



## First Grade Curriculum Packet (New York)

### NHA Curriculum

NHA has invested significant resources studying state and national standards, and learning about organizations such as ACT to determine what students need to understand in order to be on the track for college before they enter high school. Our custom-built curriculum has been designed backward from eighth grade to kindergarten to ensure that each child learns the concepts, strategies, and skills necessary to be on track for college, starting with their first year of school.

### How Does It Work?

Teachers plan each lesson around specific objectives from the NHA Curriculum and help students understand what those objectives mean. Lessons are planned with very specific goals in mind, goals which are made clear to students. Knowing the end goal helps teachers plan carefully, which, in turn, helps students effectively connect with their learning.

### How Will We Know They Have Learned?

Teachers use the information-gathering process known as formative assessment to determine what adjustments need to be made in the learning process in order to challenge each child to achieve. The formative assessment process gives teachers the detailed information they need to understand where each student is in their level of understanding, which is most critical factor for their continued learning. Students need regular feedback to know how they are performing and what they can do to reach their goals.

### Monitoring Student Progress

The way we assess and report your child's progress is as unique as the curriculum we teach them. It is a fundamental shift from traditional percentages and overall letter grades of the past. Through the NHA Scoring Scales, teachers can determine with greater accuracy how your child is doing towards mastering grade-level material and adjust their instruction to better help your child learn and grow.

### The NHA Scoring Scales

The NHA Scoring Scales provide detailed information about what the teacher is looking for while assessing an objective on a scale of 0-4.0. This is where the real difference lies. You may remember from past school experiences that a 4.0 meant an "A". In the NHA Scoring Scales, a 4.0 does not equal an "A" but is defined as going beyond what was taught in class. By our definition, the 3.0 level means that your child is achieving at grade-level and mastering expectations. The NHA Scoring Scales take the guesswork out of where the students are and need to be and provide the essential information teachers need to create lessons, assignments, and assessments that reflect true grade-level objectives. The teacher can use that information to plan future instruction; the student can use that information to understand and adjust her learning; and parents can use that information to get an overall picture of their student's progress towards the learning goals. Having a specific target and being able to show a student's progress toward that target is what makes the NHA Curriculum and Scoring Scales a powerful tool for teachers, students, parents, and caregivers.

### Report Cards

Report cards will look very different this year. They begin with a one-page summary of student performance in each content area. They also contain several pages of details about each target learning area (called Measurement Topics) and personalized graphs that give a visual representation of each student's academic growth for every Measurement Topic studied in that quarter. Personalized notes for each Measurement Topic will give parents more useful information than ever before.

## NHA ELA Exemplar: Reading Grade One

### **Measurement Topic: Fluency and Vocabulary Development**

**The student will apply reading skills and strategies to recognize and comprehend individual words, phrases, sentences, and to read texts fluently**

- Identify and produce all letter-sound correspondences, including consonant blends and long and short vowel patterns, vowel diagraphs, r-controlled vowels:
- Use basic decoding cues to self-correct while reading:
- Use basic context clues to determine the meaning of unknown words:
- Manipulate and/or create new words by adding, blending, substituting, moving, or deleting phonemes in words that have two to four sounds:
- Classify words into categories:
- Use a beginner's or picture dictionary to find the meaning of words
- Read aloud first grade-level texts fluently, using appropriate changes in timing and expression to show recognition of punctuation:
- Automatically recognize grade-level sight and frequently used words, steadily increasing the number of words read fluently throughout the year (e.g., was, said, and, where; words for persons, places, things, and actions)
- Learn new words through listening, reading, and explicit instruction, including word categories and grade-level words; use new words in speech and writing

### **Measurement Topic: Comprehension**

**The student will apply a range of reading and comprehension skills and strategies to construct meaning from a variety of texts, both fiction and nonfiction**

- Apply comprehension strategies before, during, and after reading:
- Describe a story and its characters:
- Read both student- and teacher-selected texts from a variety of genres (e.g., story books, chapter books, poems, songs, nursery rhymes, non-fiction), forms, and authors; select appropriate texts for specific purposes from classroom, school, and public libraries

