社交的目的而发表观点、作出判断。

拼读

- 理解元音、辅音、音节、音标（例如：字母组合）
- 拼写规则（例如：双元音、不发音的 e、将 y 变 i，等等）
- 朗读
- 包含前缀与后缀的单词
- 复合词、押韵词、反义词、同义词、缩写词

词性

- 名词、动词、形容词、冠词、介词、副词

规则

- 大写（句子开头和专有名词须大写）
- 句子结尾正确使用标点
- 识别完整的句子
- 句子类型（例如：疑问句、感叹句、陈述句、祈使句）

拼写

- 每周的基于语音的词汇表
- 按照字母表顺序排列单词
- 句子听写
- 周测试
- 强化练习

阅读

区分各种文体（如：动物幻想故事、说明文、写实小说等）。阅读信息类文本，如包含高频词与插图的绘本、字典，从中索取细节、事件、观点。理解、阐释、概括多种文本。

积极参与预读和阅读活动，目标是：

- 预测故事的发展方向；
- 总结故事；
- 识别故事的人物、场景、事件；
- 复述故事；
- 区别真实与想象；
- 在故事中的事件和自身生活中的事件之间做比较并形成观点；
- 识别故事中的人物；
- 识别真实故事与想象故事。

写作

学生可以写出日期、事件、对自身经历表达一些观点（如：日记）， 还可以利用单词和图画创作出包含起因、经过、结果的故事。

写读后感：

- 对一个或者多个故事中的人物或者事件表达感情；
- 描述人物、场景或者事件；
- 排列故事中的事件的顺序；
- 利用单词和图画复述故事；
- 在一个简单的故事中发现问题并解决问题；
- 书面表达观点和判断。。

听力

听力的目标是：

- 从非虚构的文本中获取信息；
- 看图吧并听懂描述图表的单词和句子；
- 完成包含几个步骤的指令；
- 搜集关于人物、地点和时间的信息。

听虚构文本和表演，达到下列目标：

- 根据私人经历或者故事，按照顺序回顾事件。
- 识别人物、场景、情节。
- 对与众不同的语言作出反应，如无意义的词语。
- 识别特定的人物、地点和事件。
- 根据周围环境中的信息形成自己的观点或者评估信息。

口头表达

口头表达的目标是：

- 将个人经历中的信息和非虚构文本中的信息联系起来；
- 按照顺序复述一则信息；
- 观察教室、家庭、社区并分享见解；
- 对提问或者指令进行口头答复；
- 就图片、书、经历与成人和同伴展开对话；
- 按照逻辑顺序复述熟悉的故事；
- 对比两个或者多个故事中的人物、场景或者事件。

数学

一年级数学将学习数量、货币和测量。算数的目标是培养数数和计算能力，使学生最终能够快速、准确、高效地应对生活中的经济行为。。

在一年级阶段，学习活动将包含下列技能：

- 从 1 数到 120；

- 数整数，从 10 到 100；
- 隔 5 数数，从到 50；
- 隔 2 数数，从 2 到 40；
- 隔 1 数数
- 从 20 开始倒数；
- 听数字并用图画或者其他符号表示数字，不超过 20；
- 探索并使用数位；
- 初步理解十进位，如： $10 \times 1 = 10$ ； $10 \times 10 = 100$
- 多种方法进行 10 以内加减法的运算；
- 理解加数换位结果不变的规律。
- 使用较高、较低、较多、较少等词语比较两个数；
- 使用并理解序数词，从第一到第二十；
- 培养使用多种方法进行加法和减法的应用题解题；
- 用算式表达加法和减法应用题并进行运算；
- 使用多种方法解决个位数或者两位数的加减法应用题
- 熟练计算十以内包括十的加减法；
- 理解不同的数字相加结果可相同。

代数部分

找出并探讨数列规律（例如，当一个数列规律反复出现，能够判断接下来将要出现的数字，可以以数字或者物品表示

几何部分

- 图形或局部图形的比照并证明对等；
- 识别、命名、描述、呈现、分类或者对比平面或者立体图形；
- 识别两个图形间的对称关系；
- 识别周围的几何图形与结构。

测量部分

- 认识到长度的可测量属性；
- 探究作为长度单位的厘米；
- 了解钱币的名称，认识钱币（一分、五分、一角、两角五）

科学

一年级科学课程鼓励学生的审辨思维和科学理性。科学课将探索三个领域：生命科学、物理科学、地球科学。

学习内容：

- 科学方法；
- 人体；
- 人与动物；
- 植物；
- 物质形态；
- 大气；
- 昼夜；
- 天气；
- 光；
- 热；
- 声音

社会学

一年级社会学重点帮助学生了解其在家庭、学校、社区中的角色。学生学习现在与过去的各种家庭，学习存在于不同社会和社区中的家庭。 学生还将学习在地图上找到地点、了解具体的地貌和事物在地图上是如何表现的。

