

# Killingly Public Schools

## Guide to Curriculum

### First Grade



Dear Parents and Guardians,

Killingly Public Schools has constructed this Grade 1 Curriculum Guide as a means of providing parents with information about their child's learning in Killingly Public Schools. Each subject area is outlined in the guide with the grade-level learning targets for students in each grade.

In addition to the course progression, each section includes hyperlinks to additional materials that can further expand your understanding of our units. This document reflects an organized plan around a set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what KPS students should know and be able to do.

In Killingly Public Schools, all students encounter a learning pathway in which student proficiency is assessed by clearly defined standards and targets. As a reminder, these standards and targets are the same for all students, but individual lesson plans may vary from class to class. If you have questions at any time regarding units of study or materials used, please contact your child's teacher.

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. As a community we will; ensure graduates are college and career ready, provide students with the necessary foundations for learning, specifically in the area of literacy, engage the community in a 5-year strategic planning process, continue to improve school climate in each building, and strengthen community partnerships in order to increase community involvement within the school system.

We hope you find this guide helpful, as we work in partnership to make this a successful experience for your child.

Paul M. Brenton  
Assistant Superintendent  
Killingly Public Schools

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# **Killingly Public Schools**

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### **Mission Statement**

It is the mission of the Killingly Public Schools to improve the quality of life and self-esteem of all students. It will do so by:

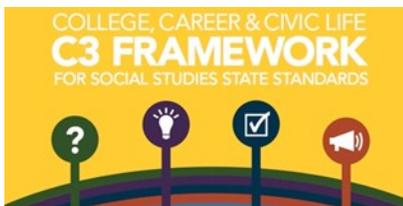
1. Creating and maintaining an enthusiastic education environment;
2. Challenging all students to achieve their highest potential;
3. Fostering respect for human differences;
4. Adjusting to an ever-changing world; and
5. Maintaining a partnership with the community.

# Curriculum, Instruction, and Assessment

## Standards

Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core reference below, are not a curriculum. In Killingly we develop our proficiency based curriculum from prioritized educational standards. From this curriculum, teachers create unit plans which guide instruction. When reviewing this document, parents should note that standards and learning targets remain constant, but curriculum can be altered from year to year to ensure students are meeting the learning goals.

In Killingly Public Schools, the following standards drive our programming:



## Curriculum

In Killingly Public Schools, the term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. This includes; the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

### Learning Standards

Learning standards are concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education. Learning standards describe educational objectives and clarify what students should have learned by the end of a course, grade level, or grade span.

### Learning objectives

Learning objectives are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.

## Assessments

### What does "assessment" mean in KPS?

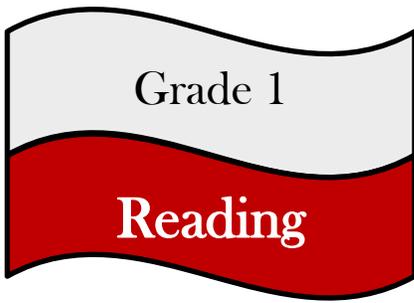
Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and IAB assessments.

### Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

### How do we use universal assessments and screens like STAR?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.



## READERS WORKSHOP

Reader's Workshop is a teaching method that has been around for many years. Its main focus is to foster a love for reading within our students, and to differentiate, or personalize, instruction in order to accommodate the learning needs of all students. Reader's Workshop follows a very similar format to Writer's Workshop. First, the teacher models a reading strategy during a mini lesson. Next, students engage in a large block of time where they independently apply their reading strategies in "just right" (independent level) books while teachers move about the room to quietly conference with individual students. Last, the students meet to share what they learned as readers. Reader's Workshop is a child-centered approach to teaching reading that brings the "real" world of reading into the classroom; students select their own reading materials, read at their own pace, and talk to others about what they have read. Teachers collaborate at each grade level to develop the Units of Study and pacing guides based on their ongoing assessment of students. Reader's Workshop is a highly organized structure requiring many hours of preparation by the teacher and extended time for students to read, think, and converse about books on a daily basis.