### **Measurement Topic: Expository/Informational Text**

**The student will apply a range of reading skills to read and comprehend informational text**

- Distinguish between fiction and nonfiction text and give examples of informational text (e.g., how-to books, text books, newspapers, informational books, encyclopedias, magazines, labels, signs)
- Use common textual features to find information in text (e.g., titles, table of contents, page numbers, and illustrations):
- Read text to find information, to answer questions, or solve problems:
- Discuss a text that relates to a Moral Focus theme

**Measurement Topic: Literary Response and Analysis**

**The student will apply a range of reading skills and strategies to read from a wide variety of literary genres to make text-to-text, text-to-self, and text-to-world connections**

- Describe basic characteristics of different genres (e.g., picture books, fairy tales, nursery rhymes, plays, stories)
- Identify basic elements of fiction
- Find basic patterns in poems, songs, and stories (e.g., rhyme, rhythm)
- Describe the basic impact of different endings to a story
- Distinguish between stories that are true and stories that are made up (e.g., fantasy and reality)
- Respond to a story related to a Moral Focus theme by making text-to-self and text-to-world connections

**NHA Exemplar: Writing**

**Measurement Topic: Audience and Purpose**

**The student will demonstrate an understanding of audience and purpose in writing**

- Identify words and style that are appropriate for the type of writing (e.g., friendly letter, specific words for a report, story language)
- Maintain a varied basic portfolio

**Measurement Topic: Drafting and Revising**

**The student will draft, revise, edit, and publish writing using the writing process**

- Apply basic prewriting strategies
- Reread and revise writing
- Share written products with others (e.g., conferencing, author's chair, presentations, bookmaking, discussions)

**Measurement Topic: Writing Applications**

**The student will use different types of writing to communicate ideas, concepts, emotions, and descriptions**

- Write brief explanations of personal experiences with basic illustrations (personal narratives):
- Write simple stories in paragraph form
- Write short responses to literature
- Write brief expository compositions
- Write basic friendly notes, letters, or invitations using simple letter format including a greeting and closing
- Use informal writing for various purposes (e.g., notes, simple rhymes and poems, labels, journal entries, brief descriptions of people, places, objects, or events)
- Copy words, phrases, and sentences from books, signs, charts, or own dictation
- Write brief narrative (personal or literary), expository, or persuasive compositions that incorporate a Moral Focus theme

**Measurement Topic: Research and Information Organization**

**The student will employ appropriate methods and resources to research and report on an inquiry topic**

- Create and answer a basic research question

**NHA Exemplar: Language Usage**

**Measurement Topic: Spelling and Language Mechanics****The student will apply the conventions of spelling, punctuation, and capitalization in writing**

- Spell high-frequency and grade-appropriate words (e.g., very, not, were, goes, any, only, number names, color names, etc.); grade-level three- and four-letter words; short vowel words; common long words (e.g., time, name) and grade-level sight words
- Use basic strategies to spell words correctly
- Use basic punctuation
- Use basic capitalization (e.g., first and last name, first word of a sentence, proper names and titles of people and places, the pronoun *I*, and days of the week)
- Observe letter formation, spacing, and directionality
- Arrange a short list of words (three) in alphabetical order

**Measurement Topic: Language Conventions****The student will apply the conventions of grammar in writing and while speaking**

- Distinguish between complete and incomplete sentences
- Write complete basic interrogative and declarative sentences using the correct punctuation (e.g., sentences that contain a simple subject and verb)
- Identify and use simple and plural nouns and possessive nouns
- Identify and use simple pronouns and possessive pronouns;
- Use common adjectives and adverbs
- Use regular and irregular verbs
- Use basic conjunctions (coordinating and correlating)

**NHA Exemplar: Speaking, Listening, and Viewing****Measurement Topic: Speaking Applications****The student will speak clearly and concisely for a variety of purposes and audiences, using appropriate eye contact, volume, gestures, and pacing**

