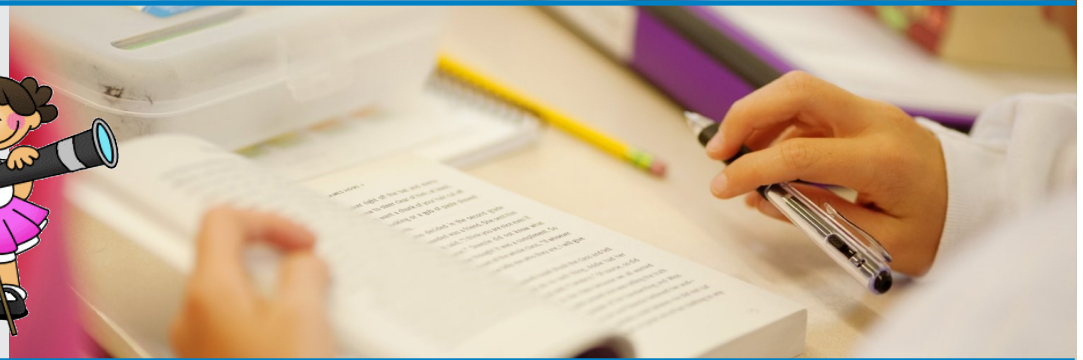
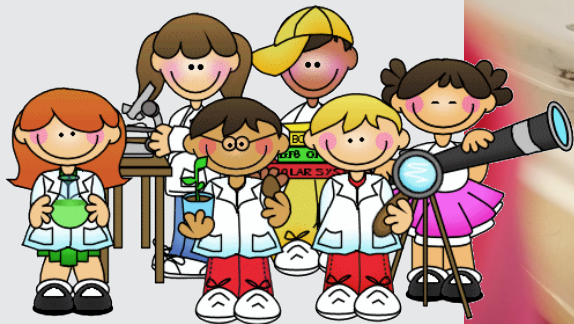


LEARNING JOURNEYS

Guide to Curriculum

1st Grade



September 2020

Dear Parents and Guardians,

Learning Journeys was created as a means of providing parents with information regarding South Windsor Public Schools' elementary curriculum. Each curriculum guide outlines the curriculum standards and grade-level expectations for students in each grade, K-5, and contains detailed information about curricular units, texts and resources, as well as a timeline for each discipline. While it includes an overview of the course progression, if you have questions at any time regarding units of study or materials used, please contact your child's teacher.

Please note that the reporting practices for Math and Literacy have changed this year in an effort to provide clearer communication to parents regarding student expectations and progress. I encourage you to review these new benchmarks by clicking on the "Progress Report" link within the Math and Literacy sections.

Your role in your child's educational experience is invaluable. We hope you find this guide helpful as we partner together to make this a successful and exciting year for your child.

Best wishes for a wonderful school year!

Tracie D. Peterson

Assistant Superintendent, Curriculum & Instruction

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South Windsor Public Schools



Eli Terry Elementary

Michael Kenyon, Principal



Orchard Hill Elementary

Michael Tortora, Principal
Dawn Campbell, Assoc. Principal



Philip R. Smith Elementary

Michelle Dixon, Principal



Pleasant Valley Elementary

Tiffany Caouette, Principal
Alicia Farris, Assoc. Principal

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SPECIAL EDUCATION AND RELATED SERVICES

Jessica Kuckel, Director of Special Services

Kim Sokale, Supervisor, PK-5 Special Education

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South Windsor Public Schools Vision Statement

The South Windsor Public Schools promotes an engaging and dynamic culture of learning that prepares students to achieve their own individual excellence. Within an emotionally safe environment, educators will foster students' academic, social, and personal growth. Our students will demonstrate critical and creative thinking, self-direction, collaboration, adaptability, compassion, and civic responsibility in an ever-changing global society.


Curriculum, Instruction and Assessment

STANDARDS


Educational standards represent what students should know and be able to do at each grade level. They are expectations. In Connecticut, our academic standards describe what we believe every student should know and be able to do by the time they exit the K-12 education system. Standards remain constant, but curriculum can be altered from year to year (or classroom to classroom) to ensure students are meeting the learning goals.



