

# Elementary Curriculum Outline



**Grade 1**

# **East Hills/Harbor Hill Schools First Grade Program Overview**

First graders are making a major transition and are becoming independent learners. They are encouraged to progress at their own rate and to achieve their personal best.

First grader students become readers, writers and mathematicians responsible for their own learning. Through accepting ownership of their academic responsibilities they are encouraged to take pride in their work.

The children begin to recognize the inseparable relationships among reading, writing, listening and speaking. They learn to read for enjoyment and information, express their own thoughts verbally and in written form, and ask relevant questions.

The students are involved in inquiry within a structured math, science and technology program geared to fostering critical thinking and problem solving.

The first graders build an awareness of family and community, and they learn to embrace and celebrate diversity. They “learn to learn” in preparation for a lifetime of learning.

# FIRST GRADE PROGRAM OUTLINE

## Reading/Language Arts

The first grade Reading/Language Arts Curriculum is directly aligned and supports the New York State English, Language Arts Standards (ELA):

- Standard 1: Language for Information and Understanding
- Standard 2: Language for Literary Response and Expression
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

Reading and Language Arts instruction in first grade in the Roslyn School District empowers children to become effective readers.

First Graders' accomplishments include the following:

(Taken from Essential Elements of Reading, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Makes a transition from emergent to real reading
- Reads aloud with accuracy and comprehension
- Uses letter-sound correspondence knowledge to sound out unknown words when reading text
- Recognizes common, irregularly spelled words by sight (have, said, where, two)
- Has a reading vocabulary of 300-500 words, sight words, and easily sounded out words
- Monitors own reading and self-corrects when an incorrectly identified word does not fit with cues provided by the letters in the word or the context surrounding the word
- Reads and comprehends both fiction and non-fiction that is appropriately designed for the grade level
- Notices when difficulties are encountered in understanding text
- Reads and understands simple written instructions
- Predicts and justifies what will happen next in stories
- Discusses how, why and what-if questions in sharing non-fiction texts
- Describes new information gained from texts in own words
- Distinguishes whether simple sentences are incomplete or fail to make sense
- Can answer simple written comprehension questions based on material read
- Can count the number of syllables in a word
- Can blend or segment the phonemes of most one-syllable words
- Uses invented spelling/phonics-based knowledge to spell independently

- Shows spelling consciousness or sensitivity to conventional spelling
- Uses basic punctuation and capitalization
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries) showing appropriate relationships between printed text, illustrations and other graphics
- Engages in a variety of literary activities voluntarily (e.g., choosing books and stories to read, writing a friendly note to a friend)

Within these activities, students participate in a formalized manuscript writing program.

## **Social Studies**

The grade 1 Social Studies program is directly aligned and supports the applicable NYS Standards for Social Studies.

Standard 3: Geography

Standard 5: Civics, Citizenship, and Government

There is an emphasis on sensitizing students to accept their active roles as members of a family, school, and community. The students explore self, family and school through social, political, economic, geographic, and historical perspectives. Discussion and activities concerning current events are an integral part of understanding the world and their part in it.

The children begin to:

(taken from **Social Studies Resource Guide and Core Curriculum**, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Explore self, family, and community
- Explore beliefs, customs, and traditions
- Enjoy folktales, legends, and oral history
- Locate places on maps and globes
- Recognize the rights, responsibilities, and roles of citizenship
- Be introduced to key terms related to the study of government
- Plan, organize, and make decisions for the common good
- Participate in conflict resolution

## **Mathematics, Science and Technology**

The Mathematics, Science and Technology programs in Roslyn align with and support the NYS Standards (MST):

- Standard 1: Analysis, Inquiry and Design
- Standard 2: Information Systems
- Standard 3: Mathematics
- Standard 4: Science
- Standard 5: Technology
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

### **Mathematics:**

First graders focus on building basic skills that prepare students for future activities in mathematical reasoning, number and numeration, operations and measurements.

First graders are involved with:

(taken from **Mathematics Resource Guide with Core Curriculum**, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Identifying number names orally 1-100
- Counting occurrences with tallies
- Counting forward in various ways (1's, 2's, 3's, 5's, 10's)
- Ordering relatively small sets
- Adding and subtracting up to ten
- Understanding place value and sets of tens and ones
- Introduction to telling time (on the hour and half hour)
- Missing addends to ten
- Explore division as a process of sharing (such as crayons/cookies)
- Explore the special role of zero in addition
- Using manipulatives to demonstrate mathematical operations
- Making geometric pictures and designs
- Recording information through pictographs
- Exploring the basic concept of temperature and how it is measured
- Weighing experiences in terms of heavier than or lighter than
- Introduction to money
- Comparing more than/less than and equal
- Measuring time to the day, month, year, and using a calendar
- Collecting data in terms of similarities and differences
- Estimating quantities
- Estimating answers before solving problems
- Predict outcomes
- Exploring patterning and sequencing
- Applying mathematical problem solving to everyday situations

## **Science**

In exploring the physical world, first grade students investigate:

- Basic life cycles of the butterfly, frog and seeds -- plants
- Weather – how to read a thermometer (C/F), simple explanations of the factors that cause/change weather conditions
- Magnetic forces – visual examination of force fields, testing objects for magnetic attraction, how magnetic forces travel through various mediums
- Plants – identify the parts of a plant and how they work together
- Rocks/soil – compare various characteristics of samples, grouping according to similarities, rock style
- Starlab – the children are introduced to astronomy in this planetarium. They learn how to read the sky for direction and locate certain constellations

The classroom teacher and science teacher plan and work together on each grade level topic in order to provide the students with both concept material and hands-on exploration using these concepts. Emphasis is placed on learning through the steps of the scientific method.