- Use language appropriate for different situations:
- Participate and contribute in small and large group discussions (e.g., whole class discussions, work groups, partners, etc.) following the rules of conversation (e.g., listen respectfully, take turns, respond appropriately, stay on topic, raise hand to speak)
- Present simple oral presentations to class about a topic, event, or experience (e.g., tell or retell stories; describe a personal experience; give an opinion; express feelings about stories or poems; use descriptive details; use beginning, middle, and end order)
- Retell stories read using role-play
- Recite familiar poems, rhymes, songs, and stories
- Participate in group story-telling, singing, and finger-play

**Measurement Topic: Listening Comprehension****The student will apply critical listening and responding skills in order to evaluate, summarize, draw conclusions, make inferences, and gain information**

- Model active listening skills (e.g., facing the speaker, making eye contact, listening quietly without interrupting, asking questions)
- Follow simple two-step directions
- Identify friendly communication through tone of voice, gestures, and content
- Connect prior knowledge and experiences to oral messages (e.g., responding to comments of peers by connecting prior knowledge and adding a connected idea)

**Measurement Topic: Analysis and Evaluation of Media****The student will apply critical skills in order to evaluate and analyze media**

- Describe the sender, receiver, and message in a variety of visual media (e.g., news programs, cartoons, sports programs, commercials)
- Distinguish between real life and television/movies

# NHA Math Exemplar: Number Sense and Operations

## Grade One

### Measurement Topic: Number Sense and Number Systems

The student will build an understanding of the representations, models, and connections between real numbers

- Read, write, compare, order, and plot whole numbers and sets of objects in both numerals and words:
- Explain the place value relationships of whole numbers:
- Describe and use ordinal numbers
- Count forward to 100 and backward from 100 starting at any number in the sequence
- Illustrate parts of a whole and a set
- Determine if a given number is odd or even
- Count to 100 by 2's, 5's, and 10's
- Recognize small quantities (up to 5) without counting (subitizing)
- Identify one more than, one less than, 10 more than, and 10 less than any whole number up to 100

### Measurement Topic: Addition and Subtraction

The student will become fluent in the addition and subtraction of real numbers

- Represent subtraction using physical materials (taking away, comparing, finding the difference)
- Develop strategies to solve addition and subtraction problems (counting all, counting on, one/two more, doubles, doubles plus/minus one, make ten, one/two less, all but one, number lines, fact families, ten frames)
- Add and subtract 1- and 2-digit whole numbers:
- Demonstrate mastery of addition and corresponding subtraction facts up to  $10 + 10$
- Write and solve addition and subtract sentences in vertical and horizontal form
- Describe the role of zero in addition and subtraction

### Measurement Topic: Operations, Computation, and Estimation

The student will understand the properties and characteristics of real numbers and their application to computation. Students become fluent in applied computations and will build flexibility by utilizing a variety of computational methods, including mental calculations, estimation, and paper-and-pencil calculations

- Estimate the number in a collection to 100 and compare to actual quantity
- Use mental arithmetic to add and subtract 2-digit whole numbers and 1-digit whole numbers or multiples of 10 (without regrouping)

## NHA Math Exemplar: Algebra and Functions

### Measurement Topic: Basic Patterns

The student will analyze and create numeric and geometric patterns

- Create, describe, and extend repeating and growing patterns

### Measurement Topic: Algebraic Representations and Mathematical Models

The student will write equations and functions, represent them on the coordinate plane, and describe the characteristics of the graphs

- Write simple number sentences for basic problem situations involving addition and subtraction of whole numbers
- Write simple problem situations for basic number sentences involving addition and subtraction of whole numbers

## NHA Math Exemplar: Geometry

### Measurement Topic: Lines, Angles, and Geometric Objects

The student will analyze characteristics and properties of two- and three-dimensional shapes and develop mathematical arguments about geometric relationships

- Arrange, classify, and sort two- and three-dimensional figures
- Identify, describe, compare, and draw two-dimensional figures (circles, triangles, rectangles, squares, parallelograms, trapezoids, rhombuses, and hexagons)
- Identify and describe three-dimensional figures (cylinders, cones, rectangular prisms, cubes, pyramids, and spheres)
- Identify the edges and vertices on two-dimensional figures
- Identify the edges, vertices, and faces of three-dimensional figures (e.g., square is the face of a cube, triangle is the face of a pyramid)

