

*CHESAPEAKE
PUBLIC SCHOOLS*



*CURRICULUM
OBJECTIVES*

GRADE ONE



Dear Parent

Welcome to the new school year. In each community excitement is evident as the yearly school cycle begins.

This guide is designed to acquaint you with important information that may assist you in becoming involved with your child's education. In the guide are the Virginia Standards of Learning (SOL) and Chesapeake objectives for English, mathematics, science and social studies and technology for first grade. Also included are the curriculum objectives for art and music, and information about the SOL tests and graduation requirements. Having this information now can help you develop a short-term plan to help your child this year and a long-term plan toward graduation.

I challenge you during this school year to make a commitment to become involved with your child's school and education. Your school's staff is a source of information and guidance to you. Parental involvement in the process of education is crucial. Positive results occur when parents work with their children to assist, encourage, and reinforce what is done at school. By working with your child's classroom teacher and using this guide, you can become an active participant in your child's education this year.

We in the Chesapeake Public Schools are proud to have your child as a student, and we promise to do our best to assure that your child is successful in school.

Sincerely,

A handwritten signature in black ink that reads "James T. Roberts".

James T. Roberts
Superintendent

First Grade ENGLISH

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussion. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading age-appropriate materials that reflect the Standards of Learning in mathematics, science, and history and social studies. The student will also demonstrate comprehension of fiction and nonfiction selections through classroom discussion and will begin to communicate ideas in writing. The student will become an independent reader by the end of first grade.

Oral Language

1.1 The student will continue to demonstrate growth in the use of oral language. To be successful, students must:

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
Chesapeake Objective(s)
The student will demonstrate the ability to listen and respond to a variety of electronic media and other age-appropriate materials by:
 - Listening and responding to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
Chesapeake Objective(s)
The student will demonstrate the ability to tell and retell stories and events in logical order by:
 - Retelling stories orally.
 - Retelling stories through informal drama.
 - Dictating the retelling of stories
 - Creating their own stories, poems, plays, and songs.
 - Indicating first, next, and last events in a story.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
Chesapeake Objective(s)
The student will demonstrate the ability to listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials by:
 - Listening to and discussing fiction and nonfiction print materials which reflect the Standards of Learning in

English, history and social sciences, science, and mathematics.

- Listening and responding to stories and poems on tape and experiencing other audiovisual materials in the context of curricular goals and objectives.
 - Listening to stories and poems read aloud daily.
 - Participating in discussions about stories and poems.
 - Giving reactions to stories and poems.
 - Responding to questions about stories and poems.
- d) Participate in creative dramatics.
Chesapeake Objective(s)
The student will demonstrate the ability to participate in dramatics by:
 - Participating in dramatics
- e) Express ideas orally in complete sentences.
Chesapeake Objective(s)
The student will demonstrate the ability to express ideas orally in complete sentences by:
 - Expressing ideas or thoughts in complete sentences
 - Responding to questions in complete sentences

1.2 The student will expand understanding and use of word meanings. To be successful students must:

- a) Increase listening and speaking vocabularies.
Chesapeake Objective(s)
The student will demonstrate the ability to increase oral descriptive vocabulary by:
 - Learning and using new words encountered in discussions and books that are read aloud.
 - Using words to orally describe actions, people, places, things, and ideas.
 - Describing illustrations in books.Drawing and then describing pictures.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.
Chesapeake Objective(s)
The student will demonstrate the ability to use singular and plural nouns by:
 - Using singular and plural nouns appropriately.
 - Using singular and plural nouns correctly when describing a number of objects.
 - Using common irregular plural forms such as man/men, child/children, and mouse/mice.
 - Using common pronouns appropriately.
 - Using articles correctly.
- d) Use vocabulary from other content areas.

Chesapeake Objective(s)

The student will demonstrate the ability to use vocabulary across content areas by:

- Using vocabulary across content areas.

1.3 The student will adapt or change oral language to fit the situation. To be successful students must:

- a) Initiate conversations with peers and adults.
Chesapeake Objective(s)
The student will demonstrate the ability to initiate conversations in a variety of school settings by:
 - Initiating conversation in a variety of school settings.
 - Asking appropriate questions to peers.
 - Responding to peer questions with appropriate answers.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
Chesapeake Objective(s)
The student will demonstrate the ability to follow rules for conversation by:
 - Following rules for conversation including listening and taking turns.
 - Staying on topic.
 - Looking at the person talking.
 - Waiting for a turn to talk.
 - Using a good, clear speaking voice.
 - Using voice level and intonation appropriate for the setting.
 - Using appropriate phrasing in conversation.
- c) Ask and respond to questions.
Chesapeake Objective(s)
The student will demonstrate the ability to ask and respond to questions in small-group settings by:
 - Asking and responding to relevant questions in group settings.
 - Asking appropriate questions to peers.
 - Responding to peer questions with appropriate answers.
- d) Follow simple two-step oral directions.
Chesapeake Objective(s)
The student will demonstrate the ability to follow simple two-step directions by:
 - Following simple two-step directions
- e) Give simple two-step oral directions.
Chesapeake Objective(s)
The student will demonstrate the ability to give simple two-step oral directions by:
 - Using words of time and position including *first, second, next, on, under, beside, and over*, to give directions orally.
 - Using action words (verbs), including, but not limited to, *mark, circle, color, and draw*, to give directions orally.

1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words. To be successful students must:

- a) Create rhyming words.
Chesapeake Objective(s)
The student will demonstrate the ability to create rhyming words by:
- Generating words that rhyme with a teacher-given word.
 - Using rimes such as: -an,-et,-in, -op, -un, and -ake to create rhyming pairs of words.
- b) Count phonemes (sounds) in one-syllable words.
Chesapeake Objective(s)
The student will demonstrate the ability to count phonemes (sounds) in one-syllable words by:
- Segmenting words by saying each sound.
 - Counting phonemes in words with a maximum of three syllables.
 - Saying the words slowly, clapping out the syllables, and listening for the number of sounds.
- c) Blend sounds to make one-syllable words.
Chesapeake Objective(s)
The student will demonstrate the ability to blend sounds to make one-syllable words by:
- Blending separately spoken phonemes to make word parts and words with one to three syllables.
 - Identifying whether the middle vowel sound is the same or different in one-syllable words.
 - Sorting picture cards by beginning and ending phonemes.
- d) Segment one-syllable words into individual speech sounds (phonemes)
Chesapeake Objective(s)
The student will demonstrate the ability to segment one-syllable words into individual speech sounds (phonemes) words by:
- Isolating and manipulating phonemes.
 - Identifying the onset and rime of words.
 - Blending separately spoken phonemes to make word parts and words with one to three syllables
 - Sorting picture cards by beginning and ending phonemes
- e) Add or delete phonemes (sounds) to make new words.
Chesapeake Objective(s)
The student will demonstrate the ability to add or delete phonemes (sounds) orally to change syllables or words by:
- Adding, deleting, or changing phonemes orally to change syllables or words.
 - Isolating and manipulating phonemes.