### Units of Study

Unit 1	Unit 2	Unit 3	Unit 4
Building Good Reading Habits	Word Detectives	Learning About the World: Reading Non-Fiction	Readers Get To Know Characters By Performing Their Books
Unit 5	Unit 6	Unit 7	
Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension	Meeting Characters and Learning Lessons: A Study of Story Elements	Reading Nonfiction Cover to Cover: Nonfiction Book Clubs	

## Key Understandings

### Literature

- Asks and answers questions (who, what, when, where, why, how) about key details in text
- Retells text and demonstrates understanding of the central message or lesson
- Describes characters, settings, major events, and important details in a story
- Explains differences between fiction and nonfiction texts

### Informational Text

- Asks and answers question about key details in a text
- Identifies the main topic of a text and retells key details
- Knows and uses various text features to locate key facts or information

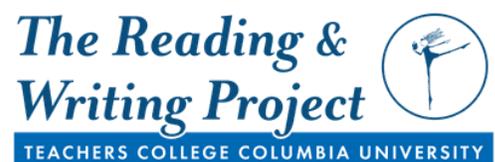
### Foundational Skills

- Uses phonics and word analysis skills to figure out unfamiliar words when reading and writing
- Reads with sufficient fluency to support comprehension
- Increases sight word vocabulary

### Speaking and Listening

- Participates in conversations about topics and texts being studied
- Demonstrates command of the conventions of standard English grammar and usage when speaking
- Speaks clearly to express ideas and feelings
- Confirms understanding of a text read aloud by asking and answering questions
- Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media

## Additional Available Online Resources For Parents





**Writers Workshop**

The author, Cynthia Rylant says, “We live life as an artist.” Writer’s Workshop is an approach to the art of writing, rather than a formulaic program. It is child-centered, so that the student finds value in his ideas, success in his writing and enrichment in his life.

The Units of Study for primary and intermediate grades arose out of over a decade of in-school research and practice that was spearheaded by the Teachers College Reading and Writing Project at Columbia University. Writer’s Workshop theory of teaching is based upon fostering independent writers and life-long learners. It is our belief that there is not a single string of sequenced lessons that applies to every possible classroom. The lessons must be responsive to the individual needs of the writers in each class. However, we do believe in strong models of excellent instruction for teachers—Writer’s Workshop is just such a model.

**Units of Study**

Unit 1	Unit 2	Unit 3	Unit 4
Small Moments: Writing with Focus, Detail, and Dialogue	Writing How-To-Books	Nonfiction Chapter Books	Writing Reviews
Unit 5	Unit 6	Unit 7	
Music in Our Hearts: Writing Songs and Poetry	From Scenes to Series: Writing Fictions	Independent Writing Projects	

**Key Understandings**

**Writing**

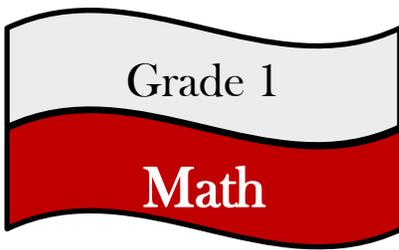
- Writes opinion pieces
- Writes informative pieces
- Writes narrative pieces to include a beginning, middle, and end
- Plans, revises, and edits writing with guidance and support from peers and adults
- Uses conventional spelling for grade appropriate words
- Demonstrates command of the conventions of standard English grammar and usage when writing
- Demonstrates command of the conventions of standard English capitalization, punctuation and spelling when writing

**Speaking and Listening**

- Participates in conversations about topics and texts being studied
- Demonstrates command of the conventions of standard English grammar and usage when speaking
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**Additional Available Online Resources For Parents**





These standards describe student behaviors, ensure an understanding of math, and focus on developing reasoning and building mathematical communication. Each standard has a unique focus, but each also interweaves with the others as we put them into practice. These practices empower students to use math and to think mathematically. Our job as teachers is to help students develop these practices to become effective mathematicians.