### Measurement Topic: Transformations, Congruency, and Similarity

The student will apply transformations, use symmetry to analyze mathematical situations, and use visualization, spatial reasoning, and geometric modeling to solve problems

- Identify familiar two- and three-dimensional geometric figures in the environment (e.g., refrigerator/prism, party hat/cone)
- Identify congruent two-dimensional shapes in any position

## NHA Math Exemplar: Measurement

### Measurement Topic: Measurement Systems

The student will apply appropriate techniques, tools, and formulas to estimate and measure

- Measure and estimate length:
- Measure and estimate weight using nonstandard units
- Measure and estimate capacity to the nearest cup
- Add and subtract lengths without mixing units (inches and inches, feet and feet)
- Compare and order objects according to length, weight, and capacity
- Recognize and explain the need for fixed units for measuring

**Measurement Topic: Time, Temperature, and Money**

The student will apply appropriate techniques, tools, and formulas to estimate and measure time, temperature, and money

- Tell time to the nearest hour and half hour using digital and analog clocks
- Locate days, dates, and months on a calendar
- Measure temperature in degrees Fahrenheit
- Investigate combinations of money
- Identify and state the value of coins (penny, nickel, dime, quarter, half dollar) and bills (one dollar, five dollar, and ten dollar)

**NHA Math Exemplar: Data Analysis and Probability****Measurement Topic: Data Organization and Interpretation**

The student will formulate questions that can be addressed with data and collect, organize, display, and interpret relevant data to find answers. They will select and use appropriate statistical methods to analyze data, as well as develop and evaluate inferences and predictions that are based on data

- Collect and record data using tally marks
- Construct and interpret pictographs where one picture represents 1, 2, 5, or 10
- Construct and interpret bar graphs and Venn diagrams:
- Formulate and discuss conclusions made from graphs
- Interpret and compare data using least, most, greater than, less than, and equal to

**Measurement Topic: Probability**

The student will understand and apply basic concepts of probability

- Determine the likelihood of different outcomes in a simple experiment (certain, impossible, possible)
- Compare likelihoods of two events (more likely, less likely, equally likely)

**NHA Math Exemplar: Problem Solving****Measurement Topic: Strategies and Reasoning**

The students will apply the problem solving process by understanding problems, choosing and employing strategies to solve problems, monitoring and reflecting on the process of mathematical problem solving, justifying solutions, and extending the problem

- Select and apply appropriate strategies to solve problems individually or as a group (e.g., organized lists, charts, modeling with pictures or manipulatives, and informal counting strategies)
- Determine the approach, materials, and strategies to use in solving problems
- Explain and use the connections between two problems

**Measurement Topic: Validity of Results****The students will calculate and verify solutions, and justify the process used to solve the problem**

- Make precise calculations and check the validity of the results in context of the problem
- Explain and justify the reasoning and strategies used to solve a problem

# New York Science Grade One

## Introduction to Science

### **The Nature of Science: Scientific Knowledge**

- Describe the consistency of the results of an experiment conducted multiple times
- Communicate a scientific idea using evidence

### **The Nature of Science: Scientific Inquiry- The Scientific Method**

- Make observations related to the 5 senses about living things, nonliving objects, and events
- Plan simple investigations as a strategy for evaluating predictions based on questions developed from observations of the natural world

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs
- Safely use tools and instruments (e.g., thermometers, magnifiers, rulers, balances, scissors, hammers, pliers, screwdrivers) to construct, measure, and/or look at objects
- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

### **The Nature of Science: Common Themes in Science**

- Identify the parts of things and how one part connects to and affects another
- Identify and record instances of things that change and the different ways they change
- Identify similarities and differences between a model of an object and the real thing
- Describe the different sizes, weights, ages, and speeds of things observed

## Ecosystems

### **The Living Environment: Food Chains and Webs**

- Classify animals as plant eaters, animal eaters, or both plant and animal eaters and identify their primary food source

### **The Living Environment: Ecosystems**

- Describe evidence that all environments change, and often as a result of the organisms living there