Connecticut Core Standards
English/Language Arts
Mathematics



Next Generation Science Standards (NGSS)



C3 Framework
FOR SOCIAL STUDIES STATE STANDARDS

C3 Standards for Social Studies

CURRICULUM

A curriculum is the detailed plan used to teach students the learning goals embodied in standards. Curriculum includes activities, lessons, units, assessments, and instructional decisions made in the classroom.

A rubric is a specific tool that helps teachers design and score assessments that can be used to generate both formative and summative scores, and helps students know how their work will be evaluated before the work begins. There are many advantages to using rubrics. Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students. Students have explicit guidelines regarding teacher expectations. Students can use rubrics as a tool to develop their abilities. Teachers can re-use rubrics for various activities.

ADDITIONAL RESOURCES AVAILABLE ONLINE:
Click on the link below



ASSESSMENT

What does “assessment” mean?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.

How do we use informal assessments?

Informal assessments are used to assess student performance every day. This allows teachers to continually integrate assessment and instruction. Informal assessment occurs when teachers observe students working; when they hold reading and writing conferences to record student strengths and weaknesses; and when they analyze projects, portfolios, and notebooks.

How do we use summative assessments?

Summative assessments are used to determine achievement levels for meeting learning standards. They also give teachers and parents a better picture of where students are succeeding.

How do we use formal assessments?

Formal assessments are used to provide an academic measure of knowledge, concepts, and skills; and to adjust instructional goals and practices.

When are Formal Assessments administered?

Different assessments are administered to students at different grade levels (see the schedule below). Additional information regarding assessments is available on our website.

	K	1	2	3	4	5
Fountas & Pinnell	X	X	X	X	X	X
Dibels	X	X	X	X		
STAR 360			X	X	X	X
Universal Number Sense Screener	X	X				
SBAC				X	X	X
NGSS						X

1st Grade

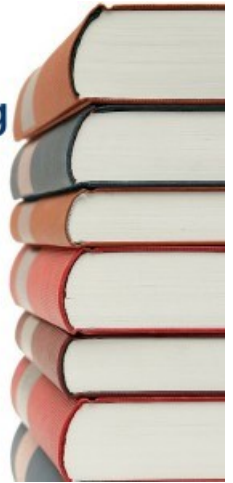
HUMANITIES

The humanities are studies about human culture, such as literature, philosophy, and history. The South Windsor Humanities curriculum reflects social studies content and standards that are fully integrated into literacy units. Students will explore civics, geography, history and economics through reading, writing, speaking, and listening.

The best social studies instruction is a balance of content instruction and reading strategy instruction. There are some lessons in which you want children to learn deeply about historical events and really delve into the material through projects and meaningful activities. In other lessons, you simply use social studies texts to teach students how to comprehend non-fiction. Children learn how to use captions, photos, graphs, charts, glossaries, bold print, and so on to help them understand what they read.

The integrated units for Literacy and Social Studies (i.e., “Humanities”) are reflected in the timeline below.

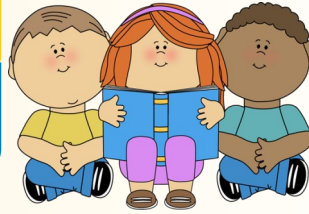
Integrating
**SOCIAL
STUDIES**
into
Literacy
Routines



Annual Unit Theme	Trimester One	Trimester Two	Trimester Three
Learning From Books	Learning About Each Other: Questioning and Discussion	Urban, Rural and Suburban Communities: Nonfiction Text Features	Opinions About Stories: Describe and Compare Story Elements
	Learning Lessons from Stories: Central Message	Animals in the World/ Maps and Globes: Main Idea and Details	Learning About How Authors Create Stories: Author Study

1st Grade

LITERACY



The South Windsor Public Schools literacy program adheres to the beliefs articulated by the National Council of Teachers of English (NCTE) and the International Literacy Association (ILA):

"All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. ...Curriculum and instruction must provide ample room for the innovation and creativity essential to teaching and learning."

The primary goal of the literacy program is to produce reflective, critical and creative thinkers through the language experiences of reading, writing, speaking and listening. Teachers meet the needs of learners by creating an interpretive community in which students are engaged in transforming information and experiences into knowledge and understanding.

