

Katonah-Lewisboro School District

Curriculum Guide

First Grade

2017-2018



FIRST GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current New York State Learning Standards.

English Language Arts and Literacy: K-5

The Katonah Lewisboro School District is committed to using a balanced literacy approach which includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking.

Students engage in a comprehensive literacy program which includes the following components of effective instruction.

| Reading Instruction | Writing Instruction |
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| <p>Reading Workshop</p> <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling and demonstration)- Independent reading- Small group instruction (guided reading and strategy lessons)- Share <p>Read Aloud</p> <p>Shared Reading</p> <p>Word Study – phonics, spelling, and vocabulary</p> | <p>Writing Workshop</p> <ul style="list-style-type: none">- Mini-lesson (explicit instruction includes modeling and demonstration)- Independent writing- Conferring- Small group instruction- Share <p>Shared and Interactive Writing</p> <p>Mechanics, spelling, grammar, and punctuation</p> |

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills, fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

Speaking and listening are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

First Grade:

First grade students will become more independent readers and writers. They will continue to learn and practice rules for recognizing the sounds that make up words and will be able to sound out more complex words. Such foundational skills are necessary and important components of developing fluent, proficient readers. Students will become more strategic and strengthen their comprehension strategies as they read and discuss more complex text. As they write and speak, first graders will learn to use language appropriately which includes using complete sentences and spelling words with increasing accuracy.

A multi-sensory program called *Fundations* is used to provide explicit instruction to build foundational language skills. The lessons are sequenced for skill development in the areas of print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, vocabulary and handwriting. Students continue building high-frequency word banks. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students.

A sample of what your child will be working on in first grade includes:

- Using phonics (matching letters and sounds) and word analysis skills to figure out unfamiliar words when reading and writing
- Describing characters, settings and major events in a story using key details
- Engaging in a writing unit of study: ***Nonfiction Chapter Books***: Students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create teaching texts.
- Engaging in a writing unit of study: ***Small Moments: Writing with Focus, Detail, and Dialogue***: Students take the everyday events of their young lives and make them into focused, well-structured stories; they learn to breathe life into the characters by making them talk, think, and interact.
- Taking part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describing people, places, things and events with relevant details, expressing ideas and feelings clearly and with complete sentences.
- Engaging in a writing unit of study: ***From Scenes to Series: Writing Fiction***: Students learn to “show, not tell” and use action, dialogue, and feelings to create a whole series of fiction books.
- Proper posture and pencil grip, correct letter formation of upper and lowercase letters, spacing, and neatness are modeled and practiced.

MATHEMATICS

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVisionmath2.0 as the instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on Common Core Clusters, develops understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In addition to developing a common math vocabulary, first grade students will represent and solve problems involving addition and subtraction. They will add and subtract within 20. Students will work with addition and subtraction equations and understand the relationship between addition and subtraction. They will extend the counting sequence beyond 120 and understand place value. Students will use place value understanding and properties of operations to add and subtract. Students will also tell and write time as well as reason with shapes, their attributes, and fractions. The Common Core Domains covered in first grade are Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data and Geometry.

The Common Core Learning Standards focus on the Mathematical Practices listed below:

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**
- **Look for and express regularity in repeated reasoning**

SCIENCE

Our science program is inquiry based. Questions are asked of students, and some questions are crafted by students as they explore and learn. Students independently and cooperatively work to conduct investigations, make predictions, record data, reflect on and share findings, and apply the skills and knowledge they gain to new situations.

There are age appropriate concepts and skills embedded in each unit. Meaningful connections are made with other disciplines, and from unit to unit and grade to grade. Units include identified resources for informational texts that are aligned with the ELA Curriculum. These informational texts, in which reading selections are relevant to the topic itself, will further help students make connections to concepts. A clear scope and sequence ensures that as students proceed through the program, they will be well grounded in the different areas of study: life science, earth science, and physical science.

Topics include:

1. Light and Sound Waves

Students explore the physical science concepts of light and sound and investigate how both travel in waves. Students collect evidence, record observations, and identify causes and effects.