### **The Nature of Science: Common Themes in Science**

- Identify the parts of things and how one part connects to and affects another
- Identify and record instances of things that change and the different ways they change

## Properties

### **Physical Science: Properties of Materials**

- Explain that objects have properties that can be analyzed and described using the senses
- Describe, compare and classify objects by size, color, shape, texture, weight, magnetism, and ability to float

### **Engineering and Technology: Engineering**

- Describe the relationship between the properties of a material and its typical uses and determine the best material for a specific use
- Compare and contrast manmade and natural materials

### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Safely use tools and instruments (e.g., thermometers, magnifiers, rulers, balances, scissors, hammers, pliers, screwdrivers) to construct, measure, and/or look at objects
- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

### **Matter, Mixtures, and Changes**

#### **Physical Science: Properties of Materials**

- Compare and contrast the characteristics of various solid objects

#### **Physical Science: Physical States and Changes**

- Describe basic characteristics and properties of liquids
- Explain how different materials react to change (e.g. in temperature, pressure, forces)

#### **Physical Science: Mixtures and Solutions**

- Describe how mixtures can be created and separated using various tools
- Describe characteristics of solutions

#### **The Nature of Science: Common Themes in Science**

- Identify and record instances of things that change and the different ways they change

#### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

### **The Surface of Earth**

#### **Earth and Space Science: The Changing Earth**

- Recall major features of the Earth's surface

#### **Earth and Space Science: Earth Materials and Responsible Use**

- Describe the basic properties of rocks (e.g., color, composition, texture, size)
- Classify rock particles as boulders, cobble, pebbles, gravel, sand, silt, or clay
- Explain uses for different natural resources based upon their properties
- Compare and contrast soil samples by components

#### **The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Make measurements of length, weight, temperature, capacity and volume using standard and nonstandard units and appropriate instruments

### **The Water Cycle**

**Earth and Space Science: Water on Earth**

- Analyze precipitation such as snow, ice, rain, hail, and sleet as forms of water resulting from different conditions
- Compare and contrast the effect that surface type has on whether water seeps into the surface, runs off, or puddles
- Describe the effect of evaporation
- Describe the locations of solid and liquid water on Earth
- Investigate and explain the changes in state from solid to liquid made by water and the conditions necessary for these changes

**The Nature of Science: Scientific Inquiry- The Scientific Method**

- Make observations related to the 5 senses about living things, nonliving objects, and events
- Plan simple investigations as a strategy for evaluating predictions based on questions developed from observations of the natural world

**The Nature of Science: Scientific Inquiry- Data Collection and Analysis**

- Record and communicate findings from observations using a variety of methods such as drawings, journaling, pictographs, and bar graphs

**The Nature of Science: Scientific Knowledge**

- Communicate a scientific idea using evidence
- Describe the consistency of the results of an experiment conducted multiple times

# New York Social Studies Grade One

## UNIT: Geography

### **Geography: Maps & Globes**

- Interpret a map using its features (cardinal directions, key)

### **Geography: Physical Features**

- Identify and locate specific major landforms and bodies of water

### **Geography: Political Features**

- Locate their wider geographical area

### **People, Culture, & Civilizations: Human Characteristics**

- Describe human characteristics (e.g., man-made structures, cultures, traditions) of various place on Earth, including the local community

## UNIT: Economics

### **Economics: Economic Concepts**

- Distinguish between basic economic concepts (goods & services, benefits & costs)
- Explain how choices influence economic decisions

### **Economics: Resources**

- Explain the concept of “price”

## UNIT: My School & Community

### **Geography: Physical Features**

- Describe the physical features of various places on Earth, including the local community

### **Geography: Political Features**

- Locate their wider geographical area

### **Civics & Government: Citizenship: Awareness, Rights, & Responsibilities**

- Describe ways people can be good citizens

### **Civics & Government: Government Systems**

- Identify the ways a local government serves the community

### **People, Culture, & Civilizations: Human Characteristics**

- Describe the human characteristics of various place on Earth, including the local community
- Describe the roles of various people in the school
- Define “community”

