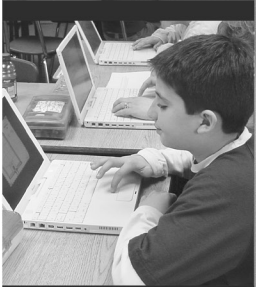


GCSD

Curriculum Guide



Guilderland Central School District

Altamont

Guilderland

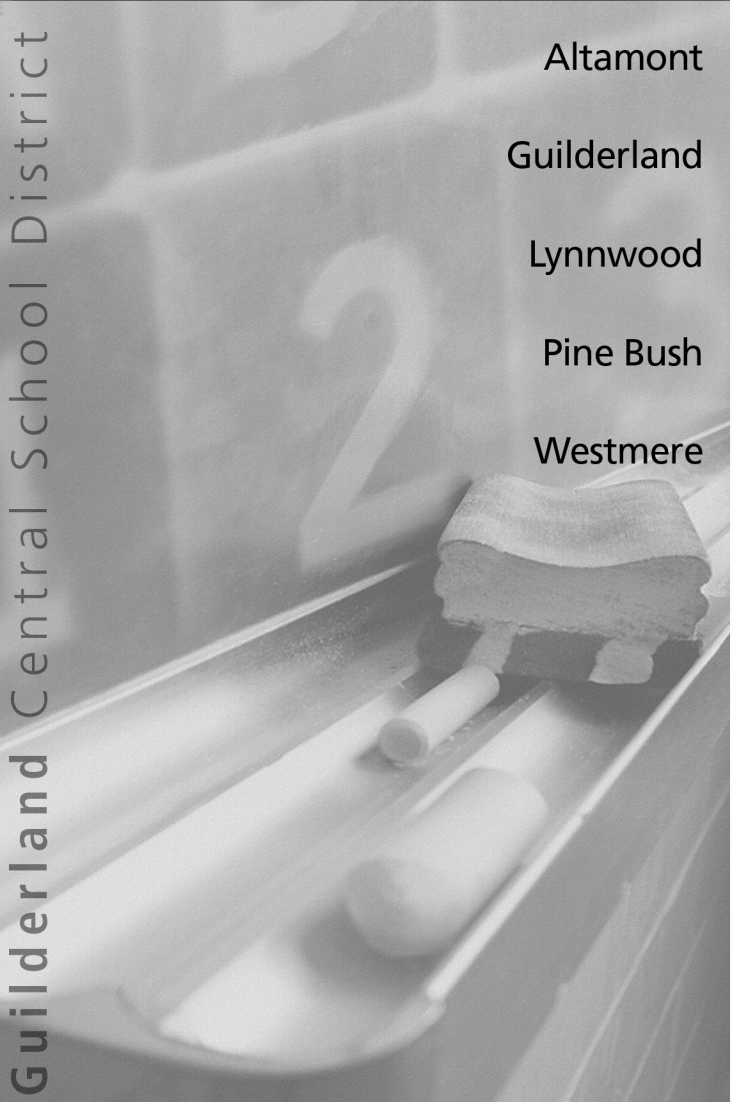
Lynnwood

Pine Bush

Westmere

GRADE

1



The elementary school program is designed to develop students' confidence in themselves as learners, to instill a love of learning, and to help them develop the knowledge, skills and attitudes needed to communicate effectively, understand the world about them, and participate fully in a democratic society.

This booklet outlines the major content areas and skills taught in grade one.

Students will engage in integrated or thematic study that requires them to read, write, investigate, converse, design, create, analyze, share and present data and opinions as they pursue solutions and understandings.

While all students will study at least the topics indicated here, there are also opportunities for students to choose other areas of study based on their interests and needs.

Parents can support their children's school learning by using the vocabulary and discussing the concepts identified here as they share reading, discuss current events, or explore new places with their children.

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LANGUAGE ARTS

The Language Arts--reading literature and informational texts, writing, speaking, listening and language--are a major part of students' elementary school program. The goal of Guilderland's Language Arts program is to adhere to the K-12 Common Core State Standards in English Language Arts and to develop literate students in the 21st century.

Students read and write every day for various purposes and receive frequent written and oral feedback from their teachers and peers. Instruction occurs individually, in small groups and in whole class settings.

