

	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>English Reading</b>	<ul style="list-style-type: none"> <li>- Rhyming words</li> <li>- Sight words</li> <li>- Group &amp; begin 1<sup>st</sup> grade readers</li> <li>- Begin Readers Notebook</li> </ul>	<ul style="list-style-type: none"> <li>- Understand phonetic rules &amp; apply in reading</li> <li>- Readers Notebook</li> </ul>	<ul style="list-style-type: none"> <li>- Apply special sounds in words</li> <li>- Continue with Readers Notebook</li> </ul>	<ul style="list-style-type: none"> <li>- Encourage extra reading</li> <li>- Pick up pace on readers</li> <li>- Readers Notebook</li> </ul>
<b>English Written Expression</b>	<p><u>Grammar:</u> Capitol letter and period for sentence</p> <p><u>Writing:</u> Write simple sentences</p>	<p><u>Grammar:</u> Difference between a sentence &amp; a phrase</p> <p><u>Writing:</u> Begin to write more sentences</p>	<p><u>Grammar:</u> Discuss what a paragraph is</p> <p><u>Writing:</u> Begin writing short paragraphs</p>	<p><u>Grammar:</u> Write stories about Math, Science, History etc.</p> <p><u>Writing:</u> Sentence structure vs. phrases</p>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>- Introduce proper hand position</li> <li>- Prewriting activities</li> </ul>	Write lower case letters	Continue with lower case and begin capitals	Continue capitals Practice & review lower case/capitals
<b>Math</b>	Numbers 1-100 Before and after Place value Begin word problems Addition facts 1-6 Count coins (value based); Calendar	Math facts +/- and 1-9 County by 1s, 2s, 5s, and 10s Count coins Calendar Clock	Math facts +/- and 1-11 Add two and three digit numbers Count by 3s Continue calendar and clock	Math facts +/- and 1-13 Carrying Tally marks Story problems Roman numerals
<b>Science/Health</b>	<ul style="list-style-type: none"> <li>- How scientists work</li> <li>- All about matter</li> <li>- Forces, energy and sound</li> </ul>	<ul style="list-style-type: none"> <li>- How animals live</li> <li>- How plants live</li> </ul>	<ul style="list-style-type: none"> <li>- Objects in the sky</li> <li>- Weather and Seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Weather and Seasons</li> <li>- Earth and its resources</li> </ul>
<b>French/Arabic</b>	<p><u>Level I</u></p> <ul style="list-style-type: none"> <li>- I can recognize a few letters or characters.</li> <li>- I can alphabetize a few names or words.</li> <li>- I can match a character in a headline to a supporting visual.</li> <li>- I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</li> <li>- I can understand greetings.</li> <li>- I can recognize some color words. I can understand some numbers.</li> <li>- I can understand some food items.</li> <li>- I can copy some familiar words, characters, or phrases.</li> <li>- Participate in age-appropriate cultural activities, games and songs.</li> <li>- Be familiar with a few well-known children's stories of the target culture.</li> </ul> <p><u>Level II</u></p> <ul style="list-style-type: none"> <li>- I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</li> <li>- I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</li> <li>- I can write lists and memorized phrases on familiar topics.</li> <li>- I can use culturally appropriate courtesy expressions.</li> <li>- Integrate products of the target culture to other school subjects (technology skills, music, songs, arts, games, etc.).</li> </ul>			
<b>Fine Arts</b>	<p><u>Colors in Art:</u> Identifies primary, secondary &amp; tertiary colors; Drawing with crayons, colored pencils, markers &amp; oil pastels</p>	<p><u>Sculpture:</u> Uses clay to sculpt object and add detail; Makes assemblage with various objects such as blocks, plastic lids, feathers, etc</p>	<p><u>Music:</u> Rhythm and Percussion - Create different sounds with different percussive items - How rhythms communicate a feeling - overlapping rhythms</p>	<p><u>Drama/Theater:</u> -How to create a character in a drama - Gestures and vocals to send a message</p>

\*\* Topics and times may change depending on student progress in each area of learning.