## UNIT: Early People & Civilizations

**World History: Significant Events, Individuals, & Contributions**

- Describe important people and places and their impact on Ancient Mesopotamian civilization
- Explain how written language and laws are important in developing a civilization

**Geography: Physical Features**

- Describe the physical features of various places on Earth, including the local community

**Geography: Political Features**

- Locate the geographic area of the world where specific ancient civilizations existed

**People, Culture, & Civilizations: Historical Societies & Lifestyles**

- Explain the importance of available resources to ancient civilizations
- Describe the way of life of various ancient civilizations (e.g., important people in society, migration, and customs)

**UNIT: Early Exploration and Settlement in the New World****World History: Significant Events, Individuals, & Contributions**

- Identify conquistadors and locate the civilizations they conquered
- Describe the reasons for conquering new land
- Describe the explorers' influence on the conquered land

**US History: Significant Events, Individuals, & Contributions**

- Describe how the Roanoke and Virginia colonies were established
- Identify important individuals and their contributions to the development of the United States

**People, Culture, & Civilizations: Historical Lifestyles & Societies**

- Explain the importance of available resources to ancient civilizations
- Describe the way of life of various ancient civilizations (e.g., important people in society, migration, and customs)

**UNIT: The American Revolution****US History: Significant Events, Individuals, & Contributions**

- Identify important individuals and their contributions to the development of the United States

**US History: Historical Conflict**

- Identify the causes of the Revolutionary War
- Compare and contrast "Minutemen" and "Redcoats" (American and British armies) in the battle of Lexington & Concord

**UNIT: Early Exploration of the American West****US History: Significant Events, Individuals, & Contributions**

- Identify important individuals and their contributions to the development of the United States
- Explain how early explorers of the American west showed Moral Focus concepts

**UNIT: Symbols and Figures of America**

**Civics & Government: Citizenship: Awareness, Rights & Responsibilities**

- Explain what important national symbols represent

## NHA Visual Arts Exemplar: Art Expression

The student will develop and expand their knowledge/skills in the visual arts through the use of media, techniques, and processes to express their own ideas creatively in artwork. The student will analyze, assess, judge merit and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

### *Grade One*

#### **NHA Objectives**

##### **Measurement Topic: Art Creation**

- Create artworks using a variety of materials (see Appendix)
- Use a variety of art techniques to produce works (see Appendix)
- Follow step-by-step directions to create works using ideas from the environment, experience, and imagination (2D and 3D)
- Use art materials and tools in a safe and appropriate manner

##### **Measurement Topic: Elements and Principles of Art and Design**

- Name and identify primary, secondary, warm and cool colors
- Make secondary colors from primary colors and explain the process; recognize black, gray, brown, and white
- Identify art elements in nature, in the environment, and in artworks such as line, shape, form, texture, and color
- Describe and create patterns and repetition in artwork

##### **Measurement Topic: Critical Analysis**

- Discuss artworks using appropriate vocabulary; focus on art elements such as line, shape, texture, color and space and the types of media used to create the artwork (paint, pencil, clay, etc.)
- Describe subject matter and feelings produced by art, and how the artist used art elements to express emotions (e.g., color to express feelings)
- Explain similarities and differences between two artworks based the same subject matter

## NHA Visual Arts Exemplar: Art Connections

The student will demonstrate knowledge of artists, art history, and world cultures by investigating works of art from different times and places. The student will apply their knowledge of visual arts to other disciplines and everyday life

### *Grade One*

#### **NHA Objectives**

##### **Measurement Topic: History, Culture, and Society**

- Look at and discuss works of art from different artists, times, and places (see list of possible topics below)
- Find similarities and differences between artwork from a variety of cultures

##### **Measurement Topic: Real World Connections**

- Describe different purposes for art (to illustrate, express feelings, for useful purposes, symbols)
- Identify objects at home, at school or in the community that were designed by artists (cars, buildings, furniture, posters, signs)