Thoughtfully selected shared and mentor texts provide students with a wide variety of models for reading and writing. All students work with meaningful, grade-level fiction and nonfiction texts, in addition to practicing and applying literacy skills and concepts to other authentic texts, chosen based on interest, reading level, and/or thematic relevance. Strategic guided and small group reading pairs students with texts at their instructional level and provides a ladder for continuous literacy progress. Students construct and share meaning derived from texts through discourse and written response. Extended written pieces develop through a process, including prewriting, rehearsing, composing, conferring, revising, editing and sharing. Teachers incorporate varied and strategic instructional strategies to support the individual needs of students, continually scaffolding learning to involve reading and producing increasingly complex texts.

ADDITIONAL RESOURCES AVAILABLE ONLINE:

Click on the links below, and select "Reading/Literacy"



BENCHMARK EXPECTATIONS TOWARD MEETING STANDARDS

Reading: Literature/Informational Text

- Ask/answer questions about key details in a text
- Retell details from a text and demonstrate understanding of central message/lesson or main topic
- Describe the connection between two individuals, events, ideas or pieces of information in a text
- Identify the meaning of words and phrases in text
- Know and use various text features to locate key facts or information in a text
- Identify who is telling the story at various points in a text
- Use illustrations and details in a text to describe its characters, setting, events or key ideas
- Identify the reasons an author gives to support points in a text
- Compare and contrast the experiences of characters in stories in two texts
- Read literature and informational texts of appropriate complexity for grade level benchmark

Reading: Foundational Skills

- Demonstrate understanding of the organization and basic features of print
- Demonstrate understanding of spoken words, syllables and sounds
- Know and apply grade-level phonics and word analysis skills in decoding words

Writing and Language

- Communicate ideas in writing
- Demonstrate a command of the grade level conventions of standard English grammar and usage when writing or speaking
- Demonstrate a command of the grade level conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

The Connecticut Core Standards for English Language Arts outline seven critical "capacities" or "habits of mind" of a "literate individual." Helping students to exhibit these capacities and "increasing fullness and regularity as they advance through the grades" is central to our literacy program.

1. Demonstrate independence
2. Build strong content knowledge
3. Respond to the varying demands of audience, task, purpose, and discipline
4. Comprehend as well as critique
5. Value evidence
6. Use technology and digital media strategically and capably
7. Learn to understand other perspectives and cultures

1st Grade

SOCIAL STUDIES



The Social Studies curriculum will prepare all students to live in the global community of the 21st century. This standards-based and developmental curriculum will challenge all students to develop literacy skills, intellectual curiosity, decision-making abilities, and critical and creative higher-order thinking skills. Therefore, all students will be motivated to become active, responsible, and open-minded citizens. The curriculum is designed to allow for a wide variety of learning experiences appropriate to students at each grade level. All students are provided opportunities to demonstrate knowledge and skills in the areas of history, geography, civics, economics, and behavioral sciences.

The major goals of the Social Studies curriculum are as follows:

- Engage students through the inquiry process which includes developing questions and planning inquiry, applying interdisciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action.
- Cultivate essential skills such as gathering and interpreting information from primary and secondary sources as well as electronic media, and to have students demonstrate an understanding of history and social studies issues in written work.
- Develop and demonstrate an understanding of cultural contributions from various past and present civilizations.
- Foster each student's understanding of significant events and themes in United States history, world history, and international studies.
- Understand the role of Connecticut in major events in United States history.

Social Studies standards are in alignment with the Connecticut Elementary and Secondary Social Studies frameworks. These frameworks are based on national C3 standards (College, Career, and Civic Life) and require that four major disciplines in social studies be taught:

1. Civics
2. Economics
3. Geography
4. History

The frameworks connect directly with the Connecticut Core Standards (CCS) for English/language arts and literacy in history and social studies. All units share skill standards, but not all standards are embedded in every unit.