Students are expected to read and understand more complex material and write and speak with more sophistication as they progress through the grades. Attention to Language Arts skills and strategies is integrated into student learning throughout the day.

READING

The purpose of reading is to make meaning from written material. It is a highly complex act of communication requiring active involvement.

The overall objective of reading instruction is to develop motivated readers who are able to process

written language efficiently and derive meaning from what they read.

In grade one, reading instruction builds upon previous learning and adds focus on:

- Both literature and informational texts
- Retelling stories including key details
- Asking and answering questions
- Comparing and contrasting different texts and characters
- Explaining major differences between books that tell stories and books that give information
- Reading increasingly more complex texts with sufficient accuracy and fluency to support comprehension
- Learning to self-select books and building reading stamina
- Knowing and applying grade-level phonics and word analysis skills in decoding words

Progress in reading is assessed formally and informally throughout the year.

WRITING

The goal of Guilderland's writing program is to develop students who can write competently and with confidence. Guilderland recognizes that writing is a complex process,



and its writing program addresses the following student learning objectives:

- Students at every level need frequent opportunities to write and to receive a great deal of appropriate instruction and feedback
- Students need to realize that their lives, ideas and interests are worth writing about
- Students need to know that audience and purpose will influence decisions they make about their writing
- Students need to know the qualities of good writing and how to evaluate their own work

In grade one, students will be immersed in writing such as:

- The Writing Process (with emphasis on selecting and staying on a topic)
- Informational writing with research
- Opinion writing
- Narrative writing
- Writing for readers (moving towards conventional spelling, spacing between words, capitalization and punctuation)
- Use digital tools with guidance and support to produce and publish writing

Students are expected to produce a variety of writing pieces throughout the year. They will complete their work with attention to the qualities of good writing, correct

spelling and mechanics.

Progress is assessed through individual conferencing and review of the students' writing folders with attention to specific areas of instruction. In addition, students will take the New York State ELA Assessment.

HANDWRITING

Students will consistently use a functional grasp with little or no movement at the shoulder, be able to print all uppercase and lowercase letters of the alphabet.

During a structured handwriting time or through learning centers, students practice printing using Zaner-Bloser handwriting. Modeling of pencil grasp and positioning is an important part of handwriting instruction. Students practice uppercase and lowercase letters within the boundaries of a top, middle and bottom line, and they leave appropriate spaces between words.

SPELLING

In grade one, students are expected to spell a growing number of words correctly and to use familiar spelling patterns to help them write words. Students are encouraged to use word walls and other resources to support spelling learning and accuracy.

Students will engage in a word study approach that includes the development of phonics, spelling, word recognition and vocabulary.



MATHEMATICS

The New York Common Core Standards for Mathematics became mandated in the 2012-13 school year. The purpose of these newly developed learning outcomes is to create math instruction that is much more focused and coherent for students. In essence, children become more deeply familiar with math skills and concepts with a projected goal of mastery. The sequence of the standards allows our students to become more competent math learners by applying their math knowledge to everyday, critical math topics. The long-term goal of the Common Core initiative is to better prepare all students for college and the opportunities they will face in the future.

At the first grade level, a stronger emphasis is put on the acquisition of number sense. Students at the primary grades will develop a solid foundation from which future math concepts and skills are built upon. Fact fluency expectations in grade one require that students master their addition and subtraction facts through the number ten with automaticity.

Go Math! by Houghton Mifflin Harcourt Publishing Company is specifically written to support the Common Core State Standards.

The critical areas and mathematical practices outline in the New York state curriculum are integrated into *Go Math!* chapters. Student tools allow children to engage in context-based mathematical situations that build to more abstract problem solving. Students use models, manipulatives, quick pictures and symbols to build deeper mathematical understandings. Instructional methods focus on the use of literature and technology as well as encourage students to talk and write about math.

MATHEMATICAL CONTENT

First grade Common Core Standards are organized into the following domains:

- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

Pervasive throughout the domains are several key mathematical practices. These are:

- 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

REQUIRED FLUENCIES IN THE COMMON CORE STATE STANDARDS FOR MATHEMATICS

When it comes to measuring the full range of the Standards, usually the first things that come to mind are the mathematical practices, or perhaps the content standards that call for conceptual understanding. However, the Standards also address another aspect of mathematical attainment that is seldom measured at scale either: namely, whether students can perform calculations and solve problems quickly and accurately.

