Whitefish Bay
SCHOOL DISTRICT
An Exceptional Place to Learn

Curriculum Overview:

Grade 1

SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

School Year 2026-2027

Whitefish Bay
SCHOOL DISTRICT

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.

Curriculum at the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, the district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six to seven years through the district curriculum renewal and design process. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

Our state-adopted academic standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. The balance between content and process sets the foundation for future learning for college, career, and life readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. Teachers develop trusting relationships with students, and among the students in the classrooms, to maintain a nurturing climate where learning can flourish. Reading and mathematics instruction are offered in flexible, large, and small group settings. Inquiry learning activities develop conceptual understanding of mathematics, science, and social studies. Students in first through fifth grade will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media, and guidance, along with the integration of global digital literacy skills, are other important components that contribute to the vitality of the elementary level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, talent development identification and programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com, select the district link and then select Teaching and Learning. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the teaching and learning office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Mike O'Connor
Director of Teaching and Learning Services, School District of Whitefish Bay

Grade 1 Mathematics

Mission Statement:

When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn
(Adding It Up, National Research Council, 2001).

In *Illustrative Math*, teachers create the conditions for collaborative learning opportunities and academic language development for all students. Teachers engage students in instructional routines that invite students into every lesson which involves problem-solving contexts that are supportive of all learners. Students have the opportunity to build math vocabulary and mathematical language routines throughout all lesson activities to support their overall growth as a mathematician. Additionally, students work to develop a deep understanding of mathematical concepts, grow fluency, and solve math problems that are a part of their everyday life. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns with the Common Core State Standards for Mathematics.

In first grade, instructional time will focus on four critical areas within a Common Core Curriculum; (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 and composing and decomposing geometric shapes.

In addition to the critical areas listed above, in first grade students will know and understand:

- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- computation processes, including adding and subtracting.
- the inverse relationship between addition and subtraction; how to apply this understanding when working with addition and subtraction problems.
- counting forward starting at any given number up to 120 by ones and tens; counting back from any given number up to 120 by ones and tens.
- reads, writes, compares and orders numbers to 120.
- the value of a two-digit number represents amounts of tens and ones.
- adds a two-digit number and a one-digit number.
- how to tell and show time to the hour and half-hour using analog and digital clocks as well as how to measure time using monthly calendars.
- uses for other measurement tools, such as rulers and thermometers; beginning measurement techniques with tools using both standard and nonstandard units.
- how to identify, distinguish, compose and compare between various two- and three-dimensional figures.
- that fractions are equal shares and describes them using the words *halves, fourths, and quarters.*
- how to create and interpret information from bar graphs, picture graphs, tables, and tallies of data.

Grade 1 Social Studies

Mission Statement:

The Whitefish Bay Social Studies K-12 Learning Pathway (found in the C3 Framework) will foster knowledge, skills and the seven thriving dispositions; as a result young people become informed and engaged citizens with an understanding of societal structures and the changing social, political and global economic environment.

Community Building

Why do we come to school? Understand students come to school to learn from their teachers as well as from their classmates.

Why is it important to learn from each other? Practice using important social skills, such as appropriate ways to greet, talk, and listen to each other, to explore their similarities and differences, and to celebrate their unique talents.

What skills do we need in order to be effective members of our school community? Identify rights and responsibilities associated with being a student. Students learn they can make a difference when they help others, respect property, are positive, and solve problems. Discover how talking, listening, taking turns, and sharing help them create a picture with a partner—and help them get along in school.

Civic Foundations

How do people and events of the past affect our lives? Examine biographies, etc. to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.

How might the people and events of today affect life in the future? Actively use information to establish an informed opinion on a topic, defend a position, evaluate perspectives, and revise one's initial beliefs. Recognizes and acts upon responsibilities as a citizen.

Life Around the World

How is life the same and how is it different for children in different parts of the world? Discuss and experience nonfiction texts, media, and activities related to what children from various continents/countries experience in their daily lives.

Marketplace

How do people earn money? Work in groups to explore the economic concept of how to earn money through a marketplace simulation.

How do people decide what to do with the money? Explore spending habits according to needs and wants.

Life Long Ago

How do people use maps? Discover how maps are made and their purposes through hands-on mapping activities.

How does life long ago compare to life today? Examine fiction and nonfiction texts to understand the lives of ordinary and extraordinary people, in time and context.

Grade 1 Science

Sound and Light

Students explore how to change sound volume and develop simple models for how a sound travels from a source to a receiver. Students engage in science and engineering practices by collecting data and by designing and using tools to solve problems and answer questions. Students gain experiences that contribute to their understanding of these crosscutting concepts: patterns; cause and effect; systems and system models; and structure and function.

Students will:

- Engage in science and engineering practices by collecting data and by designing and using tools to solve problems and answer questions. Students can use this learning and apply it to any area in the natural world. It can also be used in math where they can take their learning and apply it to new problems.
- Students will gain experiences that contribute to their understanding of the following crosscutting concepts: patterns, cause and effect, systems and system models, and structure and function. Students can use this learning in math where they could look for patterns or they can use it when studying plants and insects.

Grade 1 English Language Arts (ELA)

Mission Statement:
The Whitefish Bay School District strives to empower students to become effective communicators, critical thinkers, and empathetic citizens through a command of reading, writing, speaking, and listening skills and exposure to diverse perspectives.