- Identifying the onset and rime of words.

Reading

1.5 The student will apply knowledge of how print is organized and read. To be successful students must:

- a) Read from left to right and from top to bottom.
Chesapeake Objective(s)
The student will demonstrate the ability to read from left to right and from top to bottom by:
- Tracking print from left to right and top to bottom.
 - Following print from one line to the next line (return sweep).
 - Holding printed materials in the correct position.
 - Turning pages in sequence.
- b) Match spoken words with print.
Chesapeake objective(s)
The student will demonstrate the ability to match spoken words with print by:
- Matching spoken words to printed words in isolation and in content.
 - Reading with a one to one correspondence of spoken words and written words.
 - Turning pages in sequence.
- c) Identify letters, words, sentences, and ending punctuation.
Chesapeake Objective(s)
The student will demonstrate the ability to identify letters, words, sentence, and ending punctuation by:
- Differentiating between letters and words.
 - Naming the upper and lower case letters.
 - Locating and framing words in sentences.
 - Reading words.
 - Recognizing spaces between words in sentences.
 - Locating capital letters in sentences.
 - Locating periods, question marks, exclamation points, speech bubbles, and quotations marks.
 - Recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.
 - Reading a whole thought (a sentence).
- d) Read his/her own writing.
Chesapeake Objective(s)
The student will demonstrate the ability to read his/her own writing by:
- Reading his/her own writing.

1.6 The student will apply phonetic principles to read and spell. To be successful students must:

- a) Use beginning and ending consonants to decode and spell single-syllable words.

Chesapeake Objective(s)

The student will demonstrate the ability to use beginning and ending consonants to decode and spell single-syllable words by:

- Recognizing beginning and ending consonant sounds.
 - Using beginning and ending consonants to decode single syllable words.
 - Separating the sounds in a word.
 - Blending separately spoken phonemes to make a word.
 - Using consonant sounds to match letters.
 - Spelling words.
 - Demonstrating decoding-strategy skills in daily reading.
- b) Use two-letter consonant blends to decode and spell single-syllable words.
Chesapeake Objective(s)
The student will demonstrate the ability to use two-letter consonant blends to decode and spell single-syllable words by:
- Hearing and recognizing blends.
 - Separating the sounds in a word.
 - Blending sounds to make a word.
 - Using onsets and rimes to create, read, and spell new words that include blends such as the / and r blends.
 - Spelling words.
 - Demonstrating decoding-strategy skills in daily reading.
- c) Use beginning consonant digraphs to decode and spell single-syllable words.
Chesapeake Objective(s)
The student will demonstrate the ability to decode and spell single-syllable words by:
- Hearing and identifying digraphs.
 - Separating the sounds in a word.
 - Blending sounds to make a word.
 - Using onsets and rimes to create, read, and spell new words that include digraphs such as *ch*, *sh*, *th*, and *wh*.
 - Spelling words.
 - Demonstrating decoding-strategy skills in daily reading.
- d) Use short vowel sounds to decode and spell single-syllable words.
Chesapeake Objective(s)
The student will demonstrate the ability to use short vowel sounds to decode and spell single-syllable words by:
- Recognizing vowel sounds.
 - Separating the sounds in a word.
 - Blending sounds to make a word.
 - Recognizing word patterns CVC, VC, CVCC, and CVCE.
 - Using vowel patterns CVC, VC, CVCC, and CCVCE in decoding and spelling single-syllable words.
 - Using some CVVC vowel patterns in decoding and spelling single-syllable words.
 - Spelling words.

- Demonstrating decoding-strategy skills in daily reading.
- e) Blend beginning, middle, and ending sounds to recognize and read words.
Chesapeake Objective(s)
The student will demonstrate the ability to blend beginning, middle, and ending sounds to recognize and read words by:
- Hearing and recognizing vowel sounds.
 - Blending separately spoken phonemes to make a word.
 - Decoding accurately unknown, orthographically regular, one-syllable words and nonsense words, (e.g., *sit zot*), using print-sound mappings to sound them out.
 - Demonstrating decoding-strategy skills in daily reading.
- f) Use word patterns to decode unfamiliar words.
Chesapeake Objective(s)
The student will demonstrate the ability to use word patterns to decode unfamiliar words by:
- Recognizing word patterns.
 - Using onsets and rimes to decode new words.
 - Using vowel patterns CVC, VC, CVCC, and CVCE to decode unfamiliar words.
 - Using some CVVC vowel patterns to decode unfamiliar words.
 - Recognizing contractions and possessives.
- g) Read and spell simple two-syllable compound words.
Chesapeake Objectives(s)
The student will demonstrate the ability to read and spell simple two-syllable compound words by:
- Recognizing and using simple compound words.
 - Reading compound words in daily reading.
 - Using specific words to form a compound word.
- h) Read and spell commonly used sight words.
Chesapeake Objective(s)
The student will demonstrate the ability to read and spell commonly used sight words by:
- Reading high-frequency sight words.
 - Spelling common high-frequency sight words.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading. To be successful students must:

- a) Use words, phrases, and sentences.
Chesapeake Objective(s)
The student will demonstrate the ability to use words, phrases, and sentences by:

