



Curriculum Summary
Grade 1
2020 - 2021

Crow Island School

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INTRODUCTION

In the first grade, we address the various curricular areas in an integrated manner. The process of learning is best arrived at through a classroom dynamic that fosters interaction between child and child, teacher and child, and child and materials. In the process of this interaction all children respond at the level of their development and present understandings.

This working document outlines the goals of our present first grade curriculum. As we continue to evaluate curriculum, our teachers will be using various materials, programs, and strategies to implement the goals.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p data-bbox="499 321 709 354" style="text-align: center;">READ ALOUD</p> <p data-bbox="176 386 1024 685">The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students' knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p data-bbox="1155 321 1827 354" style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p data-bbox="1062 386 1915 724">Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p data-bbox="457 747 751 779" style="text-align: center;">SHARED READING</p> <p data-bbox="176 812 995 997">Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

READING	WRITING
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

INDEPENDENT READING

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

DAILY WRITING OPPORTUNITIES

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to write information or an explanation about topics of personal knowledge.

Essential Questions

- Why do we write about what we know?
- How can I share my information clearly?
- Why is it important to know the difference between fact and opinion?

Understandings- Students will Understand that...

- Writers teach others about what they know.
- Information pieces include facts about a topic.
- There is a difference between fact and opinion.

Key Knowledge- Students will Know...

- Sometimes authors write to teach others.
- There is a difference between fact and opinion.

Essential Skills- Students will be skilled at...

- Naming a topic.
- Supplying facts about a topic.
- Providing a sense of closure.

Opinion Writing

Transfer

Students will be able to independently use their learning to share and support their opinions in writing.

Essential Questions

- Why is it important to write things down?
- What is an opinion? How can my opinions matter?
- Why do we give reasons for our opinions?
- What can we learn from sharing our opinions with each other?

Understandings- Students will Understand that...

- People share their opinions in writing and support them with reasons.
- The perspectives of others help us learn.

Key Knowledge- Students will Know...

- The difference between facts and opinions.
- Opinions can be expressed verbally.
- Opinions can be shared in writing.

Essential Skills- Students will be Skilled at...

- Naming the topic and giving an opinion.
- Sharing an opinion and elaborating on that opinion.
- Writing at least one reason for an opinion.
- Using labels and words to give details.
- Writing an ending to provide a sense of closure.
- Using knowledge of words and chunks to spell.
- Spelling word wall words.
- Starting each sentence with a capital letter.
- Using lowercase letters unless capitals are needed.
- Ending sentences with punctuation.

- Leaving spaces between words.

Narrative Writing

Transfer

Students will be able to independently use their learning to write detailed personal narratives in a complete sequence.

Essential Questions

- Why do we tell stories about our lives?
- Why do we organize the events in a story?
- What kinds of details do authors use to make their stories interesting?

Understandings- Students will Understand that...

- Personal stories can be shared in writing.
- Stories are told sequentially and have closure.
- Details bring stories alive.

Key Knowledge- Students will Know...

- Small Moment stories are about experiences from an author's life.

Essential Skills- Students will be skilled at...

- Sequencing events.
- Using details about what happened.
- Using transition words to support the sequence of events.
- Providing a sense of closure.

READING

Building an Independent Reading Life

Transfer

Students will read a variety of books.

Essential Questions

- What books do I enjoy looking at and reading?
- What habits can help me grow as a reader?
- How does talking about books help me become a reader?

Understandings- Students will Understand that...

- Reading more and more helps you become a better reader.
- Readers grow when they talk about books with others.
- Readers develop habits.

Key Knowledge- Students will Know...

- Learning to read is hard work.
- It is important to understand what you are reading.
- It is important to read every day.
- Talking about books helps us understand them better.
- It is important to frequently read “just right” books.
- Key terms:
 - “just right” books

Essential Skills- *With prompting and support*, students will begin to...

