

ELEMENTARY CURRICULUM HANDBOOK

www.herricks.org



GRADE
1



HERRICKS
PUBLIC
SCHOOLS

Revised 2023



CURRICULUM

The Herricks name is synonymous with quality, and the district is genuinely committed to meeting the needs of all students. Innovative techniques, combined with years of experience and expertise, are educational cornerstones of the district. Districtwide, the Herricks program is a comprehensive learning experience offering a number of alternatives as well as a wide range of methods within a core program of traditional classroom instruction. A strong network of support services is provided for all students. District policy encourages small class size and close interpersonal relationships among teachers and students. Each student is afforded the time and nurturing necessary to develop qualities of individuality and strength.

BOARD OF EDUCATION

Jim Gounaris, President
Henry R. Zanetti, Vice President
Juleigh Chin, Trustee
Nancy Feinstein, Trustee
Brian Hassan, Trustee

CENTRAL ADMINISTRATION

Dr. Tony Sinanis, Superintendent
K. Elizabeth Guercin, Assistant Superintendent for Instruction
Lisa Rutkoske, C.P.A., Assistant Superintendent for Business
Dina Maggiasco, Assistant Superintendent for Human Resources

DEPARTMENT LEADERS

For any contact information, please visit:

herricks.org/departmentsleaders

English Language Arts



Reading

Students in first grade will experience a balance of literature and informational texts in the context of instruction designed to create opportunities for them to engage in a variety of topics. Discussion about texts will support language development and knowledge building. During Reading Workshop, students will take part in learning activities that include read alouds, shared readings, paired readings, play that incorporates literacy materials, talking and experimenting with written materials.

Students will be at varying stages of development as word readers and as text comprehenders. Some students will be working to strengthen emergent reading skills, and others will be reading at grade level or above.

Teachers will work with students to develop word reading skills (e.g., phonemic awareness, phonics, fluency and vocabulary instruction) through Foundations, a supplemental word study program that complements our core literacy program. Students will engage with texts that correlate to individual levels of phonics and word-reading skills. Teachers will provide large-group, small-group and individual reading activities with materials that are content-rich and complex.



Writing

During Writing Workshop, first grade students will develop their writing skills in a variety of genres while engaging in the writing process. Students will participate in both group and individual writing activities where the focus will be on helping them understand writing and drawing as a means of communication and as an important tool to support their own thinking and learning. Students will create texts to entertain, explain and persuade.



Vocabulary and Word Work

Through our Foundations program, students will engage in learning letter-sound relationships through a multisensory, structured literacy approach. The following skills are addressed systematically: print concepts; phonological and phonemic awareness; phonics and word study; high-frequency words; accuracy, automaticity and fluency; spelling; and handwriting. Spelling is connected to phonics instruction and is taught through explicit instruction in spelling rules, high-frequency sight words and proofreading strategies to support accurate spelling. Students learn to segment and associate letters with sounds rather than memorize words.



Library

Students in grades K-2 will learn a variety of skills during their visits with our Library Media Specialists. By the end of second grade, students will be able to locate specific books and resources in the library and on the school library's website. They will learn how to use the online catalog and databases, searching by topic and navigating with assistance. Moreover, students will learn how to choose books by interest and appreciate literature both for pleasure and information. Through research and inquiry, students will generate relevant questions about a research topic, use simple note-taking strategies and present information in a variety of ways. As digital citizens, students will learn about various types of media and how to differentiate between fact and opinion. They will engage in activities designed to improve their skills in exploring the information available on the internet while also learning how to travel safely on the World Wide Web.

Math



The Herricks Department of Mathematics promotes intellectual curiosity and cultural expression, values diversity and is committed to providing the skills and knowledge that will serve students throughout their lives. Our K-5 curriculum is reflective of the New York State Next Generation Mathematics Learning Standards. The Next Generation Learning Standards helps to define what students should understand and be able to do in their study of mathematics. They further specify the understanding, knowledge and skills that students should acquire from pre-K through commencement in 12th grade.

Students will be engaged in dialogue and learning experiences that allow them to develop a deep understanding of the foundational domains of mathematics: number sense, operations and algebraic thinking, geometry, and measurement and data. Mathematics learning in first grade is built around three domains.

In the **Operations and Algebraic Thinking** domain, students:

- Develop strategies for adding and subtracting whole numbers based on their prior work with small numbers.
- Use a variety of models (e.g., cubes connected to form lengths) to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations.
- Understand connections between counting and addition and subtraction.
- Use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies to solve addition and subtraction problems within 20.

In the **Number and Operations** in Base Ten domain, students:

- Develop, discuss and use efficient, accurate and generalizable methods to add within 100 and subtract multiples of 10.
- Compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes.
- Think of whole numbers between 10 and 100 in terms of tens and ones.
- Understand the order of the counting numbers and their relative magnitudes through activities that build number sense.

