

Half Hollow Hills Central School District



**Elementary Curriculum Overview
September 2017
FIRST GRADE**

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September 2017

Dear Parents:

The Half Hollow Hills School District is committed to providing meaningful opportunities and outcomes for all children, designed to help them reach their fullest potential.

This guide provides parents with an overview of the first grade curriculum and the skills the students will acquire in English language arts, mathematics, science, and social studies. Additionally, it will serve as a resource in helping you to understand the total elementary instructional program. While our goals, expectations, and aspirations are the same for all of our students, we recognize that children develop at different rates socially, emotionally, and academically. Our program is supportive and nurturing, and it will also excite, motivate, and challenge all students to achieve.

Every member of our district team is an essential *ally in learning* for our Students and their families. It is my hope that this guide will offer each parent important information to become collaborative partners toward this same goal.

Sincerely,

Dr. Patrick Harrigan
Superintendent of Schools

Welcome

English Language Arts

New York State P-12 Common Core Learning Standards for English Language Arts & Literacy

Reading Literature and Informational Text

Reading Foundational Skills

Writing

Listening and Speaking

Language

Literacy skills cross over multiple categories. They are interrelated, and often applied in combination with each other. By the end of the first grade year, students should be able to:

Reading Literature/Informational Text and Foundational Skills

- Read with accuracy and fluency to support comprehension
- Read and reread stories to develop fluency, reading stamina, independence, and a love of reading, in school and at home.
- Ask and answer questions about key details in a text
- Retell familiar stories to show understanding of the central message of a story
- Describe characters, setting, and events in a story using text and illustrations
- Explain the difference between books that tell stories and books that give information
- Determine important points and identify similarities and differences presented in two texts on the same topic
- Know and apply grade-level phonics and word analysis skills to decode words

Language

- Determine or clarify the meanings of words and phrases using a variety of strategies
- Use knowledge of standard English grammar, usage, and spelling appropriate to grade one when speaking and listening, writing, and reading

Writing

- Write routinely to respond to reading and to develop volume of writing, independence, and a love of writing, in school and at home
- Experience writing as a process that includes planning, writing, conferring with others for feedback, revising to add details, and editing
- Write opinion pieces to state an opinion that include some facts and provide a sense of closure
- Write informative/explanatory pieces to name a topic, provide some information about it, and include a sense of closure
- Write narrative pieces that tell about events in the order in which they occurred and provide a sense of closure

Speaking and Listening in whole class, small groups and one-to-one conversations

- Participate in collaborative conversations with different partners about first grade topics and texts
- Follow agreed up on rules for conversation
- Build on others' talk; ask questions
- Express ideas about topics and texts



Mathematics

New York State P-12 Common Core Learning Standards for Mathematics

In first grade, instructional time will focus 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 lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

The Standards for Mathematical Practice describe varieties of expertise that All students are expected to develop. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics Education.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.



By the end of the first grade year, students will be able to:

Operations and Algebraic Thinking Domain

- 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 Domain

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

Measurement and Data Domain

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

Geometry Domain

- Reason with shapes and their attributes

Science

New York State Standards for Mathematics, Science, and Technology

Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology
- Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

By the end of the first grade year, students should be able to:

Scientific Inquiry

- Ask questions and collect data
- Display data in mathematical terms, using tallies and bar graphs
- Interpret and analyze data through sorting and classification
- Draw logical conclusions based on the data collected

The Physical Setting: Weather

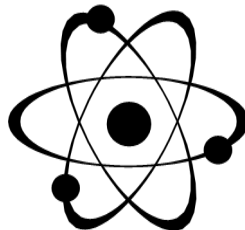
- Investigate daily weather patterns
- Observe evaporation and absorption of water
- Measure precipitation and temperature using the appropriate tools
- Compare and contrast weather conditions and seasonal changes
- Observe and record local weather

The Physical Setting: Light, Sound, and Matter

- Investigate objects that sink or float
- Observe and describe changes in matter
- Organize observations and measurement of objects through classification and the preparation of simple charts and tables
- Make observations to construct an evidence-based account that objects can be seen only when illuminated
- Conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate

The Living Environment: Plants and Animals

- Observe the structure and function of a seed
- Observe animal structures, life cycles, and habitats
- Observe that young plants and animals are similar to, but not exactly like, their parents
- Conduct a study of the life cycle of a frog



Social Studies

In first grade, students study "My Family and Other Families, Now and Long Ago". The course is organized into three unifying themes: Citizenship; My Family and Other Families; Decision-Making: Myself, My Family and My Community. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

By the end of the first grade year, students should be able to:

Gathering, Using and Interpreting Evidence

- Develop questions about his/her family.
- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
- Identify the creator and/or author of different forms of evidence.
- Identify opinions of others.
- Create an understanding of the past by using primary and secondary sources.