- Using words, phrases, and sentences.
- b) Use titles and pictures.
Chesapeake Objective(s)
The student will demonstrate the ability to use titles and pictures by:
- Using prior knowledge to interpret pictures.
 - Using titles and pictures to make predictions about text.
 - Using pictures to confirm vocabulary choice
 - Describing a person, place, thing, or event from a picture.
- c) Use information in the story to read words.
Chesapeake Objective(s)
The student will demonstrate the ability to use information in the story to read words by:
- Using knowledge of the story or topic to make predictions about vocabulary and text.
 - Noticing when words or sentences do not make sense in context.
 - Applying background knowledge.
 - Using pictures for understanding the story and decoding words.
- d) Use knowledge of sentence structure.
Chesapeake Objective(s)
The student will demonstrate the ability to use knowledge of sentence structures by:
- Recognizing complete sentences when reading.
 - Using intonation, pauses, and emphasis that signal the structure of the sentence when reading.
 - Using clues of punctuation, including periods, question marks, exclamation pints, commas, and quotation marks, to guide their reading.
 - Rereading and self-correcting.
- e) Use knowledge of story structure.
Chesapeake Objective(s)
The student will demonstrate the ability to use knowledge of story structure by:
- Using knowledge of story structure (i.e., characters, setting, problem/solution) to guide comprehension.
- f) Reread and self-correct.
Chesapeake Objective(s)
The student will demonstrate the ability to reread and self-correct by:
- Monitoring own reading.
 - Rereading to confirm vocabulary choice
 - Rereading and self-correcting when text does not make sense

1.8 The student will expand vocabulary. To be successful students must:

- a) Discuss meanings of words in context.
Chesapeake Objective(s)
The student will demonstrate the ability to discuss meanings of words in context by:

- Noticing when words or sentences do not make sense in context.
 - Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
(Chesapeake Objective(s))
The student will demonstrate the ability to develop vocabulary by listening to and reading a variety of texts by:
- Engaging in read-aloud activities voluntarily.
 - Reading a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud.
 - Developing vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
Chesapeake Objective(s)
The student will demonstrate the ability to ask for the meaning of unknown words and make connections to familiar words by:
- Asking for the meaning of unknown words and making connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
Chesapeake Objective(s)
The student will demonstrate the ability to use text clues by:
- Developing their vocabulary listening to and reading a variety of texts (e.g., predictable, decodable, and narrative/expository texts written in the original, natural language of the authors).
 - Using words, pictures and other clues from text to confirm or self-correct.
 - Applying background knowledge.
- e) Use vocabulary from other content areas.
Chesapeake Objective(s)
The student will demonstrate the ability to use vocabulary from other content areas by:
- Using titles and pictures to make predictions about text.
 - Using pictures to confirm vocabulary choice.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts. To be successful students must:

- a) Preview the selection.
Chesapeake Objective(s)
The student will demonstrate the ability to read and demonstrate comprehension of a variety of fiction and non-fiction by:
- Engaging in read-aloud activities voluntarily.
 - Reading a wide variety of self-selected and teacher-selected

- stories, poems, and informational texts aloud.
- Using expression and intonation to convey meaning when reading aloud.
- Practicing reading in text on their independent reading level to develop accuracy, fluency, and expression.
- Reading aloud a selected passage from a book or poem.

b) Set a purpose for reading.

Chesapeake Objective(s)

The student will demonstrate the ability to set a purpose for reading by:

- Choosing a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection.
- Reading various nonfiction forms including letters, lists, recipes, newspapers, and magazines.
- Formulating questions before reading.
- Completing a graphic organizer.

c) Relate previous experiences to what is read.

Chesapeake Objective(s)

The student will demonstrate the ability to relate previous experiences to what is read by:

- Drawing on prior knowledge to make predictions before and during reading.
- Using knowledge from their own experience to make sense of and talk about a text before, during, and after reading.

d) Make and confirm predictions.

Chesapeake Objective(s)

The student will demonstrate the ability to make predictions about the content by:

- Making and confirming predictions based on illustrations or portions of the selections.
- Using prior knowledge to predict.
- Realizing a prediction is an idea about what will happen and may or may not be correct.
- Revising predictions based on content.

e) Ask and answer who, what, when, where, why, and how questions about what is read.

Chesapeake Objective(s)

The student will demonstrate the ability to ask and answer *who, what, when, where, why,* and *how* questions about what is read by:

- Asking and answering simple who, what, when, where, why, and how questions about a selection.
- Utilizing titles, pictures, or headings to ask and answer questions.
- Answering questions orally and in written responses.

- Using text to ask and answer questions.
 - Identifying cause and effect.
 - Making inferences.
 - Drawing conclusions.
- f) Identify characters, setting, and important events.

Chesapeake Objective(s)

The student will demonstrate the ability to identify characters, setting, and important events by:

- Identifying characters, setting, and important events.
- Naming and describing the characters.
- Naming and describing the setting.
- Naming and describing important events.
- Classifying.
- Utilizing graphic organizers.
- Comparing and contrasting characters, settings, and important events.

g) Retell stories and events, using beginning, middle, and end.

Chesapeake Objective(s)

The student will demonstrate the ability to retell stories and event, using beginning, middle, and end by:

- Retelling the story by sequencing the important events.
- Creating artwork or a written response that shows comprehension of a selection.
- Extending the story orally with drawings.

h) Identify the main idea or theme.

Chesapeake Objective(s)

The student will demonstrate the ability to identify the main idea or theme by:

- Identifying the topic or main idea of a short fiction or nonfiction selection.
- Summarizing the main idea.

i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

Chesapeake Objective(s)

The student will demonstrate the ability to read and reread unfamiliar stories, poems, and passages with fluency, accuracy, and meaningful expression by:

- Using expression and intonation to convey meaning when reading aloud.
- Practicing reading in text on their independent reading level to develop accuracy, fluency, and expression.
- Reading aloud a selected passage from a book or poem.

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. To be successful students must:

- Preview the selection.
- Use prior and background knowledge as context for new learning.

- Set a purpose for reading.
- Identify text features such as pictures, heading, charts, and captions.
- Make and confirm predictions.
- Ask and answer who, what when, where, why, and how questions about what is read.
- Identify the main idea.

Chesapeake Objective(s)

The student will demonstrate the ability to identify the main idea by:

- Identifying the topic or main idea of a short fiction or nonfiction selection.
- Summarizing the main idea.

h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.