In the **Measurement and Data** domain, students:

- Develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.

[New York State Next Generation Mathematics Learning Standards](#)

[Standards for Mathematical Practice](#)

Social Studies



Social studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, social studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems and sociology, as well as upon appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of social studies).

The **NYS Social Studies Framework** allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as social studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding.

In first grade the focus in social studies is **My Family and Other Families, Now and Long Ago**. It is organized into five units of study:

- Individual Development and Cultural Identity.
- Civic Ideals and Practices.
- Geography, Humans and the Environment.
- Time, Continuity and Change.
- Economic Systems.

Students examine families and develop an awareness of cultural diversity within American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills using maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

[K-12 Social Studies Framework New York State Education Department](#)

Science



In Herricks, we provide students with an Activity, Project, Problem-Based (APB) instructional approach for science. The APB approach engages students in active development of knowledge and skills that are then transferred as they solve open-ended problems. In addition to content knowledge, students are building problem-solving, critical thinking, collaboration, communication and self-directed learning skills.

Students learn science best through the scientific method and the engineering design process. These learning experiences help them develop an understanding of core ideas and gain hands-on experiences with science and engineering practices. This will help students build the conceptual understanding that prepares them for the 21st century.

Scientific Method:



Engineering Design Process:



In **first grade**, the curriculum focuses on:

- **Life Science:** Project Lead the Way (PLTW) **Animal Adaptations**.
 - Students identify and recognize how different organisms (animals and humans) adapt to different and unique environments around the world.
- **Physical Science/Engineering and Technology:** PLTW **Light and Sound**.
 - Students make qualitative observations about the unique properties of light and sound and how to communicate over a distance.
- **Elementary Enrichment Unit:*** PLTW **Designs Inspired by Nature**.
 - Students develop an understanding of plant and animal external parts by exploring biomimicry.
- **Earth and Space Science:** PLTW **Observing the Sun, Moon and Stars**.
 - Students begin to build an understanding about the motions of the Earth, sun and moon and how light waves travel.

*Enrichment units are for all students and will be included if time permits.

Health



The Herricks health curriculum utilizes core pieces of The Great Body Shop. This comprehensive health curriculum is sequential, developmentally appropriate, culturally sensitive and medically accurate. Each year builds upon the skills of the prior year, enabling the students to learn, practice and apply those skills. This skill-based approach includes big ideas that cover all aspects of physical, mental, social-emotional health and safety.

These **big ideas** include:

- **Injury Prevention and Personal Safety.**
 - Consequences of careless vs. careful behavior; fire prevention.
- **Nutrition.**
 - Effects of healthy/unhealthy food; digestion; food handling methods.
- **Functions of the Body.**
 - Identifying body parts and functions; safety routines to protect body.
- **Growth and Development and the Cycle of Family Life.**
 - Muscles and bones; importance of being responsible and cooperative.
- **Disease and Illness Prevention.**
 - How germs spread; the importance of vaccinations.
- **Substance Abuse Prevention.**
 - Identifying tobacco, alcohol, medicines; locating trusted adults.
- **Community Health and Safety.**
 - Rules to keep safe; knowing what help is needed when.
- **Self-Worth, Mental and Emotional Health.**
 - The importance of talking and listening; respecting self and others.
- **Environmental and Consumer Health.**
 - Effects of air pollution on lungs; how to avoid smoke and smog.
- **Physical Fitness.**
 - Relationship between exercise and nutrition; respiratory health.

[The Great Body Shop K-6 program guide](#)

Physical Education



The Herricks Elementary Physical Education program is aligned with the New York State Physical Education (NYS PE) Learning Standards. The Herricks program is not only designed for students to develop their gross motor skills, but also to practice good sportsmanship and to foster respect for others, the equipment and themselves.

The NYS PE Learning Standards are categorized by six anchor standards that support students in acquiring lifelong practices that promote community membership, healthy lifestyle and physical activity.

- **Standard 1.**
 - Students demonstrate competency in a variety of motor skills and movement patterns.
- **Standard 2.**
 - Students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3.**
 - Students demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.**
 - Students exhibit responsible personal and social behavior that respects self and other.
- **Standard 5.**
 - Students recognize the value of physical activity for overall wellness, enjoyment, challenge and/or self-expression.
- **Standard 6.**
 - Students recognize career opportunities and manage personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

First grade physical education will reinforce and build upon the foundation of concepts in body and space awareness which will be developed through locomotor and nonlocomotor physical activities. Through exploration, students will continue to identify how movement affects the body and mind. These experiences will reinforce personal responsibility and behavior. Students will learn that being successful in challenging activities will promote confidence and motivation to become active throughout their lives.