- Select a “just right” text.
- Read a variety of print and digital texts.
- Know when a text is too hard.
- Understand how good reading habits help them become better readers.
- Respond to reading.
- Set goals about reading.

Literature

Transfer

Students will be able to listen to, read, and comprehend stories as part of a reading community.

Essential Questions

- What is the story about?
- What is the difference between a book that tells a story and a book that gives information?
- How do illustrations and details help us talk about the story?
- Why is choosing a “just right” book important?

Understandings- Students will Understand that...

- Many stories have a “big idea” and/or lesson.
- Some books tell stories and some books give information.
- Illustrations and details help readers understand the story.
- Readers read and understand increasingly complex text.

Key Knowledge- Students will Know...

- Stories have a beginning, middle, and end.
- Stories have characters, settings, actions, and outcomes.
- The differences between books that tell stories and books that give information.

Essential Skills- *With prompting and support, students will begin to...*

- Read text accurately.
- Read and listen with understanding.
- Recognize the “big idea”.
- Retell beginning, middle, and end of a story.
- Notice differences between stories and informational text.
- Select independent-level/“just-right” text.

Informational

Transfer

Students will listen to or read informational texts to learn about the world.

Essential Questions

- Why do people read informational texts?
- What parts of the text give information?
- How do pictures add meaning to informational texts?
- How do readers look at and talk about informational texts?

Understandings- Students will Understand that...

- Informational texts provide true, factual information.

- Text features such as title, headings, table of contents, illustrations and photographs, captions, and glossary can help readers find information in a text.
- Informational texts have a main topic and details.
- Informational texts introduce new vocabulary.
- Readers listen, look at pictures and words, ask questions, and make connections to the text.

Key Knowledge- Students will Know...

- Terms such as literature and informational texts.
- Informational texts have sections that are about the main topic.
- Text features in informational texts make the text easier to read and information easier to find.

Examples include:

- title
- headings
- table of contents
- illustrations and photographs
- captions

Essential Skills- Students will be skilled at...

- Noticing a variety of text features.
- Using informational text features and new vocabulary to understand the text.
- Identifying facts vs. opinions.
- Recognizing new vocabulary words and trying to find their meaning.

LISTENING

- Learn to use active listening as a thinking/communication process

- Begin to exhibit characteristics of a good listener

first grade students as appropriate. The classroom teacher will recommend this service as needed.

SPEAKING

- Speak in complete sentences with clarity and detail
- Engage and respond in conversation with peers and adults
- Answer questions appropriately and concisely.
- Expand vocabulary
- Begin to give sequential directions and explains processes

ENGLISH AS A SECOND LANGUAGE

Support services for English Language Learners are available.

VIEWING

- Appreciate communicative value of visuals

VISUALLY REPRESENTING

- Express feelings through body language and facial expressions
- Use pictures and words to represent ideas and express feelings
- Use various mediums to document and represent information (e.g., drawing, painting, sculpting)

WORD STUDY

READING SUPPORT SERVICES

Additional individualized reading support is available for

Winnetka Public Schools District 36 Curriculum Summary **Grade 1**

Learning how to read is an ongoing and complex process that takes place over time and varies for each child. Teaching a child how to read requires explicit and systematic phonics instruction. Skills build upon each other as a child moves through a natural progression within his or her own development. As skills are introduced, children are able to repeatedly practice through games, independent work, and integrated units of study. Eventually, children will be able to integrate these decoding skills along with other important literacy components such as fluency, vocabulary, and comprehension.

Phonemic awareness activities in which children manipulate and identify sounds and words auditorily and orally is an important precursor to explicit phonics instruction. Much of this phonemic awareness work occurs in kindergarten and transitions into first grade (examples include rhyming games, omission and substitution games, and listening activities).

Effective phonics instruction uses a multisensory approach to teaching in which children are encouraged to move their fingers, make hand motions, write in sand or other tactile materials, and manipulate letters and sounds. Teaching a child how to read in this way inherently respects the concept of multiple intelligences throughout each lesson. This multisensory approach is a critical component when determining sound/symbol connections, which is the foundation of word segmentation. Word segmentation plays a critical role in a child's later academic career in regards to prefixes, suffixes, and even in second language acquisition.

