

WHITEFISH BAY SCHOOL DISTRICT

Parent Curriculum Overview

Grade 1



SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE

WHITEFISH BAY, WISCONSIN
www.wfbschools.com

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 in 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, 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-seven years through the district curriculum renewal and design cycle. 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.

These 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. This balance between content (information and knowledge) and process (WFB Seven Thriving Dispositions) may be a shift in approach to the education you received when you were in elementary school, yet should set the foundation for future learning for college and career readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have their mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will 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 grades first through fifth 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.

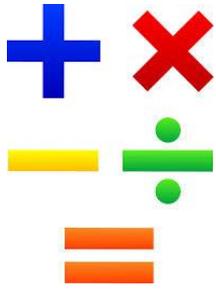
While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, talent development identification and programming exists for students whose need for academic 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. On this webpage you will find links to curriculum documents, assessments, schedules, educational options, summer school, and resources for parents. 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,

Maria Kucharski
Director of Teaching and Learning Services
School District of Whitefish Bay



Grade 1 Mathematics

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 *Math Expressions Common Core*, teachers create an inquiry environment and encourage constructive discussion. Students invent, question, model, represent and explore, but also learn and practice important math strategies. Through daily Math Talk, students construct viable arguments and critique the reasoning of others. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns precisely 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 uses 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

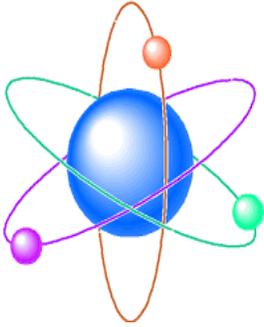
How do people earn money? Work in groups to explore the economic concept of how to earn money through a marketplace simulation.

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

Mission Statement:

The mission of science education in Whitefish Bay schools is to provide all students with opportunities to critically engage with scientific knowledge and processes in order to become empowered citizens of a global community.

In first grade, students engage in a variety of investigations to develop important skills and understandings in science. These include:

- Students observe mealworms progress through their life cycle.
- Students observe waxworms progress through their life cycle.
- Students prepare a habitat for insects and observe their behavior.
- Students observe butterflies and moths, and compare and contrast their behaviors and lifecycle.
- Students explore properties of air. Using syringes and tubing, students discover that air has matter and occupies space, that it can be compressed and used to push objects around.
- Students construct and compare devices that use air, parachutes, propellers and gliders.
- Students compare objects that move with the wind. Students balance various shapes made from tag-board, students use counterweights to make objects balance and create a mobile.
- Students make tops and observe various spinning motions and how different variables impact the speed and balance of their tops.
- Students investigate rolling objects – wheels, cups and spheres and investigate the relationship between size, angle and speed.



Grade 1 English Language Arts (ELA)

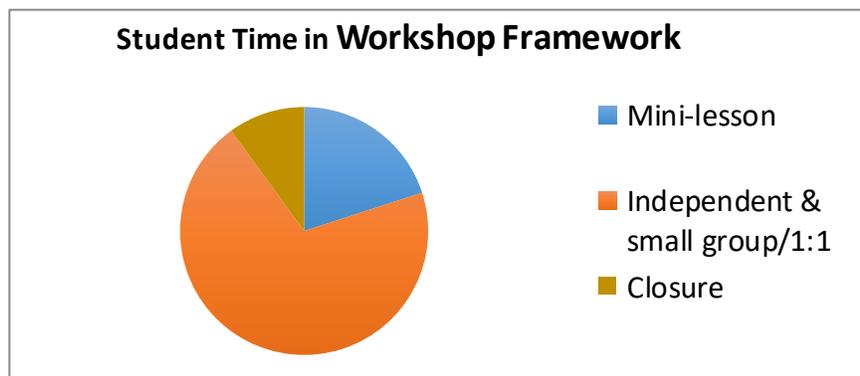
Mission Statement:

The Whitefish Bay School District strives to foster a culture of literacy by providing students with a cognitive apprenticeship environment that would enable them to grow into successful readers, writers, listeners and speakers.*

A balanced literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Guided Reading	Literature Discussions	Writing Process
Independent Writing	Phonics and Word Study	Language Investigation

The main instructional strategy that is utilized in our balanced literacy program is the workshop framework. Specifically, within each ELA block, which includes Language Studied, Writing Workshop and Reading Workshop, students participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.



Our District develops our own units of study through an integrated thematic approach. At the First Grade level, your child will study the following integrated literacy units within our overarching themes of: community and relationships, literacy tradition, living things, sense of self, inspired by true stories and genre studies:

Community	Folktales	Round & Round: Life Cycles
Same, Same but Different	Heroes	Author Study- Eric Carle



Grade 1 World Language

Mission Statement:

Language and communication are at 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
 - Numbers 1-10
 - Colors
 - Shapes
 - Family
- Demonstrate understanding of simple commands
- Understand various aspects of culture, such as:
 - Food
 - Music
 - Holidays
 - Dances

World Language Time Allotments:

First Grade-Fifth Grade Face-to-Face
Second-Fifth Grade: Language Lab

Average of 30 minutes per week
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 decision 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
Kindergarten through 5 th grade General Music:	30 minute classes twice per week
4 th grade Orchestra	33 minute lesson once per week
5 th grade Band and Orchestra:	30 minute lesson once per week
5 th 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

Color
Value
Line
Texture
Shape
Form
Space

The Principals of Design

Balance
Emphasis
Harmony
Variety
Movement
Rhythm
Proportion
Unity

Art Time Allotments:

Junior Kindergarten

30 minute class once per week

Senior kindergarten through 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 through fifth 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 media convey, 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. By focusing on how specific technologies that can be used to engage students, teachers begin to establish a foundation for learning that will help lead us in the implementation of **WFB's Seven Thriving Dispositions** (Resource-Curriculum 21, The New Literacies, NET/ISTE Standards, A World Class Education).

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 operating a variety of digital tools and experience the basic concepts of programming
- Understand the acceptable use of physical and online technology resources.