Chesapeake Objective(s)

The student will demonstrate the ability to read and reread unfamiliar stories, poems, and passages with fluency, accuracy, and meaningful expression by:

- Using expression and intonation to convey meaning when reading aloud.
- Practicing reading in text on their independent reading level to develop accuracy, fluency, and expression.
- Reading aloud a selected passage from a book or poem.

1.11 The student will use simple reference materials. To be successful students must:

a) Use simple reference materials.

Chesapeake Objective(s)

The student will demonstrate the ability to use simple reference materials by:

- Using simple reference materials.
- Alphabetizing a list of five to eight words according to the first letter.
- Making a personal dictionary or word list to use in writing.

b) Use a picture dictionary to find meanings of unfamiliar words.

Chesapeake Objective(s)

The student will demonstrate the ability to use a dictionary to find meanings of unfamiliar words by:

- Using a picture dictionary to locate unfamiliar words.

Writing

1.12 The student will print legibly. To be successful students must:

a) Form letters accurately.

Chesapeake Objective(s)

The student will demonstrate the ability to form letters by:

- Using appropriate pencil grip.
- Using standard letter formation.
- Using standard number formation.

b) Space words within sentences.

Chesapeake Objective(s)

The student will demonstrate the ability to space words within sentences by:

- Spacing words within sentences.
 - Spacing sentences in writing.
- c) Use the alphabetic code to write unknown words phonetically.
- Chesapeake Objective(s)**
The student will demonstrate the ability to use the alphabetic code to write unknown words phonetically participate in dramatics by:
- Using the alphabetic code to write unknown words phonetically.

1.13 The student will write to communicate ideas for a variety of purposes. To be successful students must:

- a) Generate ideas.
- Chesapeake Objective(s)**
The student will demonstrate the ability to generate ideas by:
- Using previous experiences to generate ideas.
 - Participating in teacher-directed brainstorming activities.
 - Participating in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping to organize ideas.
 - Using familiar writing forms, including lists, letters, stories, reports, messages, and poems.
- b) Focus on one topic.
- Chesapeake Objective(s)**
The student will demonstrate the ability to focus on the topic by:
- Participating in teacher-directed charting activities to organize activities.
 - Writing a sentence or sentences that focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- Chesapeake Objective(s)**
The student will demonstrate the ability to use descriptive words when writing about people, places, things, and events by:
- Beginning to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events (nouns).
 - Using vivid verbs in writing.
- d) Use complete sentences in final copies.
- Chesapeake Objective(s)**
The student will demonstrate the ability to participate in dramatics by:
- Participating in dramatics.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- Chesapeake Objective(s)**
The student will demonstrate the ability to use complete sentences in final copies by:
- Writing simple, complete sentences.
 - Distinguishing draft writing from final-product writing.

- Using the editing and proofreading process.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- Chesapeake Objective(s)**
The student will demonstrate the ability to use correct spelling for commonly used sight words and phonetically regular words in final copies by:
- Spelling high-frequency sight words and phonetically regular words correctly in final copies.
 - Sounding out words in order to spell them phonetically.
 - Using print resources in the classroom in order to spell words.
 - Distinguishing draft writing from final-product writing.
 - Using the editing and proofreading process.
- g) Share final copies with others.
- Chesapeake Objective(s)**
The student will demonstrate the ability to share writing with others by:
- Reading their writing to an audience.

1.14 The student will use available technology for reading and writing.

- Chesapeake Objective(s)**
The student will demonstrate the ability to use available technology for reading and writing by:
- a) Using a word processor to publish writing.
 - b) Asking and responding to questions about material presented through various media formats.
 - c) Using digital tools to produce and publish writing
 - d) Using electronic templates (e.g., graphic organizers) to organize information.

MATH

The first grade standards introduce the idea of fractions and continue the development of sorting and patterning skills. In first grade students will learn the basic addition facts, sums to eighteen or less, and the corresponding subtraction facts. Students also will draw and describe certain two-dimensional figures and use nonstandard units to measure length and weight. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly

the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

1.1 The student will

- a) count from 0 to 100 and write the corresponding numerals and;
- b) group a collection of up to 100 objects into tens and ones and write the corresponding numeral to develop an understanding of place value.

- * Count by rote from 0 to 100, using the correct names for each numeral.
- * Use the correct counting sequence to tell how many objects are in a set.
- * Write numerals correctly.
- * Write each numeral from 0 to 100.
- * Read two-digit numbers when shown a numeral, a Base-10 model of the number, or a pictorial representation of the number.
- * Identify the place value (ones, tens) of each digit in a two-digit numeral (e.g., The place value of the 2 in the number 23 is tens. The value of the 2 in the number 23 is 20).
- * Group a collection of objects into sets of tens and ones. Write the numeral that corresponds to the total number of objects in a given collection of objects that have been grouped into sets of tens and ones.

Chesapeake Objective:

Compare and order numbers to 100 using words (*greater than, less than, or equal to*).

*Orally identify and write numerals for numbers 0-100 given both in and out of sequence. Identify and write numeral for a number before and/or after a given number.

*Now part of SOL

1.2 The student will count forward by ones, twos, fives, and tens to 100 and backward by ones from 30.

- * Count by ones, twos, fives, and tens to 100, using concrete objects, such as counters, connecting cubes, pennies, nickels, and dimes.
- * Demonstrate a one-to-one correspondence when counting by ones with concrete objects or representations.
- * Skip count orally by twos, fives and tens to 100 starting at various multiples of 2, 5, or 10.
- * Count backward by ones from 30.

Chesapeake Objective:

*Skip count orally by twos to 100 using concrete objects. *Now part of SOL

1.3 The student will identify the parts of a set and/or region that represent fractions for halves, thirds, and fourths, and write the fraction.

* Represent a whole to show it having two equal parts and identify one-half ($\frac{1}{2}$), and two halves ($\frac{2}{2}$).

* Represent a whole to show it having three equal parts and identify one-third ($\frac{1}{3}$), two thirds ($\frac{2}{3}$) and three-thirds ($\frac{3}{3}$).

* Represent a whole to show it having four equal parts and identify one-fourth ($\frac{1}{4}$), two-fourths ($\frac{2}{4}$), three-fourths ($\frac{3}{4}$) and four-fourths ($\frac{4}{4}$).

