

The following reflect student practice in skills and concepts learned in earlier years as well as new skills and concepts:

Language Arts

The language arts curriculum has been aligned with the California English Language Arts Framework. It is designed to develop skills to enable students to apply a variety of strategies in reading, writing, speaking, listening, and critical thinking. At all grade levels, students read and discuss high quality literature selections appropriate to their maturity and interests. Enrichment activities are an integral part of the program, with opportunities for extended reading, making connections to other disciplines, and incorporating critical thinking and problem-solving skills. At all levels, vocabulary development and spelling practice are based upon words taken from students' reading and writing and from lists of words frequently used in writing.

Listening and Speaking

- Follow a series of two or more oral directions
- Listen to and be able to retell a poem or short story
- Listen to another student complete an informal presentation (sharing)
- Demonstrate the ability to put a story sequence in order after hearing it presented
- Repeat language patterns and rhythms
- Listen to a variety of literature read by others
- Express needs and feelings
- Deliver informal presentations in a logical sequence
- Express thoughts in complete sentences using correct language patterns
- Participate in discussions, choral speaking and reading, role playing, drama and reciting poetry
- Tell or retell a story or personal experience briefly and accurately
- Participate in developing and categorizing words

Reading and Writing

- Experience good literature and engage in critical questioning and thinking about the works
- Read their own written stories
- Select quality literature on their own

- Interact with quality literature and apply meaning to their own lives
- Demonstrate a familiarity with a variety of literature forms - poetry, fables, fairy tales, etc.
- Develop basic reading vocabulary from current materials being used
- Use phonics to decode words in context
- Demonstrate knowledge of an application of beginning and ending consonants, short and long vowels, and selected blends
- Alphabetize words to the first letter
- Recognize root words with endings (s) (ed) (ing), compound words, contractions, plurals (es, s)
- State cause and effect
- Recognize story setting
- Make inferences
- Understand main ideas
- Recall details
- Use context clues
- Arrange a story in sequence
- Predict outcomes
- Name and print letters of the alphabet in sequence using appropriate upper and lower case d'Nealian letters
- Use writing implements correctly
- Identify and copy numerals, words and phrases
- Write first name in manuscript
- Spell words from list derived from literature-based program
- Apply word study skills to new words encountered
- Write brief, simple stories with teacher support
- Independently write one original sentence using correct capitalization and punctuation
- Recognize nouns and verbs and identify a question from a telling sentence

Mathematics

The priority of the mathematics curriculum is the development of students' thinking and understanding through direct personal and interactive experiences. Concepts are taught through real-life situations and the use of a variety of tools, manipulatives, and materials. Enrichment activities are an integral part of the program. Students participate in instructional activities based upon the following mathematical strands:

Logic and Language

- Classify and sort objects by using a variety of attributes
- Order like objects
- Explain thinking in own words, written and oral

Measurement

- Compare the size and weight of objects
- Estimate and measure real objects
- Tell time to the half hour
- Read a monthly calendar

Geometry

- Identify and name simple geometric shapes
- Sort geometric shapes by attributes

Statistics and Probability

- Collect, organize, represent, and interpret data from surveys, experiments, and graphs

Functions

- Identify, verbalize, and extend a pattern in a sequence of objects

Algebra

- Match sets and use the term “equal”
- Find the missing number

Numbers

- Read, build, and record
- Name and use ordinal numbers
- Compare nonequivalent sets using greater than and less than
- Count by ones, fives, and tens to one hundred
- Identify the number of tens and ones in any numeral to 100
- Know addition and subtraction facts through twelve
- Add and subtract two-digit numbers with no regrouping
- Recognize halves, thirds, and fourths
- Estimate answers
- Add the value of pennies, nickels, dimes, and quarters up to 50 cents
- Solve problems systematically and creatively

History/Social Science

The MCCS curriculum is based on the California History/Social Science Framework which includes major goals and interrelated strands that are the same for all grade levels.