2. Solids and Liquids

Students investigate the properties of solids and liquids, including how they look, feel, and/or interact with other substances. Students work collaboratively to record observed results and use this information to answer questions and/or draw conclusions.

3. Living Organisms

Students study the structure and function of plants and birds and determine patterns in behavior of parents and offspring that help offspring survive. They apply the information through an in-depth study of chicks as they observe and care for these animals from incubation to hatching. This interdisciplinary unit embeds literary and informational texts as well as science concepts.

SOCIAL STUDIES

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the district’s program, Social Studies provides coordinated, systematic study that draws upon all of the other disciplines as well as anchored in the New York State Common Core Standards for Literacy and Writing and the New York State Learning Standards for Social Studies. The primary purpose of the Social Studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The five learning standards, adopted by New York State provide the overall foundation for the Social Studies Curriculum. Each unit of study is derived from and/or aligned to these standards.

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

In first grade, the social studies program focuses on helping students learn about their roles as members of a family, a school community, and the community in which they live. The development of identity and social interaction are stressed along with map skills, national holidays, multicultural traditions, and citizenship. The program is supported by the regional BOCES curriculum.

HEALTH

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas vary from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health. Topics include:

- Look Out!
- Head to Toe
- Why Do We Eat
- All About Medicine
- Talk and Listen
- Happy, Sad and In Between
- Get Well Soon
- How I Breathe
- Run, Jump and Skip

TECHNOLOGY

Rather than being a separate program, technology is seen as a tool to enhance student learning and is, therefore, integrated throughout the curriculum. Students have access to technology tools in the classroom, library media center, and computer lab.

Students:

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

In first grade, students will:

- Identify and discuss essential computer terms
- Place the cursor at a specified location
- Use hardware (e.g., headphones, keyboard, mouse, and monitor) responsibly and carefully
- Recognize the components of multimedia (e.g., sound, graphics, text)
- Identify basic Internet navigation (e.g., Back, Forward, Scroll bars)
- Use iPads for centers, learning games and remedial activities

LIBRARY MEDIA

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

The Information Problem-Solving Process

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

Literature Appreciation

Students acquire an appreciation of a wide range of literature in a variety of formats.

Technology

Students develop the ability to use the tools necessary to access and communicate information.

Students:

- Select books for interest and information
- Recognize the materials in the library are arranged in specific ways
- Develop questions to investigate a topic
- Distinguish between fiction and non-fiction
- Respond to literature in a variety of ways
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media
- Participate in creating class presentations

ART

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the New York State Learning Standards for Visual Arts.

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

MUSIC

The Katonah-Lewisboro music department offers a sequential based general music curriculum at every grade level. Students will begin learning concrete musical ideas that gradually move toward the abstract as they advance through each grade level. Certain musical concepts and skills will be taught every year, and through spiraling, new skills and concepts will be introduced. In addition, students will gain an understanding of how music correlates to other academic subject areas through authentic and meaningful musical experiences.

These musical experiences are, but not limited to:

- Listening; to practice critical auditory and thinking skills essential to a successful and comprehensive musical education.
- Creating; by encouraging imagination in order to analyze and evaluate music as an expressive art form.
- Moving; to express the importance of music in a historical and cultural context.
- Reading and writing; to connect ideas with symbols, sound patterns, and other musical elements in order to promote music literacy.
- Singing and playing various instruments; to foster an appreciation of music through exciting opportunities to learn new musical and developmental skills.

Music in Grades K-5 is designed to actively engage students in the processes that constitute creation and performance in music, while developing an enthusiasm for music and an understanding of musical concepts. Our general music classes offer students the opportunity to enhance their musical knowledge through listening, creating, moving, reading and writing music, and singing and playing various instruments. The Katonah-Lewisboro music department is committed to providing all students with a comprehensive, rigorous and enjoyable music education.

PHYSICAL EDUCATION

The objective of the first grade program is to continue to incorporate movement and locomotor skills. There is a greater expectation that children apply the concept of human movement to the development of new skills (e.g., catching objects while moving).

The K-5 curriculum encourages the development of the following in students:

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others