* Identify and model halves, thirds, and fourths of a whole, using the set model (e.g., connecting cubes and counters), and region/area models (e.g., pie pieces, pattern blocks, geoboards, paper-folding, and drawings).

* Name and write fractions represented by drawings or concrete materials for halves, thirds, and fourths.

* Represent a given fraction using concrete materials, pictures, and symbols for halves, thirds, and fourths. For example, write the symbol for one-fourth, and represent it with concrete materials and pictures.

Chesapeake Objectives:

*Represent a whole to show it having three equal parts. Identify and model one-third.

*Now part of SOL

1.4 The student, given a familiar problem situation involving magnitude, will
a)select a reasonable order of magnitude from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral (e.g., 5, 50, and 500); and

b) explain the reasonableness of the choice.

* Select a reasonable magnitude for a given set from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral, (e.g., 5, 50, and 500 jelly beans in jars) in a familiar problem situation.

* Given a familiar problem situation involving magnitude, explain why a particular estimate was chosen as the most reasonable from three given quantities: a one-digit numeral, a two-digit numeral, and a three-digit numeral.

1.5 The student will recall basic addition facts with sums to 18 or less and the corresponding subtraction facts.

* Identify + as a symbol for addition, - as a symbol for subtraction, and = as a symbol for equality.

* Recall and state orally the basic addition

facts for sums with two addends to 18 or less and the corresponding subtraction facts.

* Recall and write the basic addition facts for sums to 18 or less and the corresponding subtraction facts, when addition or subtraction problems are presented in either horizontal or vertical written format.

Chesapeake Objective:

Add three one-digit numbers to ten.

1.6 The student will create and solve one-step story and picture problems using basic addition facts with sums to 18 or less and the corresponding subtraction facts.

* Interpret and solve oral or written story and picture problems involving one-step solutions, using basic addition and subtraction facts (sums to 18 or less and the corresponding subtraction facts).

* Identify a correct number sentence to solve an oral or written story and picture problem, selecting from among basic addition and subtraction facts.

1.7 The student will

a) identify the number of pennies equivalent to a nickel, a dime, and a quarter; and
b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.

* Identify the value of a nickel, a dime, and a quarter in terms of pennies.

* Recognize the characteristics of pennies, nickels, and dimes (e.g., color, size).

* Count by ones to determine the value of a collection of pennies whose total value is 100 cents or less.

* Count by fives to determine the value of a collection of nickels whose total value is 100 cents or less.

* Count by tens to determine the value of a collection of dimes whose total value is 100 cents or less.

* Count by ones, fives, and tens to determine the value of a collection of pennies and nickels, pennies and dimes, and nickels and dimes whose total value is 100 cents or less.

* Count by ones, fives, and tens to determine the value of a collection of pennies, nickels and dimes, whose total value is 100 cents or less.

Chesapeake Objective:

Identify the value of a group of quarters up to 100 cents.

1.8 The student will tell time to the half-hour, using analog and digital clocks.

* Tell time shown on an analog clock to the half-hour.

* Tell time shown on a digital clock to the half-hour.

* Match a written time to the time shown on a digital and analog clock to the half-hour.

1.9 The student will use nonstandard units to measure length, weight/mass, and volume.

* Measure the length of objects, using nonstandard units (e.g., connecting cubes, paper clips, erasers).

* Measure the weight of objects, using nonstandard units (e.g., paper clips, bean bags, cubes).

Chesapeake Objectives:

*Estimate and measure length using standard and nonstandard units of measure.

*Estimate and measure weight (including more/less).

*Choose the correct instrument of measurement.

*Now part of SOL

1.10 The student will compare, using the concepts of more, less, and equivalent, a) the volumes of two given containers; and

b) the weight/mass of two objects, using a balance scale.

* Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other, using nonstandard units of measure (e.g., a spoonful or scoopful).

* Compare the volumes of two containers to determine if the volume of one is more, less, or equivalent to the other by pouring the contents of one container into the other.

* Compare the weight/mass of two objects, using the terms *lighter*, *heavier*, or *the same*, using a balance scale. The pan containing less weight/mass will rise and the pan containing more weight/mass will fall.

1.11 The student will use calendar language appropriately (e.g., names of the months, today, yesterday, next week, last week).

* Read a calendar to locate a given day or date.

* Identify the months of the year.

* Identify the seven days in a week.

* Determine the days/dates before and after a given day/date (e.g., yesterday, today, tomorrow).

* Determine the date that is a specific number of days or weeks in the past or in the future from a given date, using a calendar.

* Identify specific dates (e.g., the third Monday in a given month).

Chesapeake Objective: * Read a calendar/solve problems involving days, weeks, and months.

*Now part of SOL

1.12 The student will identify and trace, describe, and sort plane geometric figures (triangle, square, rectangle, and circle) according to number of sides, vertices, and right angles.

* Describe a circle.

* Trace triangles, squares, rectangles, and circles.

* Describe triangles, squares, and rectangles by the number of sides, vertices, and right angles.

* Sort plane geometric figures into appropriate subsets (categories) based on characteristics (number of sides, vertices, angles, curved, etc.).

1.13 The student will construct, model, and describe objects in the environment as geometric shapes (triangle, rectangle, square, and circle) and explain the

reasonableness of each choice.

- * Construct plane geometric figures.
- * Identify models of representations of circles, squares, rectangles, and triangles in the environment at school and home and tell why they represent those figures.
- * Describe representations of circles, squares, rectangles, and triangles in the environment and explain the reasonableness of the choice.

Chesapeake Objective:

Explore shapes and symmetry in the environment.

1.14 The student will investigate, identify, and describe various forms of data collection (e.g., recording daily temperature, lunch count, attendance, favorite ice cream), using tables, picture graphs, and object graphs.

- * Investigate various forms of data collection, including counting and tallying, informal surveys, observations, and voting.
- * Identify and describe various forms of data collection in practical situations (e.g., recording daily temperature, lunch count, attendance, and favorite ice cream).

Chesapeake Objectives:

Estimate and measure temperature.