The major goals are:

Knowledge and Cultural Understanding

Incorporate what is learned from historical, ethical, cultural, geographical, economic, and sociopolitical accounts.

Democratic Understanding and Civic Values

Incorporate an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities.

Skills Attainment and Social Participation

Incorporate basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.

Students in First Grade participate in units of study based upon the theme of “A Child’s Place in Time and Space”:

Develop Social Skills and Responsibilities

- Communicate with others
- Learn about the rights and opinions of others
- Learn respect for rules
- Develop decision-making and problem-solving skills

Expand Geographic and Economic Worlds

- Explore geography through picture-symbol maps and signs
- Recognize various landscapes and changes that occur in them
- Explore basic economic concepts

Develop Awareness of Cultural Diversity, Now and Long Ago

- Enrich cultural understanding through literature

Christian Education

Mid County Christian School offers Bible instruction. Biblical principles are fully integrated into all subjects and students learn and memorize Bible verses. The Bible is used to help students understand how to apply biblical truths to daily living.

LOVE: God Loves the World

Relationships with God

- Recognize that God keeps His promises
- Joyfully worship God
- Pray, knowing God answers prayers
- Demonstrate a desire to follow Jesus
- Hear God's Word
- Know that we are special to God
- Know that we are valuable

Relationships with Others

- Tell others about Jesus, the Savior of the world
- Serve one another in love
- Know how to enjoy one another in the church

Relationships with the World

- Praise for His creation
- Thank God for His care

Science/Health

The ultimate goal of science education is that of science literacy for all students. Science literacy means that students will:

- Be familiar with the natural world and recognize both its diversity and its unity
- Understand key concepts and principles of science
- Be aware of some of the important ways in which science, mathematics, and technology depend upon one another
- Have a capacity for scientific ways of thinking
- Use scientific knowledge and ways of thinking for individual and social purpose

Students will be active participants in learning to incorporate the scientific processes of observing, communicating, comparing, ordering, and categorizing. They will make connections with other disciplines and develop the capacity to relate science to everyday life. Major concepts include:

Physical

- Energy exists in different forms

Life

- Living and non-living things have specific differences and similarities which can be observed, compared, and classified

Earth

- Forces affect changes on earth

Health

- What we do affects how we feel

Environmental

- Humans can affect the health of the environment

Physical

MCCS physical education activities are based on the California Physical Education Framework. The framework contains three major goals with interrelated curriculum strands for all grades.

Movement Skills and Movement Knowledge

Develop motor skills and an understanding of the fundamentals of movement through practice. Areas of study and practice may include:

- Locomotor skills - walking, running, hopping, jumping, skipping, sliding, galloping, leaping
- Non-locomotor skills - bending, rocking, swinging, twisting, stretching, pushing, pulling
- Object use: roll, toss, bounce with two hands, kick, strike, etc., with safe objects
- Manipulative skills - catching ball after one bounce, kicking a stationary ball in various ways

- balance
- Health-related fitness components (flexibility, muscle strength and endurance, cardiorespiratory endurance)
- Importance of exercise and nutrition
- Role of the circulatory system

Social Development and Social Interaction

Students develop appropriate social behaviors by working independently and with others during planned physical activity and at play.

Self-Image

Activities are designed to develop and maintain positive self-image and an understanding of sportsmanship and team skills.

The Arts - Visual, Performing and Vocal Music

MCCS encourages integrating instruction in the visual and performing arts as a means of enhancing and extending the curriculum for students at all grade levels. Instruction in the historical origins and cultural influences of the visual and performing arts is promoted to develop knowledge, appreciation, and performance skill for students.

Assessment of Learning

Teachers assess academic progress regularly to support student learning, a process which includes daily checking for understanding, formal and informal testing, and observation.

Mid County Christian School
A ministry of Twin Lakes Church

**Highlights
of the
Core Curriculum**

Grade 1

MISSION STATEMENT

Encouraging, equipping, and empowering the whole child to positively impact God's world by providing, in partnership with the home, a balanced education in a loving, Christ-centered environment.