These phonics skills are the foundation of a child's reading tool kit. All learners should be a part of each reading 'mini-lesson' regardless of what they can or cannot read. Children need to connect the sounds to the letter symbols in their very first encounters with direct reading instruction. This will influence their success as readers and writers. Specific skills should be individually practiced with each child and differentiated according to the individual child's needs.

SPELLING

Students develop spelling knowledge and skills along a continuum. Direct instruction for skill development is incorporated in language experiences.

Use of developmental spelling by students is appropriate. As developmental spellers progress toward conventional spelling, formal instruction begins.

- Students demonstrate understanding of word as a unit of meaning.
- Students recognize name and write the alphabet.
- Students demonstrate left right orientation in writing.
- Students demonstrate auditory skills to differentiate sounds and apply the information in written form.
- Students read words attempted to spell.
- Students write simple words from memory.
- Students copy words correctly, match sound to symbol for consonants (initial, final), and identify vowels.

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in First Grade:

- Print all upper- and lowercase letters.
- Use common and proper nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Capitalize dates and names of people.
- Recognize and name end punctuation.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Capitalize the first letter in a sentence and the pronoun "I".
- Write a letter(s) for most consonant and short-vowel sounds (phonemes).

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a

challenging curriculum of high quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness of math concepts to the real world

- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques
- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual understanding, and application

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- 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.

GRADE 1 CRITICAL AREAS

- Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20.
- Developing understanding of whole number relationships and place value, including grouping in tens and ones.
- Developing understanding of linear measurement and measuring lengths as iterating length units.
- Reasoning about attributes of, and composing and decomposing geometric shapes.

GRADE 1 OVERVIEW

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 by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.
- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children's motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Big Ideas: Space Systems: Patterns and Cycles

Students observe, describe, and predict some patterns of the movement of objects in the sky.

Essential Questions

- What is Earth's place in the universe?
- What patterns of change can be seen in the daytime and nighttime sky?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Objects in the sky seem to move in predictable patterns. *Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.*

Key Knowledge- Students will Know...

- Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted. *The sun and moon appear to rise in one part of the sky, move across the sky, and then set in another part of the sky. Stars other than our sun and the moon are visible at night. Some are also visible during the day.*
- Seasonal patterns of sunrise and sunset can be observed, described, and predicted. *Relative amount of daylight in winter can be compared to the amount in spring or fall.*

- Key Terms

- Sun, stars
- shadow
- moon, moon phases
- Earth
- day and night
- cycles and patterns

Essential Skills- With prompting and support, students will begin to...

- Analyze and interpret data.
- Plan and carry out investigations.

LIFE SCIENCE

Big Idea: Structure, Function, and Information Processing

Students develop an understanding of how plants and animals use their external parts to help them survive, grow, and meet their needs, as well as how behaviors of parents and offspring help the offspring survive. Students investigate how parents and their offspring are alike, yet different.

Essential Questions

- How do organisms live and grow?
- How do external structures of organisms enable life's functions?
- How do animal and plant parents help offspring survive?
- How are related organisms similar?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Plants and animals use their external parts to help them survive, grow, and meet their needs. *The shape and stability of structures of natural and designed objects are related to their functions.*
- The behaviors of parents and offspring help the offspring survive. *Patterns can be observed, used to describe phenomena, and used as evidence.*

- All organisms have external parts that help them survive and grow.
- Parents and offspring often engage in behaviors that help the offspring survive.
- Young organisms are very much, but not exactly, like their parents and resemble other organisms of the same kind.
- Key Terms
 - organism
 - plant (seed, root, stem, flower, fruit)
 - animal
 - structure/function of external parts

Essential Skills- With prompting and support, students will begin to...

