

2015 - 2016

# Curriculum In A Nutshell



*Excellence Without Exception*

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*What Your Child Will Learn In*

**Grade  
1**



Dear Families,

It is a pleasure to share our 2015-2016 *Curriculum in A Nutshell*, a brief overview of all areas of the Kindergarten through Grade 5 West Hartford Curriculum. This edition outlines the curriculum for your child's respective grade in school. Using basic skills and experiences as building blocks, the West Hartford Curriculum identifies what children learn at each grade level and represents a balanced and comprehensive program of all academic areas. Our curriculum is based on the Connecticut Core Standards and provides instruction on the essential skills and understandings necessary for success on both district and state assessments. The Connecticut Core Standards in literacy and math have been introduced in all grades K-5. The West Hartford curriculum also includes an integration of the visual and performing arts, physical education, world language (grades 3-5) and library media services.

This curriculum comes alive in the hands of our talented teachers who are committed to ensuring that our students reach their highest potential. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth. If you should have any questions about your child's curriculum, your classroom teacher is the best source of information.

No single document can fully explain the rich and complex nature of the school curriculum and instructional goals. We know that learning is optimized in a partnership with families, teachers, and schools. Working together, we can use your experiences as a family and our work in the classroom to create a respectful climate of academic success and joy for lifelong learning.

Sincerely,

Nancy M. DePalma, Ed.D.  
 Assistant Superintendent for Curriculum, Instruction and Assessment

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## Language Arts

This year your child will be working to develop his or her understanding and mastery of Grade 1 Connecticut Core Standards for English-Language Arts. These standards integrate all aspects of Language Arts development and are categorized under Reading, Writing, Speaking & Listening, and Language. Your child's teacher will use a wide variety of instructional strategies and formats to help your child learn and progress toward mastery of these standards by the end of the school year.

### Print Concepts

- **Demonstrate understanding of the basic features of print.**

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

- **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

Distinguish long from short vowel sounds in spoken single-syllable words.

Orally produce single-syllable words by blending sounds.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

Segment spoken single-syllable words into their individual sounds.

### Speaking And Listening

- **Participate in Collaborative Conversations with Understanding**

Build on others talk and conversations with diverse partners, follow agreed upon rules for discussions and ask questions to clear up questions about the topic under discussion.

Ask and answer questions about key ideas from a read aloud or oral presentation.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

- **Present Knowledge and Ideas Clearly**

Describe people, places, things and events with relevant details and express ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.

Produce complete sentences when appropriate to task and situation.

### Reading

- **Apply Phonics and Word Recognition Skills**

Know and apply grade level phonics and word analysis skills in decoding words.

Know spelling sound correspondence (e.g. .mop, back, drip).

Decode regularly spelled one syllable words (e.g., ship, went, cold, cart).

Know final -e and common vowel team conventions for representing long vowel sounds (e.g., note and cape as well as words that contain the vowel teams: /oa/, /ay/, /ai/, /oe/, /ee/, /ae/.

Use knowledge that every syllable must have a vowel sound (e.g., o/pen, kick/ing, mar/ket, moth/er, clo/set).

Decode two-syllable words following basic patterns (e.g., open syllable words such as: began, human, tiger and closed syllable words such as submit, insect, kitten).

Read words with inflectional endings (e.g., looks, looked, looking, longer, longest).

- **Read with Fluency**

Read on level text with appropriate accuracy, rate and expression.

- **Identify Key Ideas and Details**

Ask and answer questions about key details in a text.

Retell stories, including key details, and demonstrate understanding of central message or lesson.

Describe characters, settings, and major events using key details.

Identify the main topic and retell key details in an informational text.

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- **Understand the Structure of Texts**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Explain major differences between books that tell stories and books that give information.

Identify who is telling the story at various points in a text.

Ask and answer questions to clarify the meaning of words in informational text.

Know and use various text features (e.g., headings, tables of contents, glossaries, etc.) to locate key facts.

Distinguish between information provided by pictures and information provided by words in a text.

- **Integrate Knowledge and Ideas Within and Across Texts**

Use illustrations and details in a story to describe its characters, setting, or events.

Compare and contrast the experiences of characters in stories.

Use illustrations and details in a text to describe its key ideas.

Identify the reasons an author gives to support points in a text.

Identify basic similarities in and differences between two texts on the same topic.

- **Read and Comprehend a Range of Texts with Appropriate Grade Level Complexity**

Read prose and poetry of grade 1 text complexity with prompting and support.

### Writing

- **Write a Variety of Texts for Various Purposes**

Write opinion pieces that introduce the topic, state an opinion and a reason for the opinion and provide some sense of closure.

Write informative/explanatory text that name a topic, supply some facts about the topic and some sense of closure.

Write narratives by recounting two or more appropriately sequenced events, including some details, use of temporal words to signal event order and provide some sense of closure.