Maps and Globes: Geography

- Construct maps, graphs and other representations of familiar places
- Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them
- Use maps, globes and other geographic models to identify cultural and environmental characteristic of places
- Explain how weather, climate and other environmental characteristics affect people's lives in places or regions

Cultural Awareness and Celebrations

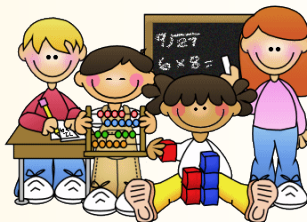
- Compare life in the past to life in the present
- Generate questions about individuals and groups who have shaped a significant historical change
- Compare perspectives of people in the past to those in the present
- Explain how historical sources can be used to study the past
- Generate possible questions about a particular historical source as it relates to a particular historical event
- Generate possible reasons for an event or development in the past

Communities (Urban, Rural and Suburban)

- Describe roles and responsibilities of people in authority (local/state/national judge, mayor, governor, police)
- Explain how all people, not just official leaders, play an important role in a community
- Describe how communities work to accomplish common tasks, establish responsibilities and fulfill rules of authority
- Apply civic virtues when participating in school settings
- Follow agreed upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group
- Explain the need for and purposes of rules in various setting inside and outside of school
- Explain how people can work together to make decisions in the classroom
- Identify and explain how rules function in public
- Describe how people have tried to improve their communities over time
- Describe the goods and services that people in the local community produce and those that are produced in other communities
- Describe the goods and services that people in the local community produce and those that are produced in other communities

1st Grade

MATH



Knowledge of mathematics is essential to be a productive member of a technological society. It is the mission of South Windsor Public Schools to provide a mathematics curriculum that will encourage students to shape information into knowledge and experience into understanding. Our philosophy is that students learn mathematics best by doing mathematics. It is the role of the teacher to guide students in constructing their own mathematical understanding. Teachers will implement curriculum and plan activities that will guide and support students as they investigate, analyze and achieve. As a result of this guidance, students will develop an appreciation of the value of mathematics, gain confidence in their ability to use mathematics, and become mathematical problem solvers. Students will also develop their ability to communicate and reason mathematically. All students are expected to master mathematics according to their greatest potential.

The major goals of the South Windsor Public Schools mathematics curriculum are to:

- Ensure high expectations and access to meaningful mathematics learning for every student.
- Ensure implementation of the Standards for Mathematical Practice to develop the processes and proficiencies in mathematics.
- Implement a curriculum that is aligned to national and state standards while incorporating 21st century skills and technologies, resulting in relevant and meaningful instruction and high student achievement.
- Utilize data-driven decision making based on universal screens, benchmarks and formative assessments to inform instruction and improve student learning.
- Ensure instructional equity among all students.

The Mathematics curriculum encourages the use of the following 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

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

Number and Operations in Base Ten

- Extend the counting sequence
- Understand place value
- Use place value understanding and properties of operations to add and subtract

Measurement and Data

- Measure lengths indirectly and by repeating length units
- Tell and write time
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

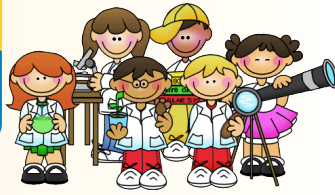
ADDITIONAL RESOURCES AVAILABLE ONLINE:

Click on the links below, and select "Math"



1st Grade

SCIENCE



The overarching goal of the Science department is for all students to have sufficient knowledge of science and engineering by the time they graduate high school that they can engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. The major goals of the Science curriculum are as follows:

- To implement a guaranteed and viable district science curriculum that is aligned with learning expectations set forth in the Connecticut Core Science Curriculum Framework and the Next Generation Science Standards that helps children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works.
- To achieve scientific literacy preparing students to be confident and capable lifelong learners who are equipped with the skills needed to access, understand, evaluate and apply information and present coherent ideas about science, integrating common core science literacy skills into the curriculum.
- To develop a thorough understanding of scientific explanations of the world through experimentation of the disciplinary core ideas and applying these understandings to solve environmental and societal challenges.
- To foster each student's understanding and use of technology and engineering, including the ability to assess the relevance and credibility of scientific information found in various print and electronic media.

Connecticut has adopted the Next Generation Science Standards (NGSS). The NGSS call for a three-dimensional approach to science instruction, which represents a significant transition from the previous Connecticut Science Frameworks. Effective implementation of these new standards demands a great deal of collaboration and patience as educators work through this transition. South Windsor expects to complete the transition of grade K-12 science curriculum to the NGSS over the next two years.