- Constructing explanations and designing solutions
- Obtaining, evaluating, and communicating information

Key Knowledge- Students will Know...

PHYSICAL SCIENCE

Big Ideas: Waves: Light and Sound

Students are expected to develop understanding of the relationship between sound and vibrating materials as well as between the availability of light and ability to see objects. The idea that light travels from place to place can be understood by students at this level through determining the effect of placing objects made with different materials in the path of a beam of light.

Essential Questions

- How can sound be described?
- How can light be described?
- How can we communicate with sound?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- There is a relationship between sound and vibrating materials.
- There is a relationship between the availability of light and ability to see objects.
- Light travels from place to place in a straight line.
Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Key Knowledge- Students will Know...

- Sound can make matter vibrate and vibrating matter can make sound.
- Objects can be seen if light is available to illuminate them or they give off their own light.
- Some materials allow light to pass through them.

Some materials allow only some light through. Some materials block all the light and create a dark shadow on the surface beyond them, where the light can't reach. Mirrors can be used to redirect a light beam (reflective)

- People use a variety of devices to communicate over long distances.
- Key Terms
 - sound, vibration
 - volume, pitch
 - light, dark
 - transparent, translucent, opaque, reflective

Essential Skills- With prompting and support, students will begin to...

- Plan and carry out investigations.
- Construct explanations and design solutions.

PHYSICAL SCIENCE

Big Ideas: Forces and Interactions

Students apply an understanding of the effects of different strengths or different directions of pushes and pulls on the motion of an object to analyze a design solution.

Essential Questions

- In what ways can objects move?
- How can one predict an object's continued motion, changes in motion, or stability?
- How do scientists answer questions?
- How do engineers solve problems?

will begin to...

- Plan and carry out investigations
- Analyze and interpret data
- Obtain, evaluate and communicate information

Understandings- Students will Understand that...

- Different strengths or directions of pushes and pulls have an effect on the motion of an object. *Cause & Effect: Simple tests can be designed to gather evidence to support or refute student ideas about causes.*
- *Objects can balance with counterweights, a spinning motion and a rolling motion. Simple tests can be designed to gather evidence to support or refute student ideas about causes.*

Key Knowledge- Students will Know....

- Pushes and Pulls have different strengths and directions.
- Pushes and Pulls can change the speed or direction of motion.
- **Key Terms**
 - push, pull
 - force
 - motion
 - balance, stability
 - counterweights
 - evidence, data

Essential Skills- With prompting and support, students

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.
- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Key Beliefs

Illinois Social Studies Standards

The vision put forth by the new standards is to ***produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.***

The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence
- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence
 - Causation and Argumentation

UNIT ONE

ESSENTIAL QUESTION

- What does it mean to be a member of a school community?

SUPPORTING QUESTIONS

- Do I have different roles and responsibilities in my school community as compared to my classroom community?
- How can we get along with others at our school?
- How can we work together to solve problems?
- Why is it important that I fulfill my responsibilities as a school community member?
- How are maps a useful tool?

TRANSFER GOAL

Students will be able to independently use their learning to recognize they are members of multiple communities and identify their roles and responsibilities that are particular to each community.

UNDERSTANDINGS- Students will understand...

- A community cooperates with one another to achieve common goals.
- There are a number of ways in which to work together cooperatively.
- Rules and social norms are important in a community.

- When individuals fulfill their responsibilities they contribute to the good of the whole community.
- There are consequences to the choices we make.
- Maps are a useful tool to navigate both known and unknown places.

KEY KNOWLEDGE- Students will know...

- Rules and expectations within their school.
- Structures of school routines.
- Different types of responsibilities within the school.
- Social norms for speaking and listening.
- Positive strategies for problem solving.
- Cardinal directions (North, South, East, West).
- Relative directions (left, right, forward, backward, up, and down).

ESSENTIAL SKILLS- Students will be skilled at...

