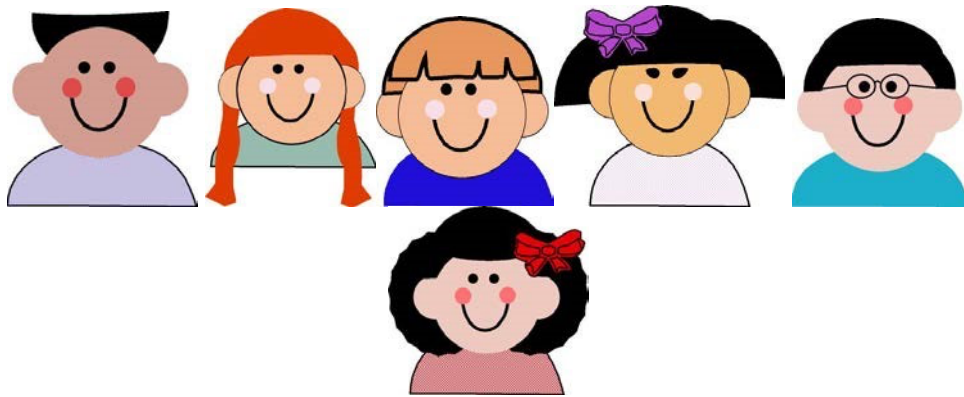


# *Harbor Hill & Heights Schools*

*Roslyn Public Schools*



“The function of education is to teach one to think intensively and to think critically.  
Intelligence plus character that is the goal of true education”

Dr. Martin Luther King, Jr.

## *Grade 1 Curriculum Outline*



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.

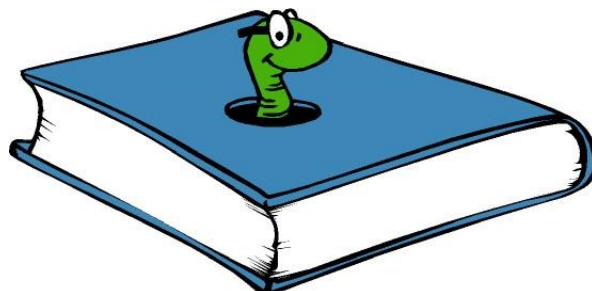
First grade students become readers, writers and mathematicians responsible for their own learning. Through accepting ownership of their academic responsibilities they are encouraged to take pride in their work.

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 read” 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 Next Generation Standards. The Next Generation Standards for English Language Arts can be accessed through the following web address:

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

It is the district's goal to provide students with the framework of the reading and writing process and address all components of a balanced literacy approach. This includes word study, vocabulary, grammar, read aloud, reading and writing. Students are empowered by skill mastery, inspired by authentic award-winning texts and are confident in their critical thinking skills and their ability to analyze complex texts. Throughout the year, students will build skills in all three categories of literacy: Informational, Narrative and Opinion/ Persuasive.

## **Social Studies**



### Grade 1: My Family and Other Families, Now and Long Ago

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced as well as the role of authority to make rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources as well as making economic decisions.

Language, beliefs, customs and traditions help shape the identity and culture of a family and a community.

- Families are a basic unit of all societies and different people define family differently.
- People and families of diverse racial, religious, national and ethnic groups share their beliefs, customs and traditions which creates a multicultural community.
- Awareness of America's rich diversity fosters intercultural understanding.

There are significant individuals, historical events and symbols that are important to American cultural identity.

- The study of historical events, historical figures and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values and beliefs.

A citizen is a member of a community or group. Students are citizens of their local and global communities.

- Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed and sharing needed resources.

Laws are created to protect the rights and define the responsibilities of individuals and groups.

- Rules and laws are developed to protect people's rights and the safety and welfare of the community.
- Children can participate in problem solving, decision making and conflict resolution within their home, school and community.

The location and place of physical features and man-made structures can be described and interpreted using symbols and geographic vocabulary.

- Maps are used to locate important places in the community, state and nation such as capitals, monuments, hospitals, museums, schools and cultural centers.

Families have a past and change over time. There are different types of documents that relate family histories.

- Personal and family history is a source of information for individuals about the people and places around them.
- Families change over time, and family growth and change can be documented and recorded.
- Families of long ago have similarities and differences with families today.

## **Mathematics, Science and Technology**

The Mathematics Program in Roslyn aligns and supports the New York State Next Generation Standards through the application of the Go Math! Program. The Next Generation Standards for Mathematics can be accessed through the following web address:



### **Mathematics**

Through the Go Math! Program, students will participate in hands-on activities and real world problems to solve. The units of study in the curriculum are as follows:

- Addition concepts
- Subtraction concepts
- Addition strategies
- Addition & subtraction relationships
- Count & model numbers
- Compare numbers
- Two-digit addition & subtraction
- Measurement
- Represent data
- Two-dimensional geometry
- Three-dimensional geometry

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf>

### **STEAM**

Students participate in science lessons with their classroom teacher as well as receive instruction from our science teacher for 40 minutes a week.

The classroom teacher and the STEAM teacher work together to plan for each topic, providing reinforcement and review as needed. In addition, science topics are integrated into both the reading and writing units of study.

The first grade science topics as recommended by the New York State Science Learning Standards will be the following:

- Sun, Moon Stars
- Daylight and Seasons
- Light
- Sound
- Planets and Animals



## **Health Education and Physical Education**

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

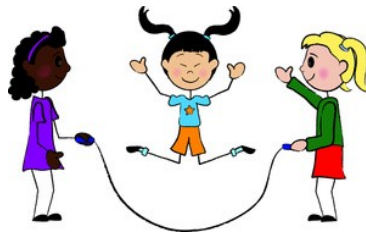
- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment

### **Personal Safety**

Our personal safety curriculum provides age appropriate, specific information that increases a student's self-confidence and decision-making abilities. Emphasis is placed on family and community values and personal safe

### **Physical Education**

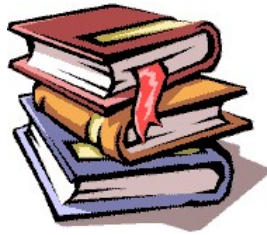
The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:



- 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 children to our library and to a collection of literature appropriate to their ages and interests. 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 the NYS Standards:

Standard 1: Creating, Performing and Participating in the Arts

Standard 2: Knowing and Using Art 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.



## **Character Education**

Character Education permeates the building and classrooms each and every day. In addition, the Second Step Program and Responsive Classroom teaches students the skills that strengthen their ability to learn, have empathy, manage emotions and solve problems. Through whole class interactive lessons, students develop self-regulation skills, social emotional competencies and practice their role as members of a school community.

## **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 progress memorandums 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. Setting up a schedule for homework is a way to let your child know that his/her work is important to you. In this way, he/she can do his/her personal best. Remember too, that first graders who are learning to read will often require the help of an adult to complete his/her 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, a ruler, paper and other basic supplies
- Organizational aids that will keep work neat and accessible:  
Folders/ book bag/ pencil case/ assignment pad



## **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 he/she shares experiences with you.

## **Special Programs**

### **ENL (English New Language)**

The make-up of today's classrooms reflects 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 ENL 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 ENL 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 Program**

The Roslyn School District offers a comprehensive developmental reading program 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 Specialist works in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in this program 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 Educational Plans (IEP's).

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:

- SOAR – Self-contained special education class
- Bridge – general education class with consultant Special Education teacher
- General classroom 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)