1.15 The student will interpret information displayed in a picture or object graph, using the vocabulary *more, less, fewer, greater than, less than, and equal to*.

- * Compare one category to another in a graph, indicating which has more or which has less, or which is equal to.
- * Interpret information displayed in object graphs and picture graphs, using the words *more, less, fewer, greater than, less than, and equal to*.
- * Find answers to questions using graphs, (e.g., "Which category has more?", "How many more?", and "How many in all?").

Chesapeake Objectives:*

Solve problems by interpreting data from graph; more, less, fewer.

*Now part of SOL

1.16 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, and thickness.

- * Sort and classify objects into appropriate subsets (categories) based on one or two attributes, such as size, shape, color, or thickness.

1.17 The student will recognize, describe, extend, and create a wide variety of growing and repeating patterns.

- * Recognize the pattern in a given rhythmic, color, geometric figure, or numerical sequence.
- * Describe the pattern in a given rhythmic, color, geometric figure, or numerical sequence. In terms of the core (the part of the sequence that repeats).

- * Extend a pattern, using manipulatives, geometric figures, numbers, or calculators.
- * Transfer a pattern from one form to another.
- * Create a repeating or growing pattern, using manipulatives, geometric figures, numbers, or calculators (e.g., the growing

patterns 2, 3, 2, 4, 2, 5, 2, 6, 2....).

1.18 The student will demonstrate an understanding of equality through the use of the equal sign.

- * Identify the equality (=) symbol.
- * Recognize that the equations $4 + 2 = 2 + 4$ and $6 + 1 = 4 + 3$ represent the relationship between two expressions of equal value.
- * Model an equation that represents the relationship of two expressions of equal value. Identify equivalent values (e.g., $3 = 3$, $4 + 3 = 8 - 1$, $7 = 2 + 5$, etc.).

SCIENCE

The first-grade standards continue to stress basic science skills in understanding familiar objects and events. Students are expected to begin conducting simple experiments and be responsible for some of the planning. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interactions with one another. Students are expected to know the basic relationships between the sun and Earth and between seasonal changes and plant and animal activities. Students will also begin to develop an understanding of moving objects, simple solutions, and important natural resources.

Scientific Investigation, Reasoning, and Logic

1.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) the senses are used to observe differences in physical properties;
- b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to ensure accuracy;
- c) objects or events are classified and arranged according to characteristics or properties;
- d) simple tools are used to enhance observations;
- e) length, mass, volume, and temperature are measured using nonstandard units;
- f) inferences are made and conclusions are drawn about familiar objects and events;
- g) a question is developed from one or more observations;
- h) predictions are made based on patterns of observation;
- i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and
- j) simple investigations and experiments are conducted to answer questions.

Force, Motion, and Energy

1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

- a) objects may have straight, circular, and back-and-forth motions;
- b) objects may vibrate and produce sound; and

- c) pushes or pulls can change the movement of an object.

Matter

1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

- a) some liquids will separate when mixed with water, but others will not;
- b) some solids will dissolve in water, but others will not; and
- c) some substances will dissolve more readily in hot water than in cold water.

Life Processes

1.4 The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include

- a) plant needs nutrients, air, water, light, and a place to grow;
- b) basic parts of a plant; and
- c) plants can be classified based on a variety of characteristics.

1.5 The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include

- a) basic needs include adequate air, food, water, shelter and space (habitat);
- b) animals, including humans, have many physical characteristics; and
- c) animals can be classified according to a variety of characteristics.

Interrelationships in Earth/Space Systems

1.6 The student will investigate and understand the basic relationships between the sun and Earth. Key concepts include

- a) the sun is a source of energy and light that warms the land, air, and water; and
- b) the sun's relative position in the morning is east and in the late afternoon is west.

Earth Patterns, Cycles, and Change

1.7 The student will investigate and understand weather and seasonal changes. Key concepts include

- a) changes in temperature, light, and precipitation affect plants and animals, including humans;
- b) there are relationships between daily and seasonal changes; and
- c) changes in temperature, light and precipitation can be observed and recorded over time.

Resources

1.8 The student will investigate and understand that natural resources are limited. Key concepts include

- a) identification of natural resources;
- b) factors that affect air and water quality; and
- c) recycling, reusing, and reducing consumption of natural resources.

HISTORY AND SOCIAL SCIENCE

Introduction to History and the Social Sciences

The standards for first grade students include an introduction to the lives of American leaders and their contributions to the United States. Students should recognize basic map symbols and construct a simple map of a familiar area. The students should study the economic concepts of goods and services, buyers and sellers, and making economic choices. Students should learn to apply the traits of a good citizen and recognize that communities in Virginia include people who have diverse ethnic origins, customs, and traditions who make contributions to their communities and who are united as Americans by common principles.

History

- 1.1 The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.
- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).

Geography

- 1.4 The student will develop map skills by:
 - a) recognizing basic map symbols, including references to land, water cities and roads;
 - b) using cardinal directions on maps;
 - c) identifying the shapes of the United States and Virginia on maps and globes;
 - d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.
- 1.5 The student will construct a simple map of a familiar area using basic map symbols in the map legend.
- 1.6 The student will describe how the location of his/her community, climate and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.

Economics

- 1.7 The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.
- 1.8 The student will explain that people make choices because they cannot have everything they want.
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Civics

- 1.10 The student will apply the traits of a good citizen by:
 - a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;
 - b) recognizing the purpose of rules and practicing self-control;
 - c) working hard in school;
 - d) taking responsibility for one's own actions;
 - e) valuing honesty and truthfulness in oneself and others.
 - f) participating in classroom decision-making through voting.
- 1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by:
 - a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;
 - b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.
- 1.12 The student will recognize that communities in Virginia:
 - a) have local governments
 - b) benefit from people who volunteer in their communities
 - c) include people who have diverse ethnic origins, customs, and traditions who make contributions to their communities, and who are united as Americans by common principles.

MUSIC

Music education in the Chesapeake Public Schools is based upon a plan of sequential instruction. In the elementary grades, students are offered multi-dimensional musical experiences which have direction and connection with other knowledge. The following learning standards and supporting objectives outline activities which provide first grade students with the opportunity to acquire a basic foundation in music and enable them to pursue life-long involvement as educated consumers and participants.

