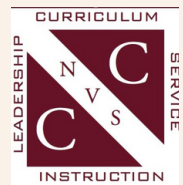


**NORTHERN VALLEY  
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:  
GRADE ONE  
2023-2024**

**Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,  
Old Tappan, and the Northern Valley Regional High School District**



# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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**Mr. Sean Conlon, Superintendent, Harrington Park Public School**

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**Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools**

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**This document was prepared by the Northern Valley Office of Curriculum and Instruction**

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## Reading - Literature

Students will be able to:

- Listen carefully to a story
- Ask and answer questions about a story
- Recall key elements of the story
- Use key elements to construct a retelling
- Identify the central message of a story
- Put key details in sequential order to retell a story they know
- Recognize and describe elements in a story, including characters, setting, and major events
- Use picture clues to identify feelings and senses
- Identify the genre of the book and defend their thinking
- Explain the difference between books that tell stories and books that provide information to determine a purpose for reading
- Use the illustrations to describe the characters, setting, or events in the story
- Compare and contrast characters' experiences and adventures
- With prompting and support, read and comprehend the text of steadily increasing complexity

## Reading Foundation Skills

Students will be able to:

- Point out the capital letter of a sentence
- Point out ending punctuation
- Blend and segment single syllable CVC words and CCVC and CVCC words
- Manipulate sounds in a variety of words
- Sort pictures and words into long or short vowel sounds
- Analyze and orally decode words to enhance vocabulary
- Use correct pronunciation of the sounds of each consonant and vowel
- Use spoken words, syllables, and sounds by distinguishing long from short vowel sounds in spoken single-syllable words (CVC)
- Isolate and pronounce initial medial vowel, and final sounds in spoken single-syllable words
- Segment single-syllable words into their complete sequence of individual sounds
- Decode and use other word analysis skills to read fluently
- Use final -e and common vowel team conventions for representing long vowel sounds
- Break multi-syllable words into syllables in order to decode the word
- Recognize common inflectional endings such as -ed, -s, -ing, -est, -er and can read words when these endings have been added
- Read first-grade appropriate irregular words
- Apply grade level phonics and word attack skills in decoding words
- Determine word parts (prefixes, suffixes (word endings) and root words)

## Informational Text

Students will be able to:

- Listen carefully to a story
- Ask and answer questions about a story
- Identify the main topic
- Retell key details
- Answer the question, "What is the author telling or teaching us in this story?"
- Identify the genre of the book and defend their thinking
- Compare and contrast fiction and non-fiction
- Explain the difference between books that tell stories and books that provide information to determine a purpose for reading
- Describe the connection between two individuals, events, ideas, or pieces of information in a text
- Ask and answer questions to determine or clarify the meaning of words and phrases in a text
- Identify the reasons and author gives to support points in a text
- Use the illustrations and details in a text to describe its key ideas
- Identify basic similarities and differences between two texts on the same topic
- Know and use various text features to locate key facts or information in text

## Writing

Students will be able to:

- Write opinion pieces that clearly state their preferences and supply a reason for their thinking
- Write a concluding statement to finish their opinion or preference writing
- Develop and write a simple introductory sentence that states the topic
- Identify facts and opinions within a specific sources
- Gather facts and definitions from text
- Utilize learned information to write facts about a topic
- Tell about a series of events in logical sequence, using temporal words to signal event order
- Write a conclusion related to their narrative
- Ask and answer questions about their writing
- Develop and strengthen writing as needed by planning, revising, editing, rewriting
- Focus their writing on a topic with assistance from adults and peers
- Respond to questions and suggestions
- Add descriptive words to their writing to strengthen their piece
- Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance
- Write collaboratively with peers
- Continue exploring digital tools to produce and publish writing. organize information, and write directions in an appropriate and understandable sequence (with guidance)
- Participate in a teacher-led research project on a given topic
- Participate in a teacher-led writing product (i.e., poster, class book, PowerPoint) that demonstrates learning on the chosen topic
- Contribute opinions and information from research

- Gather information from sources
- Participate in guided research to answer questions about a topic
- Use shared, teacher-led research to learn about a given topic
- Recall information learned from research

### Speaking and Listening

Students will be able to:

- Use frequently occurring adjectives
- Add details to expand ideas and sentences
- Distinguish between relevant and irrelevant details
- Add visual displays to illuminate chosen facts and details
- Use appropriate procedures for presenting pictures, displays, and audio recordings (i.e., where to stand, hold a visual display)
- Identify components of a sentence
- Distinguish between sentences and sentence fragments
- Orally produce complete sentences when appropriate to the task and situation