Grade	Required Fluency
K	Add/subtract within 5
1	Add/subtract within 10
2	Add/subtract within 20 Add/subtract within 100 (pencil and paper)
3	Multiply/divide within 100 ² Add/subtract within 1000
4	Add/subtract within 1,000,000
5	Multi-digit multiplication



SCIENCE

In the 21st century a person must be armed with a science overview to adapt to the extraordinary changes that will occur, to be employed by the new industries that will emerge, and to participate in the decisions that society will make. The key is education and programs such as Science and Technology for Children (STC) to give every student science content and science process needed to develop scientific literacy.

Our elementary science program places an emphasis on acquiring skills, knowledge and attitudes toward science through active involvement in hands-on activities. The heart of the program is problem solving. Students are actively engaged in situations which begin with their questions and take them through the process of inquiry. Students gather information to help them find answers to their questions using the data they have collected.

Because many of the ideas being studied have direct relation to other disciplines, students are encouraged to make connections. We provide literature and other resources to foster such connections.

Teachers are encouraged to enrich science instruction with topics of interest to their students and themselves. The catalyst for such

studies may be student-generated questions, teacher or parent interest or current events. Problem solving is the common thread which ties these topical studies to our core curriculum.

Teachers assess student progress by observing their development as observers, hypothesizers, careful data gatherers and generalizers and by watching them work, reviewing their journals, and assessing their written and oral responses.

Our core program includes a series of topical units of study that include hands-on activities, specific scientific skill development (observing, measuring, comparing, predicting, estimating, and describing), problem solving, and assessment.

In grade one these topics are **CHANGES** and **ORGANISMS**.

In the **CHANGES** unit, students expand their understanding of solids, liquids, and gases by exploring changes in state. They investigate freezing, melting, evaporation, and condensation of water. In a sequence of lessons, students produce a mixture of two solids and a mixture of two solids with liquids and observe the results. This unit focuses on the foundations of scientific inquiry as students conduct simple investigations to observe everyday changes. Students make and record



observations, mix substances, and observe the formation of new substances. They explore concepts from physical science, such as the ability of objects to react with other substances and changes of state.

ORGANISMS gives children the opportunity to explore the likenesses and differences between plants and animals and thereby, to become more aware of the diversity of life. As they investigate a variety

of organisms, students discover that organisms have certain basic needs, such as food and water. In addition, they learn that organisms have certain specific needs—needs specific to the type of organism—such as type of water, range of temperature, and type of food. In observing and taking care of a number of different plants and animals, students begin to develop positive attitudes and a sensitivity toward living things.

Always building upon prior knowledge and understandings, students will use the following vocabulary words in the study of science in grade one:

air
animal
breathe
changes
food
gas
liquid
living
matter
non-living
nutrients

organism
plant
properties
reproduce
senses
solids
temperature
water



SOCIAL STUDIES

The ten key concept goals of the K-6 social studies curriculum are:

1 CHANGE
basic alterations in things, events, and ideas

2 CITIZENSHIP
membership in a community (school, state, nation...) with its accompanying behaviors, rights, and responsibilities

3 CULTURE
the way of living any society develops to meet its fundamental needs

4 EMPATHY
the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others

5 ENVIRONMENT
surroundings, including natural elements and elements created by humans

6 IDENTITY
awareness of one's own values, attitudes, and capabilities as an individual and a member of groups

7 INTERDEPENDENCE
reliance upon others in mutually beneficial interaction and exchange

8 NATION-STATE
a geographic/political organization uniting people by a common government

9 SCARCITY
the conflict between unlimited needs and wants and limited natural and human resources

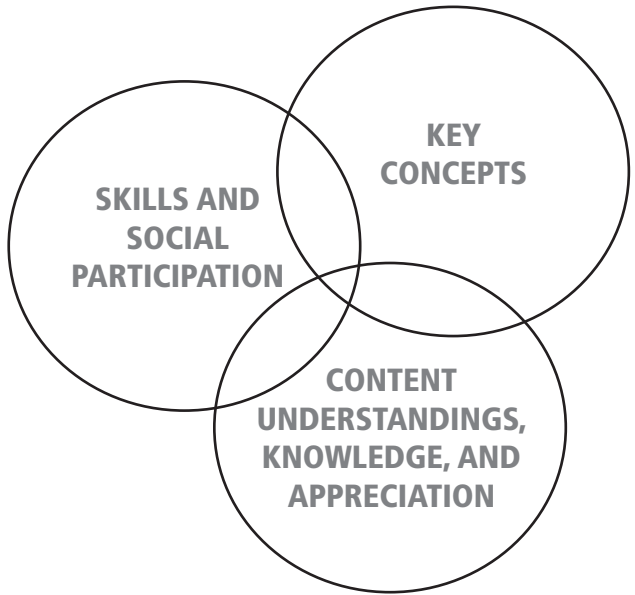
10 TECHNOLOGY
the tools and methods used by people to get what they need and want