Perform

- 1.1 The student will sing songs and play instruments.
 1. Sing songs that contain sol, mi, and la pitches.
 2. Sing a variety of songs individually and in groups.
 3. Develop a repertoire of songs.
 4. Play pitched and non-pitched instruments.
- 1.2 The student will perform rhythm patterns.
 1. Relate rhythm patterns to notation.
 2. Demonstrate melodic rhythm.
- 1.3 The student will respond to music with movement.
 1. Perform line and circle dances.
 2. Perform dances and games from various cultures.
 3. Demonstrate locomotor and non-

- locomotor movements.
4. Dramatize songs, stories, and poems.

Create

- 1.4 The student will employ creativity in a variety of music experiences.
 1. Use classroom instruments, body percussion, and movement.
 2. Use the voice in speech and song.
 3. Dramatize songs, stories, and poems.
 4. Create melodies to familiar nursery rhymes or chants.

Investigate

- 1.5 The student will distinguish between melodic rhythm and steady beat by sight and sound.
- 1.6 The student will recognize when music changes from one section to a contrasting section.
- 1.7 The student will recognize and describe sudden changes in expressive qualities of music.

Demonstrate changes in dynamics and tempo vocally, instrumentally, and with movement.
- 1.8 The student will identify high pitches and low pitches.
 1. Demonstrate different pitches vocally, instrumentally, and with movement.
 2. Distinguish between extreme contrasts of sound.
- 1.9 The student will identify pitched and non-pitched classroom instruments by sight and sound.
- 1.10 The student will distinguish between accompanied and unaccompanied vocal music.

The student will identify a composer and a music composition from each of four different music historical periods.

Connect

- 1.11 The student will exhibit respect for the contributions of self and others in a music setting.
 1. Contribute to a group effort of making music.
 2. Contribute to a group effort of listening to music.
 3. Participate in music activities that involve sharing, taking turns, and other ways of demonstrating good citizenship.
- 1.12 The student will demonstrate an understanding of the relationship between music and other disciplines.

Research in music education includes several studies that document the positive influence of music instruction on the academic achievement, standardized test scores, and the overall success of American students. Those who participate in music activities also demonstrate an ability to work independently and with others. In addition, students employ critical thinking while developing musicianship and life-long skills.

ART

The Chesapeake art curriculum is established upon the philosophy that art is an integral part of each student's education. Its aims are as stated in the Visual Arts Standards of Learning for Virginia Public Schools, Board of Education, Commonwealth of Virginia, April 2006. Elementary art lessons are designed to be incorporated with other subjects in the curriculum. The elementary art class correlates and supports math, science, history, and reading in visual form.

The standards for grade one continue to emphasize that the visual arts are about ideas. Development continues in cognitive, sensory, affective and motor domains. The standards will continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students will learn that people have different responses to the visual arts.

Visual Communication and Production

The student will:

- 1.1 Recognize and discuss various solutions to a single art problem.
- 1.2 Use the senses of vision, touch, and hearing as inspirations for works of art.
- 1.3 Identify and use:
 1. primary colors – red, blue, and yellow;
 2. line and line variations – zigzag, dotted, wavy, and spiral;
 3. texture – visual and tactile;
 4. shape – geometric and organic; and
 5. patterns – alternating and repeating.
- 1.4 Create works of art inspired by stories, poems, and themes.
- 1.5 Create art from real and imaginary sources of inspiration.
- 1.6 Use personal experiences and simulated situations as subject matter in works of art.
- 1.7 Demonstrate the ability to recognize size relationships in works of art.
- 1.8 Develop eye/hand coordination by drawing and constructing.
- 1.9 Observe and depict plants, animals, and people in a landscape work of art.
- 1.10 Use motor skills to weave, tear and otherwise manipulate art materials.

Cultural Context and Art History

The student will:

- 1.11 Describe and discuss similarities and differences between various careers in the visual arts.
- 1.12 Recognize and describe how art is an integral part of one's own culture.
- 1.13 Identify and describe works of art that communicate feelings, ideas, and information.

- 1.14 Identify American cultural symbols and events depicted in art.

Judgment and Criticism

The student will:

- 1.15 Discuss why viewers may have different responses to works of art .
- 1.16 View works of art and describe similarities and differences between them.
- 1.17 Describe and discuss the visual qualities and content of works of art, using an art vocabulary.

Aesthetics

The student will:

- 1.18 Discuss the reasons why works of art have value.
- 1.19 Express a point of view regarding what art is and what purpose art serves.
- 1.20 Describe and discuss ideas and emotions communicated in works of art.

PHYSICAL EDUCATION

In Chesapeake Public Schools, physical education is taught to students in grades 1-12. In grades 1-5 students receive physical education from a certified physical education teacher two times per week. Physical education helps students acquire the knowledge and skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. Our elementary and intermediate program allows students to explore, experiment, and experience a wide range of physical activities without excessive peer pressure. We adhere to the SOLs set forth by the Virginia State Department of Education.

- 1.1 **The student will demonstrate the correct critical elements of locomotor, non-manipulative and manipulative skills (isolated, small parts of the whole skill movement).**
 - a. Demonstrate critical elements used in all locomotor skills.
 - b. Demonstrate critical elements used in manipulative skills performed alone (toss and catch, dribble with hand in general space, dribble with foot, kick and strike with hand or equipment, throw underhand and overhand volley).
 - c. Demonstrate critical elements for manipulative skills while moving.
 - d. Demonstrate simple educational gymnastic sequences that have a variety of balance, roll, transfer of weight, and flight.
 - e. Demonstrate moving to a rhythm by keeping time to a simple beat using a variety of locomotor and non-locomotor skills.

Chesapeake Objective(s):

The student will demonstrate the ability to:

- Locate and identify selected body parts.
- Demonstrate contrasts in spatial relationships and effort while traveling.
- Design, create, and participate in a variety of

activities involving locomotor skills, non-locomotor skills, and the manipulation of various objects.