Light and Sound

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate
- Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated
- Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance
- Develop a simple sketch, drawing or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Earth's Motion

- Use observations of the sun, moon and stars to describe patterns that can be predicted
- Make observations at different times of year to relate the amount of daylight to the time of year

Plant and Animal Traits

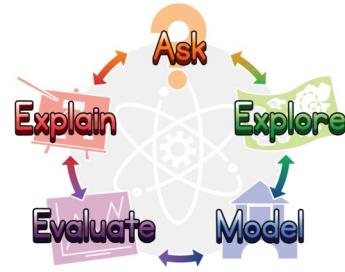
- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow and meet their needs
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents

1st Grade

S.T.E.M.

The South Windsor Public Schools elementary STEM program uses the Project Lead the Way (PLTW) Launch program. The PLTW Launch curriculum is designed especially for the elementary learner. It is aligned with the Common Core for math and English language arts (ELA), and corresponds with the new Next Generation Science Standards (NGSS). In addition to teaching the engineering design process and introducing the idea of STEM to students early in their education, this program reinforces skills learned in Math, ELA and Science. It also serves to further develop cooperative group work and problem solving skills that are transferred to all other content areas. The PLTW model uses a problem-based approach to learning. Students are engaged in real life problems that they solve through designing and testing different solutions. The students apply new knowledge learned to different situations throughout the course of the year. Goals of STEM are:

- To foster cooperative group work and problem solving skills that can be transferred to all other content areas to enrich students learning experience.
- To achieve scientific literacy by preparing students to apply new knowledge learned to different situations and different content areas.
- To develop scientific and engineering design skills in our students so that they can approach problems in multiple ways as well as revise, reflect and communicate their results to better society.
- To provide young students an opportunity to learn about areas that they may be unaware of and ignite an excitement for science and technology, so that students will develop an increased passion for these areas later in their education.



- Ask:** What is the problem?
- Explore:** What are some ways to solve this problem?
- Model:** Create a solution for the problem.
- Evaluate:** Test to see if the solution solves the problem.
- Explain:** Talk about how and why your solution works.

GRADE	UNITS
1st Grade	Animal Adaptations Animal Adaptations Design Project

ADDITIONAL S.T.E.M. RESOURCES AVAILABLE ONLINE:

Click on the link below, and select "Science and S.T.E.M."



1st Grade

World Language

The elementary World Language Program is offered to students in grades one through five at all four elementary schools. Learning a language at an early age helps students become effective communicators, and allows students to understand culture at a deeper level. Students are introduced to Spanish through art, songs, games and engaging learning activities that connect to grade level curricular themes.

ADDITIONAL WORLD LANGUAGE RESOURCES AVAILABLE ONLINE:



- Unit 1: ¡Vamos a hablar español!
We speak Spanish
- Unit 2: Las Cuatro Estaciones
The Four Seasons
- Unit 3: Mi Familia y yo
My Family and I
- Unit 4: Juguemos Deportes
Let's Play Sports





South Windsor's music curriculum embodies a balanced approach to music education that places equal importance on creating, performing, responding and connecting to music. Through development of musical independence, students will have the tools necessary to communicate their ideas when performing or creating music. These tools and skills will enable South Windsor students to comprehend the relevance of having music in their daily lives by understanding why music has played a vital role in the evolution of all mankind.

1st Grade

Music

Art education is designed to expand students' means of expression and communication, stimulate the imagination, and provide insight into the contributions of others. Emphasis at the elementary level is fundamentally placed upon exploration and exposure to materials and methods while building skills and techniques over time. It allows students to build their conceptual skills, techniques and understandings as they also develop their own unique creative form of self expression.