- **Produce and Publish Clear and Coherent Writing**

Focus on a topic, respond to questions/suggestions from peers, add details as needed and use a variety of digital tools to publish writing with guidance and support from adults.

- **Research to Build and Present Knowledge**

Participate in shared research and writing projects.

Recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.

### Language

- **Demonstrate Command of the Conventions of Standard English**

Print all upper and lower case letters.

Apply parts of speech correctly when writing and speaking.

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Apply capitalization, punctuation and spelling when writing.

- **Understand and Use Grade Appropriate Vocabulary**

Determine and clarify the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.

Demonstrate understanding of word relationships and nuances in word meanings with guidance and support from adults.

Apply words and phrases acquired through conversations, reading and responding to texts.

### Social Studies

#### Government and Civics

- Develop a sense of family and classroom community responsibilities.

- Develop decision-making, problem-solving and listening skills.

- Explore, understand and appreciate the cultural similarities and differences between one's own culture and other cultures.

- Participate in collaborative conversations about social studies topics and texts.

#### Geography

- Identify locations using map symbols.

- Give and follow directions using N, S, E, W.

- Identify land/water formations and neighboring states of Connecticut on a map/globe.

- Identify the differences in seasons of the northern and southern hemispheres.

#### History

- Develop a sense of personal history.

- Develop a sense of U.S. history and culture through the study of famous Americans and national holidays.

- Apply terms related to time (past, present, future, hours, days, weeks, months, and years).

#### Recognition of Religious Holidays

- Passover (Jewish), Easter (Christian)

### Handwriting

- Continue to work on the formation of numbers.

- Continue to practice the letter formation in written work.

### Science

#### Life Science

##### Living Things and Their Needs

- Observe that living things have different structures and behaviors that allow them to meet their basic needs.

- Understand that animals need air, water and food to survive.

- Describe the different ways that animals, including humans, obtain water and food.

- Describe the structures that animals, including humans, use to move around.

- Recognize that organisms change in form and behavior as part of their life cycles.

- Recognize that some organisms undergo metamorphosis during their life cycles, and that others grow and change, but their basic form stays essentially the same.

- Describe the changes in insects as they grow and change and/or undergo metamorphosis.

#### Physical Science

##### Push and Pull

- Describe how the motion of objects can be changed by pushing and pulling.

- Observe that the position of an object can be described by locating it relative to another object in the background.

- Describe an object's motion by tracing and measuring its position over time.

#### Scientific Inquiry

- Demonstrate a thoughtful and coordinated attempt to search out, describe, explain and predict natural phenomena.

- Participate in speaking, listening, presenting, interpreting, reading and writing about science.

- Understand that mathematics provides useful tools for the description, analysis and presentation of scientific data and ideas.

## Mathematics

Our mathematics curriculum is based on the Connecticut Core Standards for Mathematics (CCSS-M) that define what students should understand and be able to do by the end of the year at each grade level. The Connecticut Core Standards for Mathematics have two key components:

- (1) **Standards for Mathematical Practice** – eight practices in which students engage at all grade levels
- (2) **Standards for Mathematical Content** - conceptual understandings and procedural knowledge and skills

The Content Standards at each grade level are grouped into domains (e.g. Geometry) and clusters within each domain.

Our instructional focus in Grade 1 is on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring as repeating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. To provide you with an understanding of your child's mathematics learning this year, we have highlighted domains and clusters of standards for Grade 1 below. A comprehensive description of the Connecticut Core Standards for Mathematics is available at <http://www.corestandards.org/>.

### Mathematical Practices

- 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.

### Key Fluency

- Add/subtract within 10.

### Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction within 20.
- Understand and apply properties of operations and the relationship between addition and subtraction, i.e., commutative property:  $4 + 2 = 2 + 4$ , associative property:  $(4 + 2) + 3 = 4 + (2 + 3)$ .
- Add and subtract within 20.
- Work with addition and subtraction equations.

### Number and Operations in Base Ten

- Extend the counting sequence from any number, up to 120.
- Understand place value.
  - Understand two-digit numbers as representing amounts of tens and ones.
  - Compare two-digit numbers based on the meaning of tens and ones and record using  $>$ ,  $<$ ,  $=$  symbols.

- Use place value understanding and properties of operations to add and subtract

Add within 100, including adding a two-digit number and one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Find ten more or ten less than a given two-digit number without having to count and explain reasoning.

Subtract multiples of 10 in the 10-90 range using concrete models and relate to a written method and explanation

### Measurement and Data

- Measure and compare length of three objects using standard and non-standard units of measurement.
- Tell and write time to the hour and 1/2 hour.
- Represent and interpret data by organizing and representing data with up to three categories; ask and answer questions about the total number of data points and how many more or less in each category.

### Geometry

- Reason with shapes and their attributes.
  - Distinguish between shape-defining attributes (triangles have three sides) versus non-defining attributes (e.g., color, size).
  - Compose two and three-dimensional shapes and create new shapes from the composite shapes.
  - Partition shapes into two and four equal shares; describe the shares using words (e.g., halves) and the whole as two halves, four fourths.

