



## PHYSICAL EDUCATION

**Movement Competence and Understanding:** Demonstrate basic locomotor skills (walking, running, sliding) and non-locomotor skills (twisting, bending, stretching, turning), and repetitive movements; handle objects with hands and feet.

**Physical and Personal Wellness:** Identify the body's normal reactions to moderate and vigorous physical activity.

**Emotional and Social Wellness:** Work independently and with others to complete work; follow the rules of an activity.

**Prevention and Risk Management:** Develop movement control for safe participation in games and sports.

### Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



# THE 1ST GRADE EXPERIENCE



You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.



Greeley-Evans  
WELD COUNTY SCHOOL DISTRICT 6



## READING, WRITING & COMMUNICATING

**Oral Expression and Listening:** Identify specific sounds in words and experiment with those sounds (changing ch- in chip to sh- to make ship); expand their spoken vocabulary; demonstrate how words, gestures, and actions are used to give and receive information.

**Reading for All Purposes:** Apply letter sounds (short and long vowels) and letter combinations (sh-, ch-, -tion) to decode words (sound out and pronounce); understand word structure and word families (words that contain -ack: attack, snack, black); fluently read with appropriate speed, accuracy, and expression and comprehend a variety of stories, informational writing (“how to” books, instructions), and opinion pieces.

**Writing and Composition:** Explore the writing process (plan, write, clean-up, share) to develop ideas for their own writing; use correct spelling, capital letters and punctuation in their writing

**Research and Reasoning:** Use different resources to locate information and answer questions; ask questions and gather information as part of a research process



## MATH

**Number:** Fluently and consistently add and subtract within 10; mentally add or subtract 10 to any number; break apart numbers into groups of tens and ones; solve a variety of addition and subtraction word problems; and, use equations to show the relationship of numbers in a word problem ( $9 = ? + 4$ ).

**Measurement:** Measure and compare the length of objects and tell time to the nearest hour and half-hour.

**Geometry:** Join and break apart shapes to create new shapes; find halves and fourths of shapes.



## SCIENCE

**Physical Science:** Understand that solids and liquids have unique properties and that scientists make predictions based on these properties.

**Life Science:** Explain that offspring have characteristics that are similar to but not exactly like their parents' characteristics; understand that an organism is a living thing that has physical characteristics that help it survive.

**Earth Science:** Understand that materials that make up the surface of the Earth (rocks, minerals) can be compared and classified based on their properties; sort rocks and minerals in a number of ways based on different characteristics.



## ART

**Observe and Learn to Comprehend:** Use artwork to express/explain feelings; describe the emotions or feelings of a piece of artwork; explain a story that might be found in a piece of artwork.

**Envision and Critique to Reflect:** Discuss how people make art; explain the steps used to make a personal piece of art.

**Invent and Discover to Create:** Make art to share their ideas and feelings.

**Relate and Connect to Transfer:** Tell their own story through their artwork.



## SOCIAL STUDIES

**History:** Use words related to time, sequence and change; identify past events important to their family and arrange them in chronological order.

**Geography:** Explain that maps and globes are different ways to represent the earth; identify how communities differ in both physical and cultural characteristics.

**Economics:** Discuss financial responsibility; provide examples of the types of job choices available to people in their family and community.

**Civics:** Identify and explain the meaning of national symbols (the U.S. Flag, the bald eagle) and significant national places (the White House, the Statue of Liberty).



## MUSIC

**Expression of Music:** Sing and play simple songs; move to various cues from their teacher; sing basic music pitch and rhythm patterns.

**Creation of Music:** Add new words to well-known songs; play individually created simple music selections.

**Theory of Music:** Use musical vocabulary to discuss when songs are fast/slow, loud/soft; identify patterns in simple musical selections such as beginning, middle, and end; demonstrate a simple, steady beat.

**Aesthetic Valuation of Music:** Participate in musical activities using positive behavior choices; describe moods/feeling portrayed in music; describe where and when music can be heard in peoples' daily lives.