A comprehensive early literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Reading Small Groups	Interactive & Shared Writing	Writing Process
Independent Writing	Phonics and Word Study	Writing Small Groups

The main instructional strategy that is utilized in our comprehensive literacy program follows the gradual release of responsibility framework. Specifically, within each ELA block, which includes Reading, Writing, and Phonics and Word Study components, students will participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.

Our District will be utilizing the Benchmark Advanced curricular resource to support tier one classroom instruction. Each unit will last about three weeks long and will involve knowledge building opportunities in reading and writing. Each unit has opportunities for students to engage in constructive conversations around the unit topic. The goal is to have discourse with peers using topic specific vocabulary and evidence from the unit's texts. At the First Grade level, your child will study the following integrated literacy units:

Plants and Animals Grow and Change	Many Kinds of Characters	Being a Good Community Member	Stories Have a Narrator
Technology at Work	Stories Teach Many Lessons	Past, Present and Future	Observing the Sky

Grade 1 World Language

Mission Statement:

Language and communication is the heart of the human experience. The Whitefish Bay World Language Program will prepare students for meaningful interactions with people around the world. Our program will help our students understand the link between language and culture. We envision a future in which ALL students will develop and maintain proficiency in English and at least one other language.

The first grade World Language student will begin Spanish instruction to learn to:

- Use salutations
- Simple vocabulary
  - Feelings/emotions
  - Alphabet
  - Days of the week, months, seasons
  - Numbers 1-10
  - Colors
  - Shapes
  - Family
  - Argentina unit (cultural practices, animals in the Andes)
  - Fruit
- Demonstrate understanding of simple commands
- Understand various aspects of culture, such as: food, music, instruments(maracas) holidays abroad and home, and dances.

World Language Time Allotments:

1st-5th grade: Face-to-Face	Average of 30 minutes per week
2nd-5th grade: Language Lab	Average of 30 minutes per week

Health and Human Growth & Development

Mission Statement:

Mission Statement: Through the sequential K-12 health education curriculum, students will develop knowledge of various age-appropriate contemporary health issues, become health-literate people who are critical thinkers, creative problem solvers, effective communicators, and ultimately responsible and productive citizens.

In first grade, students will understand health promotion through instructional concepts such as:

- healthy eating
- tooth care
- personal safety.
- topical issues in health.

The Mission of the K-12 Human Growth & Development (HGD) Education Program:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decisions about health and age-appropriate sexual behavior throughout their lifetimes.

** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In first and second grades, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- respecting and appreciating that each person is unique and special.
- understanding that different groups and cultures have similar wants and needs.
- describing different types of families in our society and examining the roles, responsibilities and needs of a family.
- recognizing that living things reproduce their own kind and in different ways (seeds, eggs, born alive).
- developing body awareness (each body part has a specific name and use, need for personal hygiene, importance of proper nutrition).
- discussing preventative behavior and caution with strangers.
- recognizing different types of abuse exist and can be committed by someone you know.
- distinguishing between appropriate and inappropriate touch, and differences between abuse and discipline.
- identifying supportive help in the home, school and community.
- recognizing that certain rights are protected by law.

Elementary ENCORE Overview

General Music- Performing Arts

Mission Statement:

The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program.

General Music Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade General Music	30 minute classes twice per week
4th grade Orchestra	33 minute lesson once per week
5th grade Band and Orchestra	30 minute lesson once per week
5th grade Band and Orchestra Assemble	Scheduled as needed second semester

Visual Arts

Mission Statement:

The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- manipulate various media, materials and/or images to be expressive.
- develop and relate his or her knowledge of art to themselves and others.
- understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art	**The Principles of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

Art Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	60 minute class once per week

Physical Education

Mission Statement:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We believe through a comprehensive, standards-based K-12 physical education program, including the seven thriving dispositions, our students will develop into individuals who value physical activity, maintain physically active lifestyles, and become knowledgeable and proficient in a variety of activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of "children learning to move and moving to learn" guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	30 minute class three times per week

Technology for Global Education

Mission Statement:

The District's mission for instructional technology is for students to be self-directed learners who can access, evaluate, and apply the most effective tools and resources to communicate and compete globally. In order to meet this mission, students need meaningful integration of technology.

Our students want to be creative and collaborate, utilize technology for learning, connect with their peers in other countries, understand the messages that the media conveys, and solve real-world problems. It is about providing our students with knowledge, skills and confidence to succeed in college, careers, and jobs that have not even been created yet. This is accomplished by allowing students to use real-world tools to apply what they learn and construct new knowledge. As we grow our integration of technology and skills, through the purposeful integration of technology with the grade- banded **WFB Global, Media, and Digital Competencies**, our hope is to transform our learning with the support of technology.

Computer Science is included in the district's K-12 curriculum using the Wisconsin Standards for Computer Science. Formal instruction begins in senior kindergarten and builds through fifth grade at the elementary level.

Key areas of focus for primary students:

- explore a variety of digital tools to create and communicate ideas or to share learning.
- use technology to communicate with classrooms and/or experts outside the district.
- understand and operate a variety of digital tools, and experience the basic concepts of programming.
- understand the acceptable use of physical and online technology resources.