### Language

Students will be able to:

- Identify and explain the meaning of prefixes and suffixes
- Identify and define root words
- Identify and use inflectional endings (i.e., s, es, ing) and determine their effect on word meaning
- Identify and demonstrate the difference in meanings by correctly using words in a sentence or phrase
- Use sentence clues to determine or clarify the meaning of words or phrases
- Identify real-life connections between words and their use
- Sort words into categories according to meaning and attributes
- Apply the appropriate verb according to intensity and meaning
- Develop rich oral language and strengthen writing through exposure to a variety of texts and conversations with peers and adults
- Demonstrate the correct use of conjunctions in oral and written language



The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implement instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 1 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non-print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide diverse collections of information presenting many viewpoints
- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection
- Understand that fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate
- Utilize computer applications and software (i.e., databases, spreadsheets, presentations, and word processing) as needed
- Perform a basic search by (a) Author, Title Subject; (b) Keyword
- Utilize electronic resources (i.e., eBooks, apps, etc)
- Identify, locate, select and utilize fiction and nonfiction literature



### **Expected Skills entering Grade 1:**

- Number sense
- Language – number sentence – basic vocabulary
- Understanding basic number sense
- Transition (beginning) to mental math – not just manipulatives
- Compose/decompose up to 5
- How to use manipulatives

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Solve word problems that call for the addition of three whole numbers whose sum is less than or equal to 20
- Determine the unknown whole number in an addition or subtraction equation
- Add and subtract within 20
- Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false

- Relate counting to addition and subtraction (i.e., by counting on 2 to add 2)

### Number and Operations in Base Ten

- Count to 120, starting at any number less than 120
- Extend the counting sequence
- Understand place value
- Given a two-digit number, mentally find 10 more or 10 less than the number
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$
- Use place value understanding and properties of operations to add and subtract

### Measurement and Data

- Measure lengths indirectly and by iterating length units
- Order three objects by length
- Tell and write the time in hours and half-hours using analog and digital clocks
- Represent and interpret data

### Geometry

- Reason with shapes and their attributes
- Compose two-dimensional shapes or three-dimensional shapes
- Partition circles and rectangles into two and four equal shares



## **CREATING**

With limited guidance, students will be able to:

- Create musical ideas for a specific purpose
- Generate musical ideas in multiple tonalities and meters
- Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent
- Use iconic or standard notation and/or recording technology to document and organize personal musical ideas
- Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas
- Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience

## **PERFORMING**

With limited guidance, students will be able to:

- Participate in singing games and dramatizations
- Follow the steady beat with classroom instruments



- Perform rhythmic phrases with classroom instruments
- Sing from memory a basic repertoire of folk and composed music
- Demonstrate knowledge of music concepts in music from a variety of cultures selected for performance
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation
- Demonstrate and describe music's expressive qualities
- With limited guidance, apply personal, teacher, and peer feedback to refine performances
- Perform appropriately for the audience and purpose
- Perform music from other cultures

## RESPONDING

With limited guidance, students will be able to:

- Respond through movement to prominent musical characteristics or to specific musical events while listening to music
- Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes
- Apply personal and expressive preferences in the evaluation of music for specific purposes
- Practice employing audience behavior

## CONNECTING

With limited guidance, students will be able to:

- Explain how music reflects literature (i.e., songs with stories/books etc.)
- Acknowledge the relationships between music, visual art, & dance
- Discover characteristics of various genres of Western art and music
- Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent
- Identify and demonstrate how personal interests and experiences influence musical selection for specific purposes
- Identify and categorize instruments and instrument families



## MOVEMENT CONCEPTS AND SKILLS

### Manipulative & Non-manipulative Movements & Skills

- Demonstrate and follow cues for manipulative movements and begin executing the skill to the best of ones ability (i.e., throw, catch, strike, collect, kick, dribble and volley)

- Differentiate between different manipulative movements
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities
- Demonstrate basic safety rules throughout activities and understand the importance of how they contribute to a safe environment
- Adjust and correct movements and skills in response to feedback
- Demonstrate non-manipulative skills (i.e., turn, twist, roll, balance, jump, land, stretch, curl, climb)
- Demonstrate all skills during individual play, team games, and leisure activities

### Team Building Activities

- Work together to accomplish a common goal
- Demonstrate appropriate behavior while participating in and viewing games, sports, and other movement activities
- Demonstrate kindness towards self and others