##### **Measurement Topic: Connections to Other Disciplines**

- Identify art concepts in other subject areas (finding and extending patterns in math; describing 2D and 3D figures; using positional words such as below, above, next to, left, right when describing an artwork; identifying triangles, rectangles, squares, parallelograms, rhomboids; relating familiar objects to 2D and 3D figures; paintings of famous people and events in social studies {Colonial America, ancient Latin America})

**Grade Two Social Studies Topics:** Ancient Civilizations of Mesopotamia, Egypt, Mayan, Aztec, and Incas; Colonial America

## NHA Music Exemplar: Music Expression

The student will develop knowledge and a variety of skills in order to perform, create, read, and describe musical pieces through knowledge of basic musical concepts. Students will engage in both group and individual music-related tasks. They will use this knowledge to analyze, assess, judge merit and determine meaning from music, including their own.

### *Grade One*

#### **NHA Objectives**

##### **Measurement Topic: Music Composition and Performance**

- Demonstrate a steady beat while singing songs
- Perform a short ostinato to be sung or played with a familiar song or poem
- Create and perform short rhythmic and melodic patterns using voice, clapping, or classroom instruments

##### **Measurement Topic: Music Theory**

- Identify quarter notes, eighth notes, and quarter rests represented iconically in simple four beat patterns
- Match pitch patterns using the notes of the pentatonic scale (e.g., do-re-mi-sol-la)

##### **Measurement Topic: Analysis of Music**

- Recognize vocal and instrumental sounds
- Use movement to demonstrate changes in tempo, dynamics, and mood in music
- Compare and contrast patterns of a song and listen for repetition of patterns

## NHA Music Exemplar: Music Awareness

The student will recognize the historical, cultural and social impact of music. They will be able to critically analyze and critique a variety of music from different eras, genres, and sources. Student will be exposed to a variety of music and determine the impact it had both locally and globally.

### *Grade One*

#### **NHA Objectives**

##### **Measurement Topic: History, Culture, and Society**

- Identify and describe the importance of music at home and other places in the community
- Identify different musical styles (e.g., jazz, folk, patriotic, or classical)
- Recall and perform short cultural songs

##### **Measurement Topic: Real World Connections**

- Demonstrate appropriate listening behavior during any performance
- Identify musical professions (e.g., instrumentalist, vocalist, conductor)

##### **Measurement Topic: Integrated Studies**

- Represent musical terms and concepts through other art forms (e.g., drawing, dancing or movement, writing)
- Identify musical terms and concepts that are also used in other subjects (e.g., fast can be used in music or exercising, patterns in math)

# NHA Physical Education Exemplar: Movement and Concept Development

*Grade One*

## NHA Objectives

### **Measurement Topic: Movement and Movement Patterns**

- Perform locomotor skills in basic combinations
- Perform non-locomotor skills with increasing coordination
- Perform skills to manipulate objects demonstrating increased control
- Move in different directions using a variety of locomotor movements

### **Measurement Topic: Movement Concepts**

- Identify techniques for efficient and safe movement during physical activities
- Demonstrate variations in movement by changing directions (left, right, back, forward); speeds (slow, medium, fast); and patterns (straight, zig-zag, curved)
- Recognize and describe the basic rules of games played as a part of physical activity

# NHA Physical Education Exemplar: Physical Fitness and Wellness

## Grade One

### NHA Objectives

#### Measurement Topic: Personal Fitness

- Describe the basic effect of physical activity on muscles, including the heart (e.g., as your activity increases, the heart rate increases)
- Demonstrate activities that increase flexibility and strength (e.g., squats, lunges, sprints, touching toes, hanging on bars)
- Demonstrate endurance by engaging in physically challenging activities for increasingly longer periods of time

#### Measurement Topic: Health Concepts for Life

- Explain the connection between healthy food and a healthy body
- Describe indicators of thirst
- Identify products that can be harmful to the body if ingested, or inhaled, including OTC/prescription drugs, alcohol and tobacco
- Describe the feelings that result from participation in physical activity ( i.e., emotional, physical)

#### Measurement Topic: Teamwork and Sportsmanship

- Participate with partners or teams during activities
- Show a willingness to play along-side others
- Explain the importance of following game rules (e.g., safety, fairness, organization)