Through social studies experiences in the elementary grades, students will develop mental categories which provide a foundation for social studies learning in grades seven through twelve.

As a result of participating in the social studies program, students should demonstrate steady growth in the following abilities and the skills which contribute to them:

1. The ability to obtain, organize, process and communicate accurate social studies information and ideas.
2. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.
3. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.
4. The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuing).
5. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).



OVERVIEW OF GRADE ONE

SOCIAL STUDIES

The focus in grade one is on developing self-identity and social interaction skills by studying the family and school as social/cultural, political, economic, geographic, and historic institutions.

Central Themes	Content Direction
History	Families and communities have a historical past that has shaped them
Cultural/ Social	Basic role relationships of family and community members
Political	Rules and laws develop to maintain an ordered society
Economics	People are producers and consumers of goods and services
Geography	Neighborhood and local community Maps and globes



Skills Emphasis

Information collection

Valuing

Decision making

Critical thinking

Symbolic representation

Directionality



HEALTH

Health is a condition of well-being that is required for the development of each individual and for society as a whole. Health instruction at the elementary level builds a strong foundation to promote the health and well-being of our students. The health education program works in partnership with the home, school, and the community. To support this partnership with the parents, a list of videos that may be used is posted on our district website, and, prior to instruction of any personal safety lesson or video, a parent notification letter is sent home with students.

The elementary program provides accurate, age-appropriate information and builds upon prior learning. The curriculum consists of six strands and is taught by the classroom teacher and sometimes the support of other school staff or guest speakers. The six strands are:

- Personal Activity and Nutrition
- Diseases
- Tobacco, Alcohol, and Other Drugs
- Family Life and Maturity
- Violence Prevention
- Unintentional Injury Prevention

ART

Art assists in the development of the whole child as it supports the child's emotional and intellectual growth through sensory experiences. The art curriculum is designed to promote creativity, imagination, problem solving, critical thinking and artistic expression. Each learning experience includes both a process and/or a product.

The elementary art curriculum includes a K-5 sequential learning process exposing children to a variety of techniques, concepts, and skills. The visual art curriculum allows the teacher to guide children through hands-on activities that integrate art

history in both past and present cultures, are criticism, aesthetics, technology, and careers in art through studio experiences in the two and three-dimensional arts. Children's work is displayed throughout the classroom and building on a regular basis. An annual student art show is also held at the town library.

Elementary art teachers work closely with classroom and special area teachers to promote a positive, exciting learning experience. Connections are made across disciplines while simultaneously allowing children to express themselves as unique individuals.



LIBRARY MEDIA

The Library Media Program plays a vital role throughout all aspects of the curriculum. The mission of the Library Media Program ensures that all students and staff effectively generate questions, access resources and create and share their new knowledge. In addition to managing the book collection and library web page, the Library Media Specialist provides instruction for individuals, small groups and whole classes of students. Areas of instruction include library orientation and circulation, literature appreciation, information skills and utilizing technology and digital media.

Our first grade students further develop and reinforce skills through participation in a variety of library experiences, such as:

- Navigating the library, borrowing library materials and becoming good library citizens (Orientation and Circulation)
- Learning the parts of a book, understanding roles of author and illustrator, distinguishing fiction from nonfiction (Literature Appreciation)
- Choosing and evaluating “just right” books, finding books for various purposes (Information Skills)
- Experiencing literature and information in different formats (Utilizing Technology and Digital Media)



MUSIC

The purpose of the Guilderland music program is to advance the cognitive and cultural development of every student through active participation in music. Sequential class activities:

- Promote critical thinking and listening skills.
- Foster creativity through musical improvisation and composition.
- Advance innate musical aptitude through class and public performances.
- Encourage an understanding of world cultures.
- Aid neural development of the brain benefiting literacy, spatial reasoning, verbal memory and problem solving skills.
- Allow for a shared community experience by teaching music literacy (pattern structure recognition).