Chronological Reasoning and Causation

- Retell a real-life family event in sequential order.
- Understand the concept of time measurements, including days, weeks, months, and years.
- Identify causes and effects using examples from his/her family life.
- Identify change over time in his/her family.
- Identify events of the past, present, and future in his/her family life.
- Recognize and identify patterns of continuity in his/her family.

Comparison and Contextualization

- Identify similarities and differences between neighborhoods.
- Identify similarities and/or differences between him/her and others with detail.
- Describe an event in his/her family.
- Understand the concepts of geography, economics, and history that apply to his/her family.

Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other.
- Identify human activities and human-made features; identify natural events or physical features.
- Describe how environment affects his/her and other people's activities.
- Identify a pattern and a process.
- Describe how human activities alter places.

Economics and Economic Systems

- Explain how scarcity affects choices made by families and communities and identify cost and benefits associated with these choices.
- Distinguish between a consumer and a producer and their relationship to goods and services.
- Explain how people earn money and other ways people receive money.

Civics Participation

- Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint.
- Participate in activities that focus on a classroom or school issue or problem.
- Identify different political systems.
- Identify the role of the individual in classroom and school participation.
- Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.
- Identify situations in which social actions are required.
- Identify the president of the United States and the school principal and their leadership responsibilities.
- Identify rights and responsibilities within the classroom and school.



Assessments

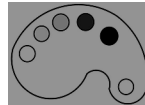
Assessment is a process for gathering information to meet a variety of evaluation needs. Educators collect and organize information or data to demonstrate the growth that each child makes in academic areas. Teachers use a variety of assessment tools, formally and informally, to determine where a child is in his developmental growth. Assessment is an integral part of the curriculum.



Specials

The following programs enrich the classroom experience and are provided on a weekly basis for all students:

- Art
- Music
- Library
- Physical Education (two times a week)



Additional Services

The following personnel and/or services are available to students on an “as needed” basis:

- School Nurse
- School Psychologist
- Speech and Language
- Reading support
- Resource room
- Occupational and Physical Therapy
- ELL (English Language Learning)

Additional Programs

- Music Lessons – available to all students beginning in third grade for strings and in fourth grade for band instruments
- Orchestra – available to students in fourth and fifth grade
- Band - available to students in fourth and fifth grade



Assessments/ Specials

Elementary School Online Resources

Many of these sites are available through the HHH Website

<http://www.hhh.k12.ny.us>

Choose your school and
click on the link for "Library and Media Center"

Almanacs

- <http://www.farmersalmanac.com/> - Farmers Almanac.com
- <http://yahooligans.yahoo.com/> - Yahooligans Kids' Almanac
- <http://www.factmonster.com/almanacs.html> - Fact Monster Almanac
- <http://www.infoplease.com/almanacs.html?link=hptab> – Site to search all Info Please almanacs, or search individual almanacs by subject

Authors

- <http://www.ipl.org/div/kidspace/askauthor/> - Learn more about some of your favorite authors

Biographies

- <http://www.biography.com/> - Search over 25,000 of the greatest lives, past and present
- <http://www.s9.com/biography/> - This biographical dictionary covers more than 28,000 notable men and women who have shaped our world from ancient times to the present day

Calendars

- <http://www3.kumc.edu/diversity/> - Diversity Calendar
- <http://www.earthcalendar.net/> - Calendar of celebrations by month: Earth Calendar

Current Events

- <http://www.timeforkids.com/TFK/> - Time For kids brings the latest news of the world to you

Dictionaries

- <http://www.m-w.com/dictionary.htm> - Merriam Webster Dictionary Online
- <http://nhd.heinle.com/> - Newbury House online Dictionary
- <http://www.yourdictionary.com/> - Provides more than 1,800 dictionaries with more than 250 languages
- <http://www.yourdictionary.com/languages.html> – Language Translation Dictionaries

Thesauri

- <http://www.bartleby.com/62/> - Roget's Thesaurus
- <http://www.thesaurus.com/> - Basic-type in a word, choose thesaurus (online version of Roget's) or dictionary and search
- <http://www.m-w.com/dictionary.htm> - Merriam Webster Thesaurus Online