**The mathematics curriculum in all grade levels encourages the use of the following mathematical practices:**

- 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**

Our district values clear and high expectations in order to allow for continuous improvement for each and every child in the area of mathematics. Our mission is to have student-focused collaboration in which they gain understanding and see themselves as mathematicians who are confident to use skills and strategies as mathematical problem solvers. This collaborative structure will also support students in their mathematical reasoning and communication. As support to this learning, teachers will implement curriculum and plan activities to guide students in developing their own mathematical understanding. The teachers and students work under the instructional philosophy that all students learn mathematics by engaging in tasks that require the application of mathematical reasoning and communication.

### Key Understandings

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

#### Geometry

- Reason with shapes and their attributes

**In a proficiency-based learning system, students work on mastering skills and conceptual understanding throughout the year.**

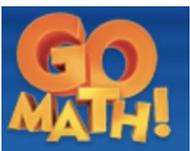
**The table below shows the skills assessed during each reporting period.**

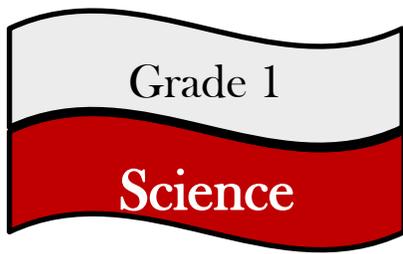
Trimester 1	Trimester 2	Trimester 3
Adds and subtracts within 20		
Uses a variety of strategies to add and subtract		
Uses addition and subtraction within 20 to solve word problems		
Reads and writes numbers up to 120		
Names, builds, and draws shapes		
	Demonstrates understanding of tens and ones	
	Understands and shows data using a variety of graphs	
	Estimates and measures the length of an object in more than one way	
		Writes and reads time to the hour and half hour

Student Log-In

**Additional Available Online Resources For Parents**

Program Overview





Our Curriculum in first grade helps students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?”

#### Disciplinary Core Ideas

- 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.
- Students are expected to develop 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. The understanding is developed that young plants and animals are like, but not exactly the same as, their parents.
- Students are able to observe, describe, and predict some patterns of the movement of objects in the sky.

Crosscutting concepts include: patterns; cause and effect; structure and function; and influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas.

In the first grade performance expectations, students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

## Key Understandings

### Waves: Light and Sound

- Make materials vibrate.
- Make observations to construct an evidence-based account that objects can be seen only when illuminated
- Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light
- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance

### Structure, Function, and Information Processing

- Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs
- Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive
- Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents

### Space Systems: Patterns and Cycles

- Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- Make observations at different times of year to relate the amount of daylight to the time of year.

## Additional Available Online Resources For Parents





In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today.

The study of how students fit into society requires that students generate and re-search compelling questions such as:

- What is the relationship between me, my family, my school, and my community?
- How do my family, school, and community influence each other?
- How do people and events from the past affect my community?

Students in grade one will study the following content:

#### The Relationship between Family, School, and Community

- Explore personal history and relationships with family, school, and community to better understand culture and its importance in shaping students' lives.

#### Citizenship in Our Community

- Explore the importance of civic virtues and roles within the community that support citizenship.
- Examine the relationship between the roles of citizens and the functioning of a community.

#### Our Needs as a Community

- Explore the difference between wants and needs and how a lack of resources affects everyone.
- Analyze basic functions of earning/spending and the role of money while broadening their perspective of the world.

#### Geography and Maps

- Examine map features and functions while drawing conclusions and comparing various locations.
- Explore man-made and geographical landforms and how we use and need maps.

## Key Understandings

### Civics

- Describe and explain a community, including the roles and responsibilities essential for a community's growth and success.
- Describe and explain how people can participate in their communities
- Describe and explain why our communities have rules and/or laws

### Geography

- Construct and use maps
- Explain how people interact with their environment

### History

- Describe ways we can learn about the past
- Draw conclusions about the past
- Describe and explain change