## **Computer Program:**

The computer program is a collaborative effort between the computer teacher and the classroom teacher. Enriched activities have been planned to integrate the classroom curriculum into the computer lab. The utilization of the Internet and application software will be emphasized through the lessons. This year an Internet research project will be completed.

The computer program will be supplemented with the same software and Internet access for the classroom.

## **Health and Physical Education**

The first grade programs in Health and Physical Education are aligned with and support the NYS Standards:

- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment

## **Health Education**

Our health curriculum helps students work towards achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district wellness and food allergy policies.

## **Physical Education:**

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- Gross Motor Skills
- Manipulative Skills
- Motor Skills
- Body and Spatial Awareness
- Social and Cooperative Skills
- Listening Skills
- Rhythm and Dance
- Safety
- Fitness Awareness
- Organizational Games

### **Library:**

The primary program introduces our children to our library and to a collection of literature appropriate to their ages and interest. The children learn how to locate materials and are encouraged to read independently.

### **Art and Music Programs**

The art and music programs for the first grade align with and support the NYS Standards:

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art

Appreciation of art and music are an integral part of the following programs:

### **Art:**

The main objective of the Art Program is to provide opportunities for children to work creatively using a wide variety of mediums. Projects involve proportion, imagination, changing seasons and the environment.

### **Music:**

The goal of the vocal music program is to inspire students to develop musical abilities through the use of simple percussion instruments, listening activities, and movement to rhythmic patterns.

## Home-School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and report cards are opportunities to strengthen this home-school connection. Students welcome parent involvement when there are good things to share. When and if concerns do arise, the student, teacher, and parent are all on the same team.

### **Homework:**

Homework assignments are a reinforcement or extension of class work. In primary grades, it is an opportunity to establish good study habits and skills, as well as develop a sense of pride in their work. Parents should encourage young learners to fulfill this academic responsibility by completing all assigned work. Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, she/he can do his/her personal best. Remember too, that first graders will often require the help of an adult to complete their work.

It is important that your child has:

- A quiet, well lighted, distraction-free space in which to work
- Time which is set aside for completing homework
- Pencils, crayons, ruler, paper, and other basic supplies
- Organizational aids that will keep work neat and accessible: folders / book bag / pencil case

### **Field Trips:**

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form. Discuss these adventures with your child to enhance his/her learning as she/he shares experiences with you.

## **Special Programs**

### **ESL (English as a Second Language)**

The make-up of today's classrooms reflect the racial, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of the ESL/LEP program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. The ESL teacher offers language acquisition techniques in the form of a pull-out program that further promotes understanding and leads to more opportunities for verbal interaction both academically and socially.

### **Developmental Reading and Mathematics Program**

The Roslyn School District offers comprehensive developmental reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in these programs meet in specially designed small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

### **Special Education**

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Education Plans (IEPS).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or Educational Achievement
- Social Development
- Physical Development
- Behavioral/Management Needs

Supportive services may include:

- Regular class placement with resource room assistance
- Speech/language therapy

- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual/hearing impairments)

## **Standards and Assessments**

The Roslyn Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g. evaluations, individual and group work, tests, portfolios, projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and individualized instruction, when needed, ensures that each student's work indicates that she/he is prepared for a variety of state assessments in grades 3 – 8.

The New York State Resource Guides with Core Curricula, provide teachers with specific guidelines for each grade in each subject. The scope and sequence in each content area continues to be updated by the state to align classroom instruction with the New York State Standards, listed on the next page. The standards, embedded in the curricula, offer a continuum of skills and performance indicators in seven areas:

- English Language Arts (ELA)
- Social Studies (SS)
- Mathematics, Science and Technology (MST)
- Health, Physical Education, and Home Economics (HPE)
- The Arts
- Languages Other Than English (LOTE)
- Career Development and Occupational Studies (CDO)

Each state assessment is designed to be an early indicator of how well students are meeting these standards.

***The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.***

- John Lubbock

## New York State learning Standards

**Below is a summary of the learning standards adopted by the Board of Regents. They define the expectations set for all students in the seven instructional areas and provide the focus for the new state assessments for grades pre-K through 12.**

### **The Arts**

- Std. 1: Creating, Performing and Participating in the Arts
- Std. 2: Knowing and Using Arts Materials And Resources
- Std. 3: Responding to and Analyzing Works of Art
- Std. 4: Understanding the Cultural Contributions of the Arts

### **Career Development and Occupational Studies**

- Std. 1: Career Development
- Std. 2: Integrated Learning
- Std. 3a: Universal Foundations
- Std. 3b: Career Majors

### **Health, Physical Education, and Home Economics**

- Std. 1: Personal Health and Fitness
- Std. 2: A Safe and Healthy Environment
- Std. 3: Resource Management

### **Languages Other Than English**

- Std. 1: Communication Skills
- Std. 2: Cultural Understanding

### **Social Studies**

- Std. 1: History of the United States and New York
- Std. 2: World History
- Std. 3: Geography
- Std. 4: Economics
- Std. 5: Civics, Citizenship and Government

### **Mathematics, Science, and Technology**

- Std. 1: Analysis, Inquiry and Design
- Std. 2: Information Systems
- Std. 3: Mathematics
- Std. 4: Science
- Std. 5: Technology
- Std. 6: Interconnectedness: Common Themes
- Std. 7: Interdisciplinary Problem Solving

### **English Language Arts**

- Std. 1: Language for Information and Understanding
- Std. 2: Language for Literary Response and Expression
- Std. 3: Language for Critical Analysis And Evaluation
- Std. 4: Language for Social Interaction