Quotations

- <http://www.bartleby.com/100/> - Bartlett's Quotations

Ecology-Animals and their environments

- <http://www.nwf.org/kids/> - Learn about animals and their environments

Dinosaurs

- <http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> – Learn about dinosaurs

Encyclopedias

- <http://www.britannica.com/> - Includes the complete updated Encyclopedia Britannica
- <http://www.infoplease.com/> - Combines the contents of an encyclopedia, a dictionary, and several up-to-the-minute almanacs
- <http://www.encyclopedia.com/> - Puts tons of information right at your fingertips



Field Trips

- <http://www.ringling.com/> - Visit the circus
- <http://www.bronxzoo.com/> - Visit the Bronx Zoo
- <http://www.seaworld.com/> - Visit Sea World
- <http://www.sandiegozoo.org> - Visit the San Diego Zoo
- <http://www.amnh.org/home/> - Visit the American Museum of Natural History

Geography

- <http://www.geographic.org/> – Country profiles
- <http://www.50states.com/>- 50 states

Government

- <http://bensguide.gpo.gov/> - This site provides learning tools for K-12 students, parents, and teachers about how our government works

Presidents

- <http://www.whitehouse.gov/kids/index.html> You will find various information concerning different aspects of the White House
- <http://www.ipl.org/div/potus/> -Election results, cabinet members, notable events, and some points of interest on each of the presidents. Links to biographies, historical documents, audio and video files, and other presidential sites are included.

Homework Helpers

- <http://www.suffolk.lib.ny.us/youth/homework/kidindex.html> - Suffolk Library System lists of helpers
- <http://school.discovery.com/homeworkhelp/bjpinchbeck/index.html> - BJ Pinchbeck's Homework help

Search Sites for children:

- <http://sunsite.berkeley.edu/KidsClick%21/> - Search for homework by subject area
- <http://www.askforkids.com/> – Ask Jeeves for Kids
- <http://yahooligans.yahoo.com/> – Yahoo for Kids
- <http://www.icyber.com/homeschool/olr.html> - Home-School support
- http://www.kidinfo.com/School_Subjects.html - Kid Info

Just for Fun

- <http://www.seussville.com/> -Fun with Books by Dr. Seuss

Reading Lists

- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61> - This is a list of 100 picture books everyone should know for teachers
- <http://kids.nypl.org/reading/recommendedz.cfm?listID=61> Book Lists
- <http://www.carolhurst.com/titles/allreviewed.html> – Find reviews of books you might like to read
- <http://www.ucalgary.ca/~dkbrown/bestbooks.html> - List of notable sites listed by the American Library Association

Search Engines

- <http://www.askforkids.com/> – Good search engine for homework helpers has a spell check feature for questions
- <http://www.dogpile.com> – Fun search engine, easy to use, lets you “fetch” information
- <http://www.yahooligans.yahoo.com> – Nice current events page, easy format
- <http://www.google.com> – Check out the kids and teen section in the web directory
- <http://www.discovery.com> – Homework helper site for students
- <http://www.ipl.org/youth/> - The internet public library youth section
- <http://www.mamma.com/> - This search engine contains the web, videos, mp3, audio, news, and images
- <http://www.msn.com> – This search engine features news and stock information
- <http://sunsite.berkeley.edu/KidsClick!/> - Search for homework help by subject area

Social Studies

- http://www.hyperhistory.com/online_n2/History_n2/a.html - Hyper History presents 3000 years of history with a combination of color lifelines, timelines and maps

Black History

- http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html

Colonial America History Resources

- <http://pilgrims.net/> Pilgrims Plantation - Virtual tour –illustrating many aspects of life at the time

Native Americans

- <http://www.hanksville.org/NAresources/> - Index of Native American Resources on the Internet

Revolutionary War

- <http://www.ushistory.org/tour/index.html> - This is a virtual tour of historic Philadelphia with great photos and information accompany you on this virtual tour
- <http://www.pbs.org/ktca/liberty> - This is an online game prepared by PBS to test your Revolutionary War knowledge

Western Movement

- <http://www.pbs.org/weta/thewest> - Oregon Trail
- <http://www.americanwest.com/trails/pages/oretrail.htm> - California Gold Rush
- <http://www.ohenrymace.com/GRHA.html> Remembering the Gold Rush History Alliance
- <http://www.lewis-clark.org/> - Explorers Lewis and Clark

Women's History

- <http://www.greatwomen.org/>