## Visual Arts

The Visual Arts Department promotes artistic development, fosters development of visual literacy, critical thinking skills, intellectual risk-taking and lifelong learning. The curriculum is grounded in the National Standards. The program strives to address the four components of Art Education in the following ways (suggested concepts to be addressed appear in *italics*):

### Art History/Culture

Understand visual art in history and culture through studying artists such as:

- Mary Cassatt (*portraiture/expressions*)
- Henri Rousseau (*foreground, middle ground, background*)
- Eric Carle (*collage, illustrator/author*)
- African art
- Additional cultures, artists and art forms

### Art Production

Produce visual expressions; design and communicate through art:

- Drawing: continue to explore drawing materials, building visual literacy with attention to sensory and motor skills.
- Painting: continue to learn fundamental techniques and materials management of two-dimensional concepts.
- Three-Dimensional Forms: continue to learn fundamental techniques, materials and three-dimensional concepts, both functional and decorative.
- Experience and explore many types of media and techniques.

### Art Criticism

- Make reasoned judgments about visual art and understand the basis for informed opinion.
- Apply and discuss grade level appropriate elements and visual arts vocabulary.
- Continue to build visual literacy skills.

### Aesthetics

- Make informed opinions about visual art.
- Recognize feelings and develops opinions about works of art.

## Music

### Vocal Music

Singing is the foundation of all music skills in the elementary vocal music curriculum. Music skills are sequentially taught and divided into five content areas: melody, rhythm, reading and writing, part work and form, using grade appropriate songs, singing games and rounds.

### Singing

- Sing in tune, clearly, alone and with others.

### Performing/Improvising

- Perform simple rhythmic and melodic patterns, alone and with others.
- Move to and keep a steady beat while singing.

### Reading/Notating

- Read and write simple rhythmic and melodic patterns, e.g., quarter and eighth notes; sol, mi.

### Listening/Evaluating

- Listen to music with focused attention.
- Respond to music with movement.
- Use terminology in describing music, e.g., high/low.

### Understanding Culture/History

- Identify ways in which other disciplines are interrelated with music.
- Sing songs and play games that explore cultural diversity, e.g., Kenya.
- Identify simple form, e.g., repeat.





### Library Media Services

The library media program in the elementary school provides the foundation for information and technology literacy skills and supports reading for lifelong learning. By the end of grade 5 students will:

- Identify what they need to do and find out to complete a task or assignment.
- Use the research process to solve problems and make decisions.
- Select and narrow or broaden search terms.
- Brainstorm a list of the possible information sources.
- Evaluate the relevancy and reliability of information sources.
- Use the navigational features of sources (e.g., indexes, table of contents, menus, site maps) to locate information.
- Take notes in their own words after reading, viewing, or listening to information sources.
- Cite information sources using the appropriate format.
- Create a product using appropriate information and technology that communicates ideas to others.
- Evaluate the final product by identifying what went well and what to improve in the future.
- Engage in a variety of literature experiences to make connections with text and images (e.g., illustrations, photographs, charts, maps, diagrams).
- Use a variety of strategies to select “just right” books.
- Demonstrate responsible use of library materials.



### Physical Education

- Demonstrate efficiency and good body control when performing locomotor and non-locomotor skills and movement phrases.
- Demonstrate developmentally appropriate manipulative skills (e.g., throwing, catching, kicking) using a variety of implements and different body parts.
- Apply movement concepts (e.g., space, force) to movements.
- Perform simple rhythmic patterns involving creative or cultural dance movement.
- Participate in a variety of moderate to vigorous physical activities that promote fitness.
- Perform movement tasks (both on the floor and on the apparatus) that require creative or critical thinking.
- Demonstrate the physical, cognitive and effective skills to participate in cooperative adventure activities.

### Keyboarding

Keyboarding in grades PreK-1 focuses on keyboarding awareness skills such as left and right hand keys, and the location of alphabetic keys as well as the operation of the space bar, enter, and backspace keys. Proper technique and posture are emphasized at all grade levels.

### Health

- Demonstrate how to respond to emergency or unsafe situations, including how to make a 911 call.
- Identify trusted adults who can help them.
- Explain potential dangers of touching, playing with, ingesting or smelling any substance, including medicines.
- Discuss how to use the Internet safely.
- Recognize and respect differences and similarities in ways people and families think, act, learn, look and live.
- Make healthy eating choices, including eating enough fruits and vegetables daily.
- Recognize their own feelings and others’ feelings, including impulsive behaviors.
- Practice effective communication skills, including ways to interrupt conversations politely and ways to share and take turns.
- Practice ways to deal with name-calling and teasing.
- Demonstrate calming-down techniques.

West Hartford Community Relations police officers assist in teaching some of these objectives.