The Visual Arts curriculum is both experiential and developmental in nature. We strive to stimulate other areas of learning in all students while providing opportunities to identify and cultivate artistic skill sets and capabilities. The South Windsor art program will provide each student with:

- Instruction in the basic elements and principles of art
- Inspiration for his/her creative and aesthetic needs
- Instruction in skills and techniques using a variety of media with experiences in all dimensional modes
- Methods for increasing perceptual and motor skill abilities utilizing a variety of approaches
- An understanding of the role of the artist - both present and past
- The means to interrelate art experiences with other academic areas of study
- An opportunity for interaction with other students' abilities and ideas
- Opportunities for public exhibition and competitions at the local, state and national level

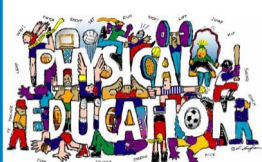


The K-2 program focuses on introducing students to multiple media and techniques through repeating concepts and skills/techniques in different media explorations. Some Elements and Principles of Art are introduced and explored. The 3-5 program focuses on introducing students to more advanced media, skills and techniques while also further developing concepts, skills and techniques from the K-2 program. Elements and Principles of Art are referred to at times under the umbrella of compositional awareness.

All students will be introduced to arts and styles and learn how to respond to art using **Visual Thinking Strategies (VTS)**.

1st Grade

Visual Arts



The Physical Education curriculum provides psychomotor, cognitive and affective content and learning experiences that promote optimum personal development. Quality curriculum and instruction provided in a safe, supportive environment offers meaningful, challenging learning for all students, and results in lifetime learning outcomes of skills, literacy and the ability to understand concepts and develop plans for lifetime physical activity and wellness. Curriculum is designed to motivate children and youth to maintain and improve their health, and to develop and demonstrate health-related knowledge, attitudes, skills and practices.

The Physical Education curriculum follows the Connecticut Healthy and Balanced Living Curriculum Framework. The Framework provides a blueprint for how students can live an active and healthy life. Instruction is guided by the following core concepts: Motor Skill Performance; Applying Concepts and Strategies; Engaging in Physical Activity; Physical Fitness; and Responsible Behavior (working to the best of your ability, showing self-control, following direction and demonstrating good sportsmanship).

1st Grade

Physical Education

Trimester One	Trimester Two	Trimester Three
Locomotor (Run, Walk, Jump, Hop, Skip)	Manipulative (Volleying, Kicking, Throwing)	Manipulative
Non-Locomotor (Balance, Weight Transfer)	Non-Manipulative (Force, Levels, Speed, Direction)	Locomotor
		Non-Locomotor

The elementary health curriculum is designed to provide a safe, healthy and caring environment that maximizes the social, emotional, physical and intellectual growth of young adolescents. The curriculum is designed to motivate children and youth to maintain and improve their health, prevent disease, reduce health-related risk behaviors and develop and demonstrate health-related knowledge, attitudes, skills and practices. The curriculum meets national and state health education standards addressing the following:

Standard 1: Core Concepts

Standard 2: Accessing Health Information

Standard 3: Self-Management of Healthy Behaviors

Standard 4: Analyzing Internal and External Influences

Standard 5: Communication Skills

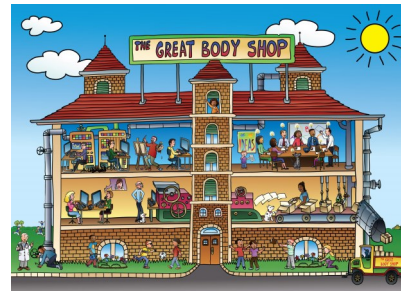
Standard 6: Decision-Making Skills

Standard 7: Goal-Setting Skills

Standard 8: Advocacy

This year, in order to promote social, emotional and physical wellness, South Windsor Public Schools is piloting “The Great Body Shop,” a comprehensive curriculum that covers all aspects of physical, mental, social emotional health and safety. This K-5 program promotes wellness through the integration of ten health content strands, with social and emotional learning, as well as substance abuse and violence prevention skills and messages integrated into every unit. The mission statement of The Great Body Shop is, “to equip children and their families with the knowledge and skills needed to make healthy choices throughout their lives.” Topics covered throughout the school year include:

- Injury Prevention and Safety;
- Nutrition;
- Functions of the Body;
- Growth and Development/the cycle of family life;
- Disease and Illness Prevention (including HIV);
- Substance Abuse Prevention;
- Community Health and Safety (with Violence Prevention);
- Self-worth, Mental and Emotional Health;
- Environmental and Consumer Health; and
- Physical Fitness





Dream · Achieve · Inspire

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