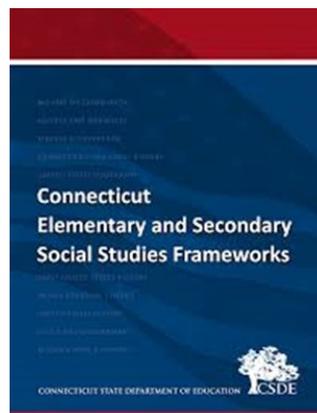
### Economics

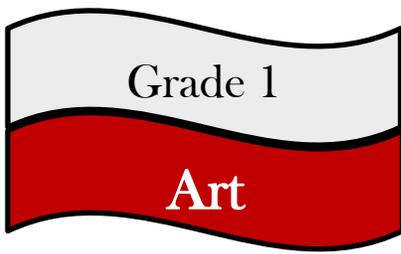
- Explain how our economic decisions impact others

### Research and Inquiry

- Ask and answer questions based on information
- Communicate my opinions, ideas, and solutions
- Use tools to investigate disciplinary concepts

## Additional Available Online Resources For Parents





## National Core Arts Standards

### Creating

- Engage collaboratively in exploration and imaginative play with materials
- Use observation and investigation in preparation for making a work of art
- Explore uses of materials and tools to create works of art or design
- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art
- Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means
- Use art vocabulary to describe choices while creating art

### Presenting

- Explain why some objects, artifacts, and artwork are valued over others
- Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation
- Identify the roles and responsibilities of people who work in and visit museums and other art venues

### Responding

- Select and describe works of art that illustrate daily life experiences of one's self and others
- Compare images that represent the same subject
- Interpret art by categorizing subject matter and identifying the characteristics of form
- Classify artwork based on different reasons for preferences

### Connecting

- Identify times, places, and reasons by which students make art outside of school
- Understand that people from different places and times have made art for a variety of reasons

In Killingly, art education is based on the belief that looking at, talking about, and making art are processes essential to the well-educated student. The study of art provides major opportunities to nourish higher level thinking. Students learn to think like artists when they observe, analyze, envision, express, make connections, problem solve and reflect.

Our art education curriculum is designed to expand students' means of expression and communication as well as develop the imagination and visual literacy. At the elementary level, we emphasize exploration materials and methods while building both conceptual and technical knowledge.

The National Core Arts Standards are focused in a framework that highlight four artistic processes: Creating, Performing, Responding and Connecting. These standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. For more detailed information, go to [www.nationalartsstandards.org](http://www.nationalartsstandards.org).

**CONNECTING.** Relating artistic ideas and work with personal meaning and external context

1. Synthesize and relate knowledge and personal experiences to make art.
2. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**CREATING.** Conceiving and developing new ideas and work

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

**PERFORMING.** Interpreting and sharing artistic work

1. Analyze, interpret, and select artistic work for presentation.
2. Develop and refine artistic work for presentation.
3. Convey meaning through the presentation of artistic work.

**RESPONDING.** Understanding and evaluating how the arts convey meaning

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

## Additional Available Online Resources

### For Parents



# Grade 1

## Music

In Killingly, we believe music education is a fundamental element in a well-rounded education. Killingly's music standards align with the National Core Arts Standards for Music, adopted by the National Music Teachers Association and the State of Connecticut. These standards are based on the belief that performing, creating, responding to, and connecting to music are essential to a child's music education.

We provide our students with a fully immersive and interactive music education utilizing a diverse repertoire that represents cultures from around the world. We believe that singing, playing instruments, moving to music, and creating music are the best ways to develop and grow as a young musician. Students will begin their music education by learning to become "tuneful, beatful, and artful" in grades K and 1 through a curriculum called First Steps in Music. Its goal is referred to as "The Thirty Year Plan," which is best described by the curriculum's creator himself, John Feierabend:

"It should not be unreasonable to expect all adults to be able to clap their hands in time to the cheering at a sporting event. Dad should be able to sing 'Happy Birthday' to his son or daughter without hearing, 'Don't sing, Dad.' A couple should be able to dance in time to the music at their wedding. An audience member should possess sufficient sensitivities to be moved by a nuance in an orchestral performance. A mother or father should be able to soothe their infant with a lullaby and rock to the beat of that lullaby."

These efforts will continue in grades 2, 3, and 4 to continue to build a strong musical foundation. This foundation will naturally progress to music literacy, where students will be able to read and notate music. Our goal is to provide students with the resources and passion for music that they can use in the classroom and beyond.