### Physical Fitness Activities

- Begin executing jump rope skills
- Participate in physical fitness activities such as body weight exercises and running
- Explain the importance of physical fitness

### Pathways, Body Shapes, Personal and General Space

- Find own personal space and stay in it
- Travel in and differentiate between different pathways (i.e., straight, zig-zag, curved)
- Identify different body shapes
- Demonstrate basic safety rules throughout the class and understand the importance of rules for a safe environment

### Rhythmic Activities & Locomotor & Non-Locomotor

- Perform and differentiate between all locomotor movements properly (i.e., walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge)
- Perform and differentiate between all non-locomotor movements properly (i.e., bending, stretching, twisting, curling)
- Participate in rhythmic activities and transfer body weight
- Control bodies when stationary and non-stationary
- Respond in a movement to changes in tempo, beat, rhythm, or musical style

### Mindfulness

- Perform simple balance, breathing, stretching, and mindfulness exercises

### Goal Setting

- Explain what a goal is and provide examples

## NUTRITION

### Fruits and Vegetables/Food Groups

- Explain why some foods are healthier to eat than others
- Distinguish if a food is a fruit or a vegetable
- Understand the benefits of eating a variety of fruits and vegetables

### Healthy vs Unhealthy Habits

- Explain why eating healthy foods is good for our bodies
- Understand why individuals want to “eat the rainbow”

## PERSONAL WELLNESS

### Creativity

- Combine movement concepts and imagination through energetic play
- Find different ways to move through personal and general space

### Decision Making/Problem Solving

- Utilize information in personal and general space to make decisions that lead to successful outcomes
- Use prior knowledge, and identify key information to help form a solution

### Focus and Concentration

- Engage in active listening with eyes and ears
- Understand and then execute multi-step directions and/or instructions
- Repeat tasks in the correct sequence and be able to share with classmates as needed

### Cue Recognition

- Recognize external cues that need an immediate response, for example, starting and stopping
- Demonstrate effort for short periods of time and be able to describe internal cues which highlight effort levels (i.e., thirst, out of breath)



### Healthy Relationships

- List different kinds of families and family structures (i.e., extended families)
- Describe examples of family rules and jobs that each family member may perform and their importance

- Explain how parents may care for their offspring ( i.e., animals, humans, etc)
- Explain that all human beings have basic needs
- Explain the consequences of not having adequate food and a clean environment
- Define the terms “bullying” and “teasing” and explain why they are hurtful
- List different characteristics of a healthy relationship
- Define responsibility and list examples of personal responsibilities

### Safety

- Explain personal habits that keep a person clean and safe
- List ways to keep the environment clean and safe
- Explain ways to keep yourself safe and reduce injuries in school settings and community settings and ways to avoid unintentional injury
- Identify warning symbols and explain their meaning ( i.e., red light, stop sign, poison control)
- Explain and demonstrate what personal boundaries are and why it is important to have them both in school and outside of school
- Demonstrate respect for others' personal boundaries

### Social-Emotional Learning

- Explain what being “well” means
- Identify self-care practices that support wellness
- List different strategies to communicate and manage one’s emotions, thoughts, and behaviors
- Identify reasons why movement and physical activity can improve one’s mood



### Unit 1: Patterns of Change in the Night Sky

In this unit of study, students observe, describe, and predict some patterns in the movement of objects in the sky. The crosscutting concept of patterns is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations and analyzing and interpreting data. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 2: Characteristics of Living Things

In this unit of study, students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how the behaviors of parents and offspring help offspring survive. The understanding that young plants and animals are

like, but not exactly the same as their parents is developed. The crosscutting concept of patterns is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in obtaining, evaluating, and communicating information and constructing explanations. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 3: Mimicking Organisms to Solve Problems

In this unit of study, students develop an understanding of how plants and animals use their parts to help them survive, grow, and meet their needs. Students also need opportunities to develop possible solutions. As students develop possible solutions, one challenge will be to keep them from immediately implementing the first solution they think of and to instead think through the problem carefully before acting. Having students sketch their ideas or make a physical model is a good way to engage them in shaping their ideas to meet the requirements of the problem. The crosscutting concept of structure and function is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations, designing solutions, and in developing and using models. Students are expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 4: Light and Sound

In this unit of study, students develop an understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects. The idea that light travels from place to place can be understood by students at this level by placing objects made with different materials in the path of a beam of light and determining the effect of the different materials. The crosscutting concept of cause and effect is called out as an organizing concept for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Unit 5: Communicating with Light and Sound

