

Hampden-Wilbraham Regional School District

Parent Guide
to
Grade One Curriculum



HWRSD MISSION STATEMENT

*Our mission is to be one community of learners
committed to educating productive and responsible world citizens
within a safe, healthful environment.*

ENGLISH LANGUAGE ARTS

Primary Curriculum Resources: *Invitations to Literacy* (Houghton-Mifflin, 1997) or *Treasures* (Macmillan/McGraw-Hill, 2009, leveled readers, Collins Writing, Handwriting Without Tears.

LEARNING OUTCOMES

- ☆ Know the order of the letters of the alphabet.
- ☆ Demonstrate understanding of the various features of written English.
- ☆ Know all letter and sound correspondences and use them to decode and use words in context.
- ☆ Identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- ☆ Identify differences among the common forms of literature.
- ☆ Identify the elements of plot, character, and setting in a favorite story.
- ☆ Recognize that the names of things can also be the names of actions.
- ☆ Identify correct capitalization and appropriate end marks.
- ☆ Write or dictate stories that have a beginning, middle, and end. Write or dictate short poems.
- ☆ Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.
- ☆ Arrange ideas in a way that makes sense.
- ☆ Write or dictate research questions.
- ☆ Print legibly. Separate words with spaces.
- ☆ Use standard spelling for the majority of commonly used words. Recognize irregularly spelled words by sight.
- ☆ With teacher help, edit writing for basic mechanics and standard spelling.

MATHEMATICS

Primary Curriculum Resources

The first grade mathematics curriculum is anchored by several units of study from *Investigations in Number, Data, and Space* (Scott-Foresman Addison-Wesley, 2002), which are designed to develop understanding of mathematics concepts through student-centered activities. The units are: *Mathematical Thinking at Grade 1; Building Number Sense; Survey Questions and Secret Rules; Bigger, Taller, Heavier, Smaller; Number Games and Story Problems; Quilt Squares and Block Towns*. Some content is addressed through teacher-developed activities and children's literature. Classroom routines include: Counting, Exploring Data, Understanding Time and Changes.

LEARNING OUTCOMES

- ☆ Gather, organize, classify, represent, and interpret data using tallies, charts, tables, bar graphs, and pictographs; interpret the representations.
- ☆ Demonstrate an understanding of various meanings of addition and subtraction. Know addition facts (addends to ten) and related subtraction facts, and use them to solve problems.
- ☆ Estimate, calculate, and solve problems involving addition and subtraction.
- ☆ Identify different patterns on the hundreds chart.
- ☆ Write number sentences using +, -, = to represent mathematical relationships in everyday situations.
- ☆ Name, write, and order whole numbers to 100.
- ☆ Describe and create number and shape patterns.
- ☆ Identify parts of the day, days of the week, and months of the year.
- ☆ Measure and compare common objects.
- ☆ Describe attributes and parts of two- and three-dimensional shapes and identify, describe, draw, and compare two-dimensional shapes. Predict the results of putting shapes together and taking them apart.
- ☆ Identify symmetry in two-dimensional shapes.

SCIENCE AND TECHNOLOGY/ENGINEERING

The science program is designed to help students develop scientific reasoning as they investigate and solve complex real-world problems using the tools they need. The following units are studied in the classroom and are enriched through a weekly science lab: Kinds of Living Things; Earth, Land, and Water; Space and Planets; and Materials and Tools.

HISTORY AND SOCIAL SCIENCE

First grade students study "Individuals, Families, and Communities Now and Long Ago." Units of study include *Here We Are, Homes, We Work with Friends, and Celebrations*. Topics are integrated with reading and listening to folktales, legends, and stories from America and from around the world; and stories about famous Americans of different ethnic groups, faiths, and historical periods. Students will identify and explain the meaning of American national symbols. They will demonstrate the ability to recite the *Pledge of Allegiance*, to explain its general meaning, and to sing national songs such as *America the Beautiful, My Country, 'tis of Thee, God Bless America*, and *The Star Spangled Banner* and explain the general meaning of the lyrics.

MUSIC AND VISUAL ARTS

For all children at all ability levels, the arts play a central role in human development. Cognitive, language, and social-emotional development are positively impacted by participation in the arts. Much research substantiates that good arts programs in elementary and middle schools not only build skills needed to learn math, reading, and writing, but motivate students, particularly those who are at risk of failure. In a weekly music class, students develop proficiency in singing; reading and notation; playing instruments; improvisation and composition; and critical response. In a weekly art class, students develop proficiency in methods, materials, and techniques; elements and principles of design; observation, abstraction, invention, and expression; exhibiting; and critical response.

HEALTH AND PHYSICAL EDUCATION

As an integral part of the total educational process, health and physical education will create opportunities to develop a lifelong physically active lifestyle as well as respect for self and others, through a safe learning environment. Through health literacy, self-management skills (Second Step), and health promotion, comprehensive health education teaches fundamental health concepts, promotes habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities (Massachusetts Department of Education, 1999). Students experience health/physical education class twice weekly.

THE RESPONSIVE CLASSROOM

Seven principles guide the Responsive Classroom approach:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn: Process and content go hand in hand.
3. The greatest cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
5. Knowing the children we teach-individually, culturally, and developmentally-is as important as knowing the content we teach.
6. Knowing the families of the children we teach and working with them as partners is essential to children's education.
7. How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.



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