### Additional Available Online Resources For Parents



### National Core Arts Standards

#### Creating

- With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose
- With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple)
- With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent
- With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas
- With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas
- With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience

#### Performing

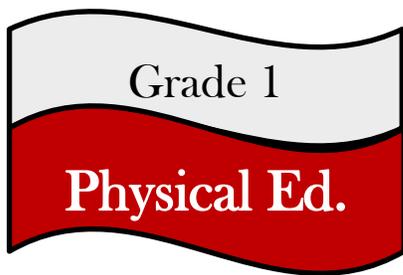
- With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections
- With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance
- When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation
- Demonstrate and describe music's expressive qualities (such as dynamics and tempo)
- With limited guidance, apply personal, teacher, and peer feedback to refine performances
- With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music
- With limited guidance, perform music for a specific purpose with expression
- Perform appropriately for the audience and purpose

#### Responding

- With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes
- With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose
- With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
- With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes

#### Connect

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life



### PE Curriculum

- Demonstrates efficiency and good body control when performing locomotor and non-locomotor skills and movement sequences
- Demonstrates developmentally appropriate manipulative skills (i.e. throwing, catching, kicking) using a variety of implements and different body parts
- Applies movement concepts (i.e. space, force) to movements
- Performs simple rhythmic patterns involving creative or cultural dance movement
- Participates in a variety of moderate to vigorous physical activities that promote fitness
- Performs movement tasks (both on the floor and on the apparatus) that require creative or critical thinking
- Demonstrates the physical, cognitive, and affective skills to participate in cooperative adventure activities.

### Health Curriculum

This curriculum kit is designed to engage students in safety education. It delivers critical safety information appropriate for first-graders, strengthening the concept that children already have the tools needed to protect themselves from any situation making them feel confused, scared, or “icky.

- Demonstrates how to respond to emergency or unsafe situations, including how and when to dial 9-1-1.
- Identifies trusted adults who can help them.
- Role plays situations about potential dangers of touching, playing with, ingesting, or smelling any substance, including medicines.
- Discusses how to use the internet safely. Recognizes and respects differences and similarities in ways people and families think, act, learn, look, and live.
- Makes healthy eating choices, including eating enough fruits and vegetables daily.
- Recognizes their own feelings and others’ feelings, including impulsive behaviors.
- Practices effective communication skills, including ways to interrupt conversations politely and ways to share and take-turns.
- Practices ways to deal with name-calling and teasing.
- Demonstrates calming-down techniques.

### CT State Standards for Physical Education

#### Standard 1

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

#### Standard 2

- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

#### Standard 3

- Participate regularly in physical activity

#### Standard 4

- Achieve and maintain a health-enhancing level of physical fitness

#### Standard 5

- Exhibit responsible personal and social behavior that respects self and others in physical activity settings

#### Standard 6

- Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction

### Additional Available Online Resources For Parents



# KPS Assessment Calendar

## KPS STAR Testing Windows Grades 2-10

Test #1	Test #2	Test #3
September	January	May

Summative Assessment Calendar			
Content Area(s)	Assessment	Grade(s)	Testing Window
English Language Proficiency: Speaking, Listening, Reading, and Writing	LAS-Links	K - 12	January—April
English Language Arts & Mathematics	Connecticut Smarter Balanced	3–8	End of March—Early June
	PSAT (KHS)	9-11	Mid October
	CT SAT School Day	11	March or April
	Interim Assessment Blocks IABs	3-8	3 for Math (November, February, March) 2 for Reading (October & December)
	Connecticut Alternate Assessment	3-8 & 11	End of March—Early June
Science	Next Generation Science Standards (NGSS) Assessment	11	Early February—Early June
		5 & 8	End of March—Early June
	CT Alternate Science Assessment	5, 8 & 11	End of March—Early June
Physical Fitness	CT Physical Fitness Assessment	4,6,8 & HS	Anytime during the school year
Early Childhood	Ages & Stages	Pre-K	Start of school—Early October
Early Childhood	CT DOTS	Pre-K	November, March, June