学习内容：

- 上学时间
- 在我的社区
- 工作
- 我们的地球与资源
- 我们的国家
- 我们的世界

品格学习

生命课程是我们早课的一部分，全体学生聚在一起度过一段自我探索、自我发现的时光。每个早上都将学习 LB 九个核心品格的一种。学生们学习过去与现代的具有伟大品格的人物，我们强调学生时刻行出良好品格的重要性。在品格课上，学生参与讨论、倾听或者表演内容为同情、博爱的小故事、完成简短的任务。

- 尊重
- 责任感
- 诚实
- 关爱
- 感恩
- 原谅
- 服务

- 坚强
- 领导力

中文

作为第一语言的中文课

拼音与汉字

- 学习拼音的生母、韵母与声调；
- 能够借助拼音读汉字；
- 能够认识 600 字，书写 200 字

读

- 培养阅读兴趣；
- 能够借助拼音正确读中文书；
- 能够朗读并理解课本中的字词与句子。

写

- 以正确的笔顺竖写汉字；
- 准确书写 200 字；
- 造句。

汉语口语与表达

- 学习如何聆听他人，理解对话内容；
- 学习如何同他人展开对话；
- 参与讨论，对相关主题表达观点。

其他

- 通过学习课本初步了解中国传统文化；
- 朗读并理解简单的中国古诗。

汉语作为补充语言的课程

- 认识并理解高频字词与词组，在语境中认识并理解字词与词组；
- 使用中文应答日常生活中熟悉的话题；
- 书写 50 个高频汉字。

LBA 视觉艺术课

LBA 艺术课堂是一个积极的学习环境，鼓励学生的创造力、解决问题、突破性思维。

主要目标：

鼓励 LBA 学生进行自主选择。鼓励学生提出问题，如：

- 完成这项任务需要什么材料？
- 如何使用这些工具？为了达到某中效果，这些工具该如何使用？
- 如果我用这些工具或者介质做个试验，会有什么样的效果发生？

- 我的作品如何表达了我的感觉或者想法？
- 当学生的创意得到鼓励，或者被鼓励去发明创造，学生会树立起自信心，更有学习热情。

基本要点：

创意— 通过对材料的探索，学习如何研究、布局并完成艺术作品。

呈现— 学习分享或者倾听他人解释在艺术创作过程中的所做的判断。

回应—在讨论的过程中，学习去感知、分析、评价和阐释艺术作品。

连接— 学习不同历史背景、社会背景、不同时期、地点和文化中的艺术。

一年级

一年级的视觉艺术课程起步于对一些概念和技巧的介绍，对于许多学生来说，这些概念和技巧还是陌生的。鉴于升入一年级的学生们处于不同的发展阶段，我们对于这一年的期待是强调快乐探索、快乐发现。视觉艺术课为孩子们提供许多手工材料，鼓励他们利用这些材料进行探索，方法多样，成果不限。低年级学生可以随心所欲地搭配颜色。艺术课将为他们提供观察、感受外界刺激、与之互动的机会，他们可以基于自我观察创作出个性化的作品。学生们开始探索周围环境中的艺术、了解世界各地的人们都喜爱艺术、创作艺术，他们还要培养通过视觉形象传达他们对当下环境的理解以及表现他们当下的兴趣。学生将进行画图、涂色、版画、雕塑等一些列活动，我将向他们介绍如何学习使用多种艺术工具、艺术材料和艺术技巧。他们将学到一些设计元素和设计原则，解说艺术家们是如何使用这些元素的。他们将生成并发展自己的视觉艺术观念、发挥想象，观察和实验艺术素材。他们还将运用已经学到的关于艺术元素和艺术原则的知识进行艺术品创作，讲述他们自己的故事，表达他们自己的思考、情感和见解。

体育

体育课每周两次，每次四十五分钟，开展多种运动项目，目的是：

培养大运动和精细运动技能；

手眼协调

灵活性

增强对指令的服从意识

音乐

每周一次课，每次 45 分钟

- 认识全音符、半音符、四分音符、八分音符；
- 认识五线谱高音谱表中的线与间
- 读懂并唱出视唱作品
- 演唱声音优美
- 研究并演唱不同音乐类型的多个曲目
- 认识并表现音乐的力度记号（强、弱）*f*
- 视图或者听音识别多种乐器
- 学习作曲家及其作品
- 学习季节音乐和假日音乐
- 参与圣诞节演出