- Perform a variety of rolling movements from a tuck position.
- Transfer weight from feet to hands with hips higher than head.
- Perform basic jump rope skills.
- Create and perform simple rhythmical activities.
- Demonstrate skill for chasing, fleeing, and dodging to avoid or catch others.
- Catch and throw objects of different sizes and shapes.
- Perform object control skills.
- Use hands or feet to continuously dribble a ball without losing control.
- Strike a ball repeatedly with a paddle.
- Demonstrate the difference between an overhand and underhand throw.
- Hit a ball with a bat from a tee or cone.
- Catch a gently thrown ball.
- Skip, hop, gallop, and slide using developmentally appropriate motor patterns.
- Jump and land using one and two-foot take offs.
- Perform locomotor and non-locomotor skills through a variety of activities.

- 1.2 **The student will demonstrate improvement in locomotor, non-manipulative, and manipulative skills while applying the movement concepts.**

Chesapeake Objective(s):

The student will be able to demonstrate the application of the movement concepts of direction, levels, pathways, force, and speed to the following:

- a. Locomotor skills
 - walking
 - running
 - hopping
 - skipping
 - galloping
 - chasing / fleeing
 - dodging
 - leaping
- b. Non-manipulative skills
 - turning
 - twisting
 - rolling
 - balancing
 - transferring weight
 - jumping and landing
 - stretching
 - curling
 - bending
- c. Manipulative skills
 - throwing
 - catching
 - collecting
 - kicking
 - dribbling
 - volleying
 - striking with rackets / paddles
 - striking with long handled implements

- 1.3 **The student will participate frequently and for short periods in sustained, moderate-to-vigorous physical activities that cause increased heart and respiration rates.**

- 1.4 **The student will identify changes in the body that occur during moderate to vigorous physical activity.**

Chesapeake Objective(s):

The student will demonstrate the ability to:

- Identify moderate physical activities.

- Identify vigorous physical activities.
- Experience the changes to heart rate and respiration caused by sustained moderate or vigorous exercise.
- Identify what happens to the body during moderate and vigorous physical activities.
- Explain why heart rate increases during moderate and vigorous activities.
- Explain why respiration rate increases during moderate and vigorous activities.

1.5 The student will apply, with little or no reinforcement, safe and cooperative behaviors in physical activity setting.

- Work independently for short periods.
- Try new activities and skills.

Chesapeake Objective(s):

The student will demonstrate the ability to:

- Understand and demonstrate safe and cooperative behavior.
- Work independently for short periods.
- Develop skills for participate in new activities.

1.6 The student will participate regularly in physical activities that require exertion and skill.

Chesapeake Objective(s):

The student will demonstrate the ability to:

- Identify physical activities that require exertion and skill.
- Participate in a variety of activities that require exertion and skill.
- Compare and contrast activities that require exertion and skill with those that do not require exertion and skill.

Students are expected to follow the Chesapeake Public Schools Acceptable Use Policy (AUP) for any online activity related to these instructional objectives.

The Virginia Standards of Learning Tests

Students in grades three and five will take cumulative assessments to measure their competence on The Virginia Standards of Learning. These tests will be given in English, Mathematics, Social Studies, and Science. At grade five, a test of the Technology Standards will also be given. These cumulative assessments will be one of the pieces of information that will be used to consider students for promotion and retention.

Graduation Requirements and Diploma Options

Students shall earn the standards credits outlined below. Students completing the requirements for the 22-credit diploma and graduate with an average grade of "A" will receive a Board of Education seal on the diploma. Students who elect the 26-credit diploma, and graduate with an average of "B" or better and successfully complete course work that will earn the student at least nine transferrable college credits in Advanced Placement, dual enrollment, International Baccalaureate, or Cambridge, courses will receive a Governor's seal on the diploma.

When students below the ninth grade successfully complete courses offered for credit in grades 9 through 12, credit shall be counted for the specified courses required for graduation, provided the courses meet SOL requirements.

Credit also applies to the total number of units (22 or 26) required for graduation in grades 9 – 12.

Twenty-Two Credit Diploma

<u>Subject Area</u>	<u>Credit(s) Needed for Graduation</u>
English	4
Mathematics	*3
Laboratory Science	**3
History and Social Sciences	***3
Health and Physical Education	2
Foreign Language, Fine Arts or Career & Technical Education	****2
Economics and Personal Finance	1
Electives	****4
TOTAL UNITS	22

* Courses completed to satisfy this requirement shall include two different course selections from among the following: Algebra 1, Geometry, Algebra Functions & Data Analysis, Algebra 2, or other mathematics courses above the level of Algebra 2.

** Courses completed to satisfy this requirement shall include course selections from at least two different science disciplines: earth science, biology, chemistry and physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

*** Courses completed to satisfy this requirement shall include U.S. and Virginia History, and U.S. and Virginia Government, and one course in either world history or geography or both.

**** Pursuant to Section 22.1-253.13:4, Code of Virginia, credits earned for this requirement shall include one credit in fine or performing arts or career and technical education.

***** Courses to satisfy this requirement shall include at least two sequential electives as required by the Standards of Quality.

Twenty-Six Credit Diploma or Advanced Studies Diploma

<u>Subject Area</u>	<u>Credit(s) Needed for Graduation</u>
English	4
Mathematics	*4
Laboratory Science	**4
History and Social Sciences	***4
Foreign Language	****3
Health and Physical Education	2
Fine Arts or Career & Technical	
Economics and Personal Finance	*****1
Electives	3
TOTAL UNITS	26

* Courses completed to satisfy this requirement shall include at least three different course selections from among the following: Algebra 1, Geometry, Algebra 2, or other mathematics courses above the level of Algebra 2.

** Courses completed to satisfy this requirement shall include course selections from at least three different science disciplines from among the following: earth science, biology, chemistry or physics or completion of the sequence of science courses required for the International Baccalaureate Diploma.

*** Courses completed to satisfy this requirement shall include Virginia History, and U.S. and

Virginia Government, and two courses in either world history or geography or both.

**** Three years of one language or two years each of two languages.

***** Students must select from a list of courses approved for graduation requirements by the Board of Education. All credit-bearing courses in music, art, or vocational education will satisfy this requirement.

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Chesapeake Public Schools
Instructional Services Center
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The School Board of the City of Chesapeake also adheres to the principles of equal opportunity in employment and, therefore,
prohibits discrimination in terms and conditions of employment on the basis of race, sex, national origin, color, religion, age or disability.*