The elementary general music program is offered to students in grades K-5 twice a week for 30 minutes. The emphasis in music class is on the development of each child's tonal, rhythmic and movement skills through a sound before sight approach. Similar to the way children acquire language skills, music is taught as an aural art. Students build a solid foundation of aural and performing skills through singing, rhythmic movement, and tonal and rhythm pattern instruction before be-

ing introduced to notation and music theory. The voice is a natural instrument for all children and emphasis is placed on the singing of a variety of songs from many cultures. Movement activities support dexterity, rhythm skill development, and beat coordination. Creativity, composition, and improvisation are encouraged at every level of music instruction. All students have opportunities to perform on classroom instruments including xylophones and rhythm instruments.

The curriculum utilizes Dr. Edwin Gordon's Music Learning Theory. Children are evaluated for music aptitude in both tonal (melodic) and rhythm skills. The movement portion of the curriculum is based on Phyllis Weikart's Education through Movement developed as a result of her study of the body as the center of learning for children.

In first grade, the essential elements of the curriculum focus on:

- Vocal development and exploration of range and timbre
- Rhythmic movement to the beat in a variety of ways, exploring space, flow, weight and time.
- Tonal & Rhythm patterns (intro.)
- Rote songs/chants and additional folk song repertoire.
- Percussion instruments. Students have an opportunity to explore a variety of classroom percussion instruments.



PHYSICAL EDUCATION

Guilderland Central School District begins Physical Education in kindergarten. Basic concept and skill development are the primary concerns of the K-4 program. At these grade levels much time is spent helping the learner become aware of and develop a working knowledge of the Elementary Physical Education Concepts:

- Agility
- Balance
- Directionality
- Foot-Eye Coordination
- Hand-Eye Coordination
- Locomotor & Axial Movements
- Physical Fitness
- Reaction Time
- Rhythm & Dance
- Spatial Awareness
- Strategy
- Strength/Power/Leverage
- Timing

With these concepts the following attributes are emphasized:

- Safety
- Trust
- Cooperation
- Risk-taking
- Leadership
- Initiative

Children in first grade are introduced to and experiment with movement concepts. This introductory period is designed to stimulate body awareness and locomotive movement through space. At this age most children love to move. We provide a safe and thoughtful environment for all children to explore movement in a noncompetitive manner. In the first grade, the physical education department stresses the importance of being kind and considerate to classmates, often using conflict resolution skills during all activities, and believes in educating the whole child during Physical Education class. In addition, first grade is the first year that a student will be fitness tested in the fall and spring to measure endurance, abdominal strength, upper body strength, flexibility, and body mass index to reinforce the philosophy of being physically fit. Fitness testing occurs each year that a student is in elementary school.

After completing the Elementary Physical Education program, each child should be able to understand and apply all thirteen concepts whether in an organized physical activity or when making individual healthy choices. The Physical Education program is designed, ultimately, to enhance children's skill development and prepare them for the upcoming middle school program.

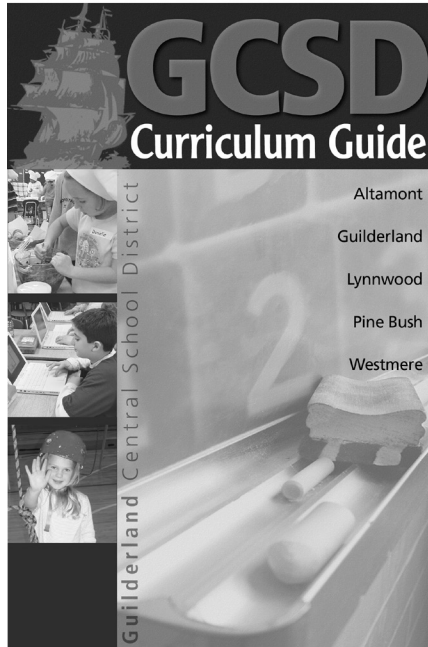


NOTES



Curriculum Guide for **GRADE**

K | **1** | 2 | 3 | 4 | 5



GCS D
Curriculum Guide

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G U I L D E R L A N D
CENTRAL SCHOOL DISTRICT



September **2013**