Activities/Units:

- Movement Exploration/Creative Movements.
- Low Locomotor and Non Locomotor Movements.
- Hand-Eye Coordination Activities.
- Hand-Foot Coordination Activities.
- Balance Games/Activities.
- Playground /Gymnasium Safety.
- Low Organized Games and Modified Lead-up Games – Non-Competitive.
- Fitness.
- Introduction to Basic Sport Skills.
- Modified Recess Games.

Art



First grade students will be able to differentiate between various line types and object sizes. Their knowledge of color and color mixing will begin to take shape as they expand upon their art principles. Integrating the art curriculum with other academic areas will provide a variety of learning experiences. Concepts previously introduced are sequentially developed and enriched each year. Individual encouragement will provide a positive feeling of self-worth and enable each artist to gain self-confidence and reflect upon his or her growth.

Artistic Objectives (as per the New York State Art Standards):

- **Creating.**
 - Students use observation and exploration in preparation for making a work of art.
 - Students explore uses of materials and tools to create works of art or design.
- **Presenting.**
 - Students categorize artwork based on a theme or concept for an exhibit.
- **Responding.**
 - Students respond to verbal and visual models based on set criteria.
 - With guidance, students will compare and contrast subject matter in works of art.
- **Connecting.**
 - Students create works of art about events in home, school and community life.

[New York State Art Standards](#)

Music



Concepts introduced in kindergarten are further developed in first grade. Students will learn simple rhythm values and melodic fragments through folk dancing and movement, singing, exploring percussion instruments and creative play. Musical concepts are further explored through the practice of writing and reading basic music notation.

Musical Objectives (as per the New York State Music Standards)

- **Creating.**
 - Students create and play rhythmic patterns.
 - Students create and sing melodies.
- **Performing.**
 - Students sing, move and play instruments.
- **Responding.**
 - Students tell or show with movement how music makes them feel.
 - Students learn and use simple music vocabulary corresponding to the music elements and concepts covered in class.
- **Connecting.**
 - Students listen to music, sing songs and share what the songs are about.

[New York State Music Standards](#)

Computer and Technology



The elementary computer curriculum emphasizes a hands-on approach for developing computer fluency and digital literacy. Students in kindergarten through fifth grade have access to computer technology through computer instruction. All students have access to 1:1 Chromebooks and iPads. All classrooms are equipped with document cameras and a large-screen interactive display for demonstrations. Various educational software titles are available to students in addition to filtered internet access throughout the school building.

Students must understand and know how to use digital technologies to lead productive and successful lives upon graduation. Technology knowledge and skills are vital for full participation in 21st-century life, work and citizenship. Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. Herricks has adopted the NYS K-12 Computer Science and Digital Fluency Standards. They are organized into five concepts:

- **Impacts of Computing.**
 - Understand the evolving impact of computers on society.
- **Computational Thinking.**
 - Create meaningful and efficient solutions, often in collaboration.
- **Networks and Systems Design.**
 - Understand hardware, software, networks and the internet.
- **Cybersecurity.**
 - Assess risks, build safeguards and respond to security breaches.
- **Digital Literacy.**
 - Create, communicate and have a positive digital footprint.

Each of these concepts is covered in first grade at an age-appropriate level.

As a sample, as part of the Computer Science and Digital Fluency Standards regarding Impacts of Computing, Grades K-1:

“K-1.IC.1 Identify and discuss how tasks are accomplished with and without computing technology. (Common tasks include sending a letter by email vs. post, taking a picture with a smart phone vs. camera, buying something with an app vs. with cash at a store.)”

The curriculum is aligned to the new standards and the intention is to follow and implement the newly adopted mandate. For more information, please see the link below for drilled-down and grade-specific information.

[New York State Computer Science and Digital Fluency Learning Standards](http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards)

(<http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards>)

Language Immersion Program



Students who enter the Dual Language Immersion Program (DLIP) begin their day in English or Spanish then switch classrooms to receive instruction in the other language. While students are with their Spanish immersion teacher, they receive instruction in mathematics and science entirely in Spanish. English language arts instruction is delivered in English to ensure a high level of English literacy. Instruction in specials such as music, art, library and physical education is also delivered in English. Who delivers the content of the social studies block is decided by the grade-level English teacher and Spanish immersion teacher.

The DLIP is open to all district residents, but is housed at Denton Avenue Elementary School. It follows the same curriculum and uses the same materials as the traditional program. State and national assessments are in English.

[Herricks Dual Language Immersion Program](#)

English as a New Language



English as a new language (ENL) teachers work with English Language Learners (ELLs) to make content comprehensible at the student's current level of English proficiency. Some classes are co-taught with content area teachers. This approach is beneficial to all students, ELLs and native English speakers. ELLs also learn in a stand-alone setting for more targeted support.

Whether classes are co-taught or stand-alone is determined at each building to best meet the needs of ELLs based on their level of English proficiency.

[Herricks English as a New Language Program](#)



HERRICKS
PUBLIC
SCHOOLS