

# **CURRICULUM OBJECTIVES: GRADE ONE 2025-26**

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## Informational Reading and Writing

- Readers ask questions and read to find the answers.
- Readers share information about their topic.
- Readers notice the features of nonfiction texts.
- Readers use letters and sounds to read words.
- Writers come up with ideas and make a plan.
- Writers use images and words to teach their readers.
- Writers revise their books to make them better.
- Writers share their stories with others.

## Narrative Reading and Writing

- Readers can retell a fiction story with details.
- Readers notice the features of fiction texts.
- Readers use letters and sounds to read words.
- Readers compare fiction texts.
- Readers read with fluency.
- Writers come up with ideas and make a plan.
- Writers add a beginning, middle, and end to their stories.
- Writers include details in their stories such as illustrations, dialogue, and action.
- Writers revise their stories to make them better.
- Writers share their stories with others.

## Opinion Writing

- Writers come up with an opinion and make a plan to convince readers.
- Writers state their opinions and give reasons to support them.
- Writers revise their pieces to make them better.
- Writers share their opinion piece.

## Phonics

- Phonemic Awareness: Word learners change the vowel sounds in words.
- Phonics: Word learners read words with previously taught phonics skills.
- High-Frequency Words: Word learners recognize high-frequency words.

## Reading and Writing Foundations

- Readers understand and implement good reading habits.
- Readers build their reading stamina.
- Readers use their decoding strategies to figure out tricky words.
- Writers practice storytelling skills through drawing illustrations and labeling.
- Writers use letters and sounds to create words in simple sentences.
- Writers revise and improve their writing.
- Writers share their writing.




# LIBRARY/MEDIA

## Library Usage

- Identify publisher, copyright date, dedication page, table of contents, index, and glossary.
- Identify call numbers on spine labels.
- Recognize shelf order.
- Identify authors and illustrators and their roles.
- Begin to respond to texts using reading comprehension strategies.
- Distinguish between fiction and nonfiction characteristics.

## Digital Citizenship

- Distinguish between ownership of information and sharing of information.
- Name information that should be kept private versus information that can be shared publicly.



# MATHEMATICS

## Counting and Number Sense

- Understand and extend the counting sequence.
- Model different ways to show numbers 6-10.
- Understand equivalence.
- Add to a group of objects and write an addition equation.
- Solve add to and put together word problems.
- Find addends for a given sum.
- Solve take from word problems and write a subtraction sentence.
- Solve compare word problems by finding how many more.
- Model addition and subtraction.
- Solve word problems that involve putting together and taking apart.
- Identify coins and values of pennies and nickels.
- Understand and extend a counting sequence using pennies and nickels.
- Show money amounts in different ways up to 10.
- Make a tally chart, bar graph, and picture graph to organize and understand data.
- Understand and answer questions using graphs.

## Addition and Subtraction

- Solve equations when an addend is zero.
- Subtract zero and subtract all.
- Add and subtract one from a given number.
- Find the sum of doubles from one to five.
- Add using the doubles plus one and the doubles minus one to find a sum.
- Add in any order to find the sum.
- Add using the count-on strategy to find a sum.
- Subtract using the count-back strategy to find a difference.
- Subtract by using the add-to-subtract strategy to find the difference.
- Solve for a missing addend given an addend and a sum.
- Solve a subtraction equation to find the missing part or the whole.
- Solve compare word problems when given how many more/fewer.
- Identify whether an equation is true or false.
- Find the missing addend to make ten.
- Write related addition and subtraction families to complete a fact family.
- Sort and describe two-dimensional shapes using their attributes.

## Solving Addition and Subtraction Problems

- Add doubles facts with sums from 12 to 20.
- Add by using doubles plus one and doubles minus one strategy.
- Add two numbers by using a make-a-ten strategy.
- Add three numbers.
- Add by using the counting on strategy.
- Add three numbers by using the make-a-ten strategy.
- Solve addition word problems.
- Solve addition word problems using dollar amounts up to \$20.
- Make tally charts, bar graphs, and picture graphs to organize and understand data.
- Understand and answer questions from using graphs.
- Find a difference by using the count back strategy.
- Subtract using the get to ten strategy.
- Identify whether an equation is true or false.
- Find the number that makes the equation true.
- Solve subtraction word problems.
- Solve subtraction word problems using dollar amounts up to \$20.
- Make a tally chart, bar graph, and picture graph to organize and understand data.
- Understand and answer questions from using graphs.

## Place Value

- Count to 120 by ones and tens.
- Understand and write decade numbers.
- Count tens and ones to write numbers.
- Model numbers with quick sketches of tens and ones.

- Understand the value of each digit in a two digit number.
- Show different ways to write numbers.
- Count and write numbers to 120.
- Compare two numbers within 100.
- Compare two numbers within 100 using symbols.
- Identify numbers that are one more, one less, ten more and ten less than a number.
- Add and subtract tens using mental math.
- Add and subtract tens.
- Use addition to subtract tens.
- Solve addition word problems.
- Understand and extend a counting sequence using pennies, nickels, dimes, and quarters.
- Show money amounts in different ways using coins up to one dollar.

### **Measurement**

- Order objects by length.
- Compare the lengths of two objects by using a third object.
- Measure length using like objects.
- Measure an object in different ways.
- Solve compare word problems involving length.
- Tell time using an hour hand to tell time to the hour and half hour.
- Tell time with an analog and digital clock.
- Make picture graphs and bar graphs.
- Make a tally chart, bar graph, and picture graph to organize and understand data.
- Understand and answer questions from using graphs.
- Identify equal shares in two-dimensional shapes.
- Identify shapes that show halves and fourths.
- Sort and describe two and three-dimensional shapes.
- Join two dimensional shapes to make a new shape. Use the new shape to make a larger shape.
- Take apart two and three-dimensional shapes.
- Join three dimensional shapes to make a new shape using their attributes.

### **Adding and Subtracting Two-Digit Numbers**

- Add two numbers by adding the tens and adding the ones.
- Make a ten to add a one-digit and two-digit number.
- Add two numbers using place value.
- Choose a strategy to add two numbers.
- Solve addition word problems.
- Make a tally chart, bar graph, and picture graph to organize and understand data.
- Understand and answer questions using graphs.



## 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.



# PHYSICAL EDUCATION

## MOVEMENT CONCEPTS AND SKILLS

### Manipulative and Non-Manipulative Movements and Skills

- Demonstrate and follow cues for manipulative movements and begin executing the skill to the best of one's 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 and Locomotor and 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., way finding, 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 and Value

- Identify primary colors.
- Identify and mix secondary colors.
- Understand tertiary colors.

### Line and Texture

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

### Shape, Form and Space

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

### Generating and Conceptualizing Ideas

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

### Organizing and Developing Ideas

- Explore materials and tools used 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 and 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 oneself 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.



# WORLD LANGUAGES

### 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.