- Following school rules and expectations.
- Using different strategies for consensus building (decision making).
- Fulfilling school responsibilities.
- Utilizing appropriate behaviors and strategies during conflict resolution.
- Following social norms during group interactions.
- Identifying how their roles in the classroom, in the school, and at home are the same and different.

- Navigating their school using a map and written and/or pictorial directions.

UNIT TWO

ESSENTIAL QUESTION

- What is a Family?

SUPPORTING QUESTIONS

- What do families do?
- How are families alike and different?
- How is a school like a family?
- How is your school family different from your personal family?
- How do we learn about the past?
- Why do we celebrate people and events from the past?

TRANSFER GOAL

Students will be able to independently use their learning to notice and appreciate the value of different family structures.

UNDERSTANDINGS- Students will understand...

- Families can be structured in multiple ways.
- Families are alike and different.
- Families have basic needs.
- Changes happen in families.
- Family members have different roles and responsibilities.

- Roles and responsibilities of family members can be determined by ability, resources and experience.
- There are similarities and differences in the ways in which people lived in the past and the present.
- Storytelling, artifacts, books, and interviews can teach us about the past.

KEY KNOWLEDGE-Students will know...

- The definition of a basic need (food, shelter, clothing, human connection).
- The definition of a want.
- Types of roles and responsibilities within a family structure.
- Family vocabulary (e.g. father, grandmother, aunt, cousin, step/half).
- Families are united through relationships that are not limited to DNA.
- Possible reasons for change.
- Different forms of recording the past (oral storytelling, photographs, journals, books, news clips)

ESSENTIAL SKILLS - Students will be skilled at...

- Identifying basic needs.
- Discriminating between a need and want.
- Describing how their roles in school and at home are the same and different.
- Comparing how their family is the same or different from other families.
- Sharing changes within their family.
- Sequencing a personal or family event in a chronological order.

- Exploring different resources that illustrate life experiences of the past.
- Noticing the similarities and differences among past and present life experiences.

UNIT THREE

ESSENTIAL QUESTION

- How do we get what we need or want?

SUPPORTING QUESTIONS

- What is the difference between a need and a want?
- How does a family decide between what is a need and what is a want?
- How do families get what they need and want?
- How do food products move from farm to table?

TRANSFER GOAL

Students will be able to independently use their learning to determine what is a want and a need for an individual and/or a group.

UNDERSTANDINGS- Students will understand...

- There is a difference between economic wants and needs.
- A consumer uses money and/or trade to acquire what they need and/or want.
- Different factors can influence decisions when considering the needs and wants of a group as compared those of a singular individual.
- Families interact with the broader community to get what they need and want.

- There is a chronological sequence of events that happen for food to get to our table.

KEY KNOWLEDGE- Students will know...

- The definitions of key vocabulary:
 - basic need (food, shelter, clothing, human connection)
 - want
 - service/goods provider
 - consumer
- Different sources of products/providers (e.g. agricultural, industrial, craftsman, small business, technology).
- Different forms of purchasing goods and service (e.g. use of currency, trade of product, trade of service).
- Factors that influence the cost of products (e.g. cost of materials, supply and demand, provider).
- The value of a dollar, dime and penny.

ESSENTIAL SKILLS - Students will be skilled at...

- Discriminating between a need and a want.
- Recognizing that a personal want may be different from another's want.
- Relinquishing a personal want to help obtain a group need.
- Providing written or drawn examples of different types of products and providers.
- Role playing the different ways a consumer can purchase goods and services.

- Role playing the creation, pricing and selling of a product.
- Drawing the sequence of events to illustrate a product's origins until it reaches a consumer.

FINE ARTS

LEARNING OUTCOMES

In grades K-8, the fine arts curriculum will provide learning experiences so that students:

- Understand the elements and qualities of a work of art and how they interact while developing skills as an audience.
- Experience a variety of processes and tools to create in arts media.
- Use appropriate critical skills to evaluate elements in works of art and use appropriate skills, tools, and materials to present ideas and feelings in performance.
- Demonstrate awareness of the differences in artistic styles of different periods of history and the connections between history and culture.