In this unit of study, students continue to develop their understanding of the relationship between sound and vibrating materials as well as between the availability of light and the ability to see objects. Students apply their knowledge of light and sound to engage in engineering design to solve a simple problem involving communication with light and sound. The crosscutting concepts of structure and function and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for the disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in constructing explanations and designing solutions, asking questions and defining problems, and developing and using models. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

### Maps and Globes

- Identify map features (i.e., symbols, keys, grids, etc.)
- Identify physical features on a map (i.e., continents, oceans, rivers, lakes mountains)
- Explain why maps are important and what they are used for
- Label key elements (ie., title, legend, compass, etc.)
- Recognize real-world examples of geospatial data (i.e., landmarks, spacing, etc.)
- Describe the properties of different types of maps and globes (i.e., title, legend, cardinal directions, scale, symbols) and why they are used (i.e., wayfinding, thematic)

### Your Role in the Community

- Compare communities around the world
- Discuss why communities work together
- Make observations about government services
- Explain the need for rules
- Evaluate what makes a good rule or law
- Recognize that people work together to solve a problem
- Discuss the contributions of Abraham Lincoln, Martin Luther King, Jr., Rosa Parks, and Ruby Bridges
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level
- Describe how local governments (i.e town council/mayor) make decisions that affect local communities and towns
- Investigate the services provided by a local government and how they keep a community safe

### Economics

- Discuss why it is important to work together
- Discuss why economics influences daily lives
- Identify why goods and services impact the world
- Compare what is a need and what is a necessity



# VISUAL ARTS

## CREATING

### Color & Value

- Identify Primary colors
- Identify and mix secondary colors
- Understand tertiary colors

### Line & Texture

- Explore the expressive and representational potential of line
- Identify different types of texture

### Shape, Form & Space

- Identify and explore geometric shapes
- Using lines to develop form
- Arrangement of objects

### Generating & Conceptualizing Ideas

- Engage collaboratively in exploration and imaginative play with materials
- Use observation and investigation in preparation for making a work of art

### Organizing & Developing Ideas

- Explore uses of materials and tools to create works of art or design
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means

### Refining & Completing Projects

- Use art vocabulary to describe choices while creating art

## PRESENTING

- Explain why some objects, artifacts, and artwork are valued over others
- Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation
- Identify the roles and responsibilities of people who work in and visit museums and other art venues

## RESPONDING

- Select and describe works of art that illustrate daily life experiences of one's self and others
- Compare images that represent the same subject
- Interpret art by categorizing subject matter and identifying the characteristics of form
- Classify artwork based on different reasons for preferences

## CONNECTING

- Identify times, places, and reasons by which students make art outside of school
- Understand that people from different places and times have made art for a variety of reasons and issues, including climate change



### Basic Greetings/Expression/Farewell

- Read basic reading phrases, questions, and gestures
- Identify and write responses to basic questions
- Articulate 2 additional phrases to describe states of being/emotions
- Discover 2 new ways of saying goodbye
- Infer meanings of phrases presented in a story or role-play
- Illustrate meanings of state of being phrases
- Predict routine questions by initiating questions or mini conversations

### Colors/Shapes

- Write the colors
- Tell what shape an object is in target language
- Classify objects based on size, shape, and color

### Calendar/ Weather

- Recognize and name the days of the week, months of the year, and numbers 0-30
- Relate month and weather vocabulary with gestures or physical responses
- Tell birthday month
- Recite the birthday song in the target language
- Illustrate weather upon recognition of phrases (i.e., both written and verbal)

### Foods

- Read and write the names of foods
- Read and understand sentences with foods
- Recognize foods by pictures and listening
- Write example foods on a cultural menu



### Animals (Farm vs Rainforest and Pets)

- Recognize and name farm and rainforest animals
- Illustrate pictures for each written animal
- Articulate 1st person singular "to have" (Yo tengo)
- Compare and contrast animals on a farm versus animals in a zoo

### Likes/ Dislikes (Food, activities, animals)

- Recognize some food and animal/pets vocabulary verbally and in written form
- Summarize foods, activities, and animals that one likes verbally
- Sing, listen, and respond to likes/dislikes
- Develop short conversations asking "do you like, I like, and you"?
- Articulate likes/dislikes of known vocabulary (foods, activities, animals)

### Family

- Recognize and/or name various family members
- Listen to a story about family and identify the members by picture
- Construct simple sentences with "is" to identify family members

### School Supplies

- Identify various school materials
- Respond to school commands with physical actions
- Express what objects one needs at school
- Express what objects one has in desk or backpack