

## Schoolwide Learning Expectations

As members of the  
St. Bruno Catholic School Community,  
we will...

**B**e responsible

**R**espect ourselves and others

**U**nderstand and appreciate diversity

**N**urture our creative spirit

**O**pen our heart to others

**T**hink as problem solvers

**I**mitate Christ and follow His Church

**G**row as independent learners

**E**xhibit excellence in all that we do

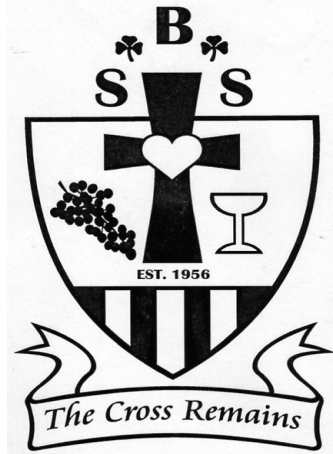
**R**ealize the importance of community

**S**trive to be life-long learners

**Go Bruno Tigers!**



# St. Bruno Catholic School




## First Grade Curriculum Standards


*Working in partnership with  
families for the total development  
of our children so that they may  
grow in wisdom, age, and grace, in  
the sight of God and the  
community*


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Mrs. Peggy L Vice,  
Principal


## Religion


 Recognizes the Bible as the story of God's people.; reverences the Bible as God's special book; learns about Jesus from the Bible; and becomes familiar with stories from the Bible





 Recognizes sacraments as special signs of God's love


 Experiences prayer as listening and talking to God; prays Sign of cross, Hail Mary, Our Father, Glory Be, Grace, Angel of God; and expresses love of God and personal needs in spontaneous prayer


 Gathers with God's family at mass and begins to pray at mass (Lord have mercy, Gloria, Alleluia, And also with you response, Holy, Amen, Our Father, Lamb of God)


 Knows that Jesus gave two great commandments, Love God & Love self/others

 Names how he/she loves God, self, and others and shows care for others


 Demonstrates responsibility for God's creation


 Recognizes sin as turning away from God, hurting self and others. Recognizes the need to say "I'm sorry" Tries to bring peace to oneself and others

 Learns to develop friendships and share with others.


 Participates in Mission awareness and other Christian service activities

 Names God as Father, Son, and Holy Spirit

 Recognizes that God creates people and the world out of love

 Begins to recognize that God sent us Jesus to show us how to live and love.

 Learns to identify Church as God's family

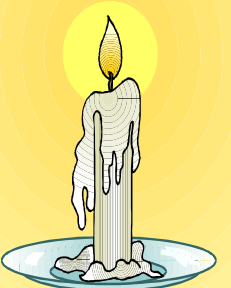
 Understands saints as models of faith in our lives

 Recognizes Mary as Jesus' mother

*Dear Parents:*

*You are the primary educator of your children. At St. Bruno Catholic School we pledge to work in partnership with you for the total development of your child.*

*Well communicated standards provide you with the information you need to have a better understanding of what your child is to learn in a specific grade level and in a specific subject. Your knowledge of the standards will help you frame questions for parent teacher conferences; select reading and writing materials for the home; and shape your visits to public libraries and other places of interest.*



# English—Language Arts

## READING

### Word analysis, fluency, and systematic vocabulary development



Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

### Reading comprehension



Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed (e.g. generating and responding to essential questions, making predictions, comparing information from several sources).

### Literary response and analysis



Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g. theme, plot, setting, characters).

## WRITING

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Students write compositions that describe and explain familiar objects, events, and experiences.

Student writing demonstrates a command of standard American English

## LISTENING AND SPEAKING

- ❖ Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.
- ❖ Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement

## History—Social Studies

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live: fair play, good sportsmanship, and respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage

- ❖ Students describe the rights and individual responsibilities of citizenship
- ❖ Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places
- ❖ Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time

- ❖ Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same
- ❖ Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places
- ❖ Students understand basic economic concepts and the role of individual choice in a free-market economy

## Mathematics



By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple problems

### Number Sense

- Students understand and use numbers up to 100.
- Students demonstrate the meaning of addition and subtraction and use these operations to solve problems
- Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places

### Algebra

- Students use number sentences with operational symbols and expressions to solve problems

### Measurement and Geometry

- Students use direct comparison and nonstandard units to describe the measurements of objects

- Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space

### Statistics, Data Analysis, and Probability

- Students organize, represent, and compare data by category on simple graphs and charts
- Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors

### Mathematical Reasoning

- Students make decisions about how to set up a problem
- Students solve problems in reasonable ways and justify their reasoning

## Science



### Physical Science:

- Materials come in different forms (states), including solids, liquids, and gases

### Life Science:

- Plants and animals meet their needs in different ways.

### Earth Science:

- Weather can be observed, measured, and described.

### Investigation and Experimentation:

- Scientific progress is made by asking meaningful questions and conducting careful investigations.