GRADE 1 EXPERIENCES

ART

Art is an essential part of a child's education. The Winnetka Public School Art education program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.

CONTENT

Our visual arts curriculum strives to develop art content that is appropriate to each grade level and reflects the child's individual interests. It must also reinforce that being taught by the classroom teacher.

Title: 2D/Drawing

Level: Grade 1

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i></p>	<p>How can a visual composition tell a story? How does choice of materials affect the outcome of the artwork?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: How shape creates form. K2: The basic elements and principles that make up a composition. K3: How to use a variety of drawing and collage materials and techniques. K4: Art historical references.</p>	<p>U1: Composition and narrative combined tell a story. U2: Choice of materials and techniques affects the outcome of artwork.</p>	<p>D1: Identify and draw diagonal, vertical, and horizontal line. D2: Identify and create geometric and organic shapes. D3: Identify and create a balanced and unified composition. D4: Create compositions using a variety of materials and techniques.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

Title: 3D

Level: Grade 1

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i></p>	<p>How does one create more complex 3D forms?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Materials and techniques to build a freestanding form. K2: Art historical references.</p>	<p>U1: Various construction techniques can be used to build a freestanding form. U2: Tools are used to create texture in clay. U3: Glaze applies a color and gloss finish to the clay form. Brushwork also affects the outcome.</p>	<p>D1: Build a form with texture using clay. D2: Build a freestanding form using a variety of other materials. D3: Apply glaze to the clay form using proper brushwork.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and culture

MUSIC

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Title: Composing/Creating Level: Grade 1 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing Fundamental Skills Listening and Observing</i></p>	<p>Why is it important to know what instruments we are going to use in our compositions? How can we save our compositions for future use? How is composing similar to writing a story?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Classroom instruments can be purposefully selected and used to create small compositions. K2: Compositions can be preserved and remembered using musical notation. K3: Compositions can have a middle in addition to a beginning and an ending. K4: A person who writes music is called a “composer” K5: Terms: -Introduction -“A” section -“B” section -Ending</p>	<p>U1: Composition is a process that has many steps. U2: Music can be composed to musically tell and perform a story. U3: Musical accompaniments can be composed to enhance songs we already know. U4: Skills learned in music can be used in our compositions. U5: Music that is created can be remembered by representation in a written form.</p>	<p>D1: Compose short pieces and accompaniments to songs alone and in groups by using and, in some cases, purposefully selecting classroom instruments. D2: Compose accompaniments and small pieces inspired by stories. D3: Experiment with written notation by transcribing their compositions using stick or invented notation. D4: Perform compositions for a classroom audience and reflect on their work. D5: Apply skills learned in compositions (i.e. rhythm, form, and melody).</p>	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening

Level: Grade 1

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<p><i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i></p>	<p>Why are instrument sounds different from each other? How can you tell one piece of music from another?</p>	
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1: An instruments sound is determined by its size, material and the manner in which it is played. K2: Instruments are organized into groups called families. K3: Music has contrasting elements (i.e., high/low, fast/slow, short/long). K4: Music is organized into parts that are the same and parts that are different.</p>	<p>U1: Sounds are determined by the manner in which an object is played. U2: Groups of instruments work together to create a piece of music. U3: Music has contrasting elements for specific reasons.</p>	<p>D1: Improvise on various instruments, experimenting with different ways in which sounds can be created. D2: Describe what is heard in a piece of music. D3: Indicate, through movement, when changes in music are heard.</p>

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 6: Listening to, analyzing, and describing music

Title: Playing

Level: Grade 1

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening and Observing</i></p>	<p>How do we decide what instruments to use in an accompaniment? How do we decide what rhythms to play as an accompaniment? How do we use instruments to express musical ideas?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The names of basic classroom percussion instruments. K2: The proper way to hold and play an expanded variety of classroom instruments. K3: An accompaniment is different than a melody.</p>	<p>U1: Instrumental accompaniments add a unique quality to a song that is sung. U2: Playing a musical instrument requires a simultaneous knowledge of how to play the instrument and the ability to listen.</p>	<p>D1: Choose the correct instrument by name when asked. D2: Demonstrate how to properly play basic classroom instruments. D3: Play rhythmic and melodic patterns by rote and non-staff notation. D4: Play an accompaniment that is different than the melody. D5: Create and improvise rhythmic and melodic patterns on instruments.</p>	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Reading**Level: Grade 1****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Fundamental Skills Creating and Sharing</i>	How do musicians read music and what does their music look like? Does musical notation have a system?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Beginning stick notation. K2: Kodaly rhythmic syllables are a way to read rhythms and include the following syllables: -Ta -Ti-ti -Rest K3: Letters or icons that correspond to different parts of a song can represent form. K4: Melodic contour can be represented by symbols.	U1: Musical notation has a system that organizes sound, just as language has different letters and punctuation markings. U2: Notation helps a musician to learn new music and to remember music he or she has composed.	D1: Move to, clap and perform simple rhythmic patterns on classroom instruments. D2: Use stick or invented notation to capture beginning compositions. D3: Respond verbally, artistically or through movement to notation or symbols that articulate the form and melodic contour of a work.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

Title: Singing

Level: Grade 1

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How is singing physical? How can songs bring to life an experience, idea, or story? How do we use our voices to produce a variety of notes?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Good singing includes: -Correct posture -Breath, -Relaxed open mouths K2: Songs reflect a time, place, and/or idea. K3: Singing creates high and low pitches that move by step or leap.	U1: The body, particularly the breath, is critical to good, health singing. U2: Songs can enhance, describe, or expand an idea or experience. U3: Singing can encompass a variety of pitches and rhythms.	D1: Demonstrate and identify correct posture when singing. D2: Sing a variety of repertoire as a class and in groups. D3: Describe how their songs relate to or bring to life the topic of the song. D4: Sing, in unison, literature that has a variety of pitches that move by skip and step.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

STRINGS PROGRAM

The Elementary Strings program is based on the Suzuki Method (Suzuki in the Schools) while incorporating some traditional methods, through a step-by-step repertoire sequence, enhanced by recordings. Students learn in a positive, supportive environment to achieve musical success. Students may select to play violin, viola, or cello at any point during grades 1, 2, 3, or 4. The curriculum is differentiated according to a student's readiness, age, and instrument.

Students participate in one 30-minute small group lesson a week. Parent attendance is strongly recommended for lessons. Students also participate in a one-hour, large group lesson during lunch on a bi-monthly schedule.

Title: Instrument Skills Level: 1st Year Student Elementary Strings

Big Ideas	Essential Questions: questions that promote inquiry...		
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Instrument</i> <i>Care/Posture</i> <i>Left hand position</i> <i>Right hand position</i> <i>Performance/Audience</i> <i>Etiquette</i></p>	<p>How does how I hold my instrument affect the sound? How do bowings influence how the music sounds individually and in a group? Why is intonation important to sound production? How does watching the leader and listening help us play together? Why is proper behavior so important for the group performance class? Why is practicing important?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The appropriate skills to take the instrument out of the case, set it up properly and proper care/maintenance of it. K2: The individual names of instrument/bow parts. K3: The basic notes types: whole, half, quarter, eighth. K4: Note names and corresponding finger placement. K5: Different ways to play their instrument: Bow and Pizzicato. K6: Steady beat and rhythm. K7: Basic bowing: Articulations and Direction (down up). K8: Basic bow divisions. K9: Basic dynamics. K10: Expected performance and audience behaviors. K11: Expected practice routine.</p>	<p>U1: Posture and placement of hands and fingers affect sound. U2: Bowings influence the style and sound of the music. U3: Steady beat and rhythm are integral to playing music correctly. U4: Performers and audience members are expected to follow rules: respectful listening and appropriate performance etiquette. U5: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Demonstrate how to set-up the instrument (tighten bow, rosin bow, place shoulder rest, adjust endpin, place rock stop). D2: Label all parts of the instrument and bow. D3: Place the instrument in the correct posture. D4: Play with both hands in the correct position. D5: Demonstrate correct placement of bow on the instrument. D6: Demonstrate knowledge of notation by correct finger placement. D7: Demonstrate knowledge of basic rhythms. D8: Demonstrate basic bowings. D9: Show proper behavior in Lunch Bunch. D10: Demonstrate the ability to listen to others. D11: Demonstrate basic ensemble playing skills. D12: Show progress on weekly assignments.</p>	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music, National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music, National Standard 5: Reading and notating music, National Standard 6: Listening to, analyzing, and describing , National Standard 7: Evaluating music and music performances

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 1:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children's capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning - as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration and problem solving.

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

Title: Hola/¿Cómo está?

Level: 1st Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that promote inquiry...</u>	
Communication Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
1. Basic Greetings: Hola, niño/a, chico/a, adios 2. Emotions: ¿cómo estás?, (muy) bien, (muy) mal, así así, triste, cansado, enfermo 3. Naming: Se llama, como se llama 4. Verbs: Hay, va a	U1. In order to acquire language I need to actively engage in class. U2. Languages do not translate literally. U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U5. Careful listening helps me replicate sounds. U6. Gestures and word associations help me remember Spanish.	1. Greet teachers and others appropriately. 2. Sing songs using greetings. 3. Ask and respond to questions about emotions. 4. Act out emotions. 5. Respond to “what is your name?” 6. Understand a simple mini-story. 7. Respond to comprehension questions about the mini-story. 8. Dramatize story. 9. Draw picture reflecting story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.

Title: ¿Cómo Es?

Level: 1st Grade

World Language: Spanish

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
Communication Connections	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<ol style="list-style-type: none"> 1. Common and cognate animals, grande, pequeño 2. Verbs: Come, quiere, le gusta 3. Descriptive words: mucho, poco, rápido, despacio, fantástico, terrible 4. Numbers 0-10 5. Basic colors 	<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Languages do not translate literally.</p> <p>U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning.</p> <p>U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U5. Careful listening helps me replicate sounds.</p> <p>U6. Gestures and word associations help me remember Spanish.</p>	<ol style="list-style-type: none"> 1. Answer “who/what” questions. 2. Ask and respond to questions about emotions. 3. Say what color something is. 4. Describe animals’ physical characteristics. 5. Identify numbers 1-10. 6. Understand a simple mini-story. 7. Respond to comprehension questions about the mini-story. 8. Dramatize a story. 9. Draw a picture reflecting story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 3.1, 4.1, 4.2

Title: El Cuerpo

Level: 1st Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communication Connections Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will <u>Know</u>...	Students will <u>Understand</u> that...	Students will demonstrate the ability to <u>Do</u> the following...
<ol style="list-style-type: none"> 1. Body parts: ojos, orejas, boca, nariz 2. Verbs: Abre, cierra, tiene, tiene hambre, toma/bebe, come 3. Common foods and cognates. 	<p>U1. In order to acquire language I need to actively engage in class.</p> <p>U2. Languages do not translate literally.</p> <p>U3. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning.</p> <p>U4. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning.</p> <p>U5. Careful listening helps me replicate sounds.</p> <p>U6. Gestures and word associations help me remember Spanish.</p>	<ol style="list-style-type: none"> 1. Describe physical characteristics. 2. Sing a body parts song. 3. Count body parts. 4. Respond to commands about opening and closing. 5. Respond to commands about showing hunger and eating/drinking things. 6. Describe food by color, size and number. 7. Respond to commands to point to body parts. 8. Understand a simple mini-story. 9. Respond to comprehension questions about the mini-story. 10. Dramatize a story. 11. Draw a picture reflecting story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 3.1, 4.1

