



***Curriculum Guide
2010/2011***

***Level 2
1st grade***

Ms. Marcie Neubecker

There are four main areas to language development: reading, writing, listening, and speaking. They are integrated into all areas of the curriculum.

Reading

Reading is the most important skill developed in first grade. First grade students extend their phonemic awareness and decoding skills as well as develop word recognition.

Reading lessons include building words with word families, vocabulary instruction, daily sight word review, leveled-book reading with the teacher, repeated reading, and learning centers that enrich phonics lessons. Throughout the year, students read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, and self-selected reading materials. Students read aloud with the teacher, in small groups, and silently.

Students are required to read for a minimum of 15 minutes each day in order to strengthen their independent reading skills.

Literature units are integrated into the curriculum. For example, a Dr. Seuss unit helps commemorate *Read Across America Day* in March. Selections also tie in such things as holidays and WCS Values (Character Education Program).

Reading Skills**Phonics**

- Word Families
- Blends
- Long & Short Vowels
- Consonant Digraphs
- Variant Vowels/Diphthongs

Fluency

- Recognize sight words through the 1st grade
- Read 50 words per minute

Book Elements

- Identify title and author
- Identify the basic story elements of character, setting, and events

Reading Comprehension

- Retell main events from story

Writing

Students write daily through various activities, including journaling. Specific writing skills are taught in whole group and individual instruction. Language mechanics—spelling, grammar, punctuation, capitalization, and usage—are emphasized and taught directly; however, students also have the opportunity to free write in order to learn to express themselves creatively.

Writing Skills

- Recognize the differences between letters, words, and sentences
- Write complete sentences
- Write in a variety of grade-appropriate formats for a variety of purposes and audiences
- Print legibly using correct spacing, capital letters, and end punctuation to distinguish words and sentences
- Edit writing to correct use of periods and question marks as end marks
- Focus on a single topic in a piece of writing

Listening and Speaking

First grade students begin to develop effective listening and speaking skills. Listening for a variety of purposes is taught throughout the curriculum. Students practice listening for information in presentations, videos, and audiotapes. They develop oral presentation skills by sharing their writing pieces, group reading, and at “share time.”

Listening and Speaking Skills

- Use appropriate social conventions in various large and small group situations
 - waiting one's turn
 - raising a hand
 - showing attention/respect to speaker
- Adjust volume and intonation as appropriate to content and purpose
 - falling for statements, rising for questions
- Use clear and appropriate vocabulary when speaking
- Rehearsing presentations
- Use complete sentences when speaking
- Answering questions from audience appropriately

First grade math focuses on basic operations, conventions, applications, and vocabulary. First grade students learn basic math skills such as counting, adding and subtracting whole numbers to 100, and comparing values. They are also exposed to problem solving strategies and other applications of basic math.

There are five basic math categories:

- numbers and number sense
- measurement
- geometric sense
- algebraic sense
- statistics and probability

Students learn and practice skills and concepts through whole class instruction, small group activities, peer to peer partnerships, one-on-one interactions with teachers or adult volunteers, and homework. Practice opportunities include pencil and paper work, hands-on projects using manipulatives, bodily-kinesthetic activities, mental math, and games.

These topics are introduced and built upon throughout the year.

- Whole numbers to 100
 - counting
 - place value
 - adding/subtracting
- Ordinal numbers
- Graphing
- Measurement
 - length
 - weight
 - time
- Number Theory
 - $<$ $>$ $=$
 - skip counting
 - even/odd numbers
- Fractions
- Geometry
- Money

Science is the study of the world and how it works. Children are natural scientists and their curiosity leads them to seek answers to questions and make connections.

The Level 2 Science program teaches students to learn about the world around them as they:

- Observe
- Predict
- Explore
- Test observations
- Experiment
- Ask questions
- Investigate
- Make connections
- Draw conclusions

As students explore with science, they engage in a variety of activities—from hands-on experiments to field trips to guest presenters. A goal of the science program is to engage students and let them know that science is an interesting and fun, yet systematic, way to learn about our world.

Fall	Winter	Spring
Physical Science	Earth & Space Science	Life Science
<ul style="list-style-type: none">• Science Inquiry• Simple Machines• Properties of Matter	<ul style="list-style-type: none">• Rocks & Minerals• Fossils & Dinosaurs	<ul style="list-style-type: none">• Whales• Classification of organisms

The all-school Science Fair is held in November. Level 2 students participate by contributing to a group project. Students learn the scientific process as they work together on a single topic, as chosen by the interests of the group. Individual students have the opportunity to demonstrate their learning through a presentation at the Science Fair itself.

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. Social studies prepare young adults to be responsible citizens by stressing the safeguarding of rights, fulfillment of responsibilities, and honoring the dignity of all people. Through their studies, students develop lifelong learning skills in communication, information technology, teamwork, problem solving, and decision-making.

By First Grade, each student realizes he or she is a unique person who interacts with other individuals, groups, and cultures, including family, school, community, Hawaii, the nation, and the world.

Students learn about their own identity within the context of family and the classroom. They learn that each person and family has unique characteristics that are of value and should be respected. They will learn that people are similar and different in various ways. They practice mapping skills as they interpret and draw simple representations of familiar areas like the classroom. Students also have the opportunity to participate in various activities that require them to speak to others, to listen to one another, and to cooperate with one another.

Major Concepts and Learning Objectives

Identity – self, groups, families, similarities, differences, cooperation, maps
Students will know that:

- each student is a unique and valued person.
- individuals and groups have similarities and differences.
- cooperation is an important part of group behavior.
- objects and people exist in relationship to one another.

Skills/Abilities Objectives

Students will:

- describe and compare individuals and groups.
- identify and practice cooperative behavior.
- organize information using graphs or charts.
- create and interpret simple maps of familiar spaces.

Citizen Action Objectives

Students may:

- participate cooperatively in group tasks.
- participate in role-playing situations that emphasize positive relationships.

Hawaiian Studies

***All Levels
2010/2011***

Hawaiian Studies at Waimea Country School is integrated into many areas of the curriculum rather than taught as a separate class. Our main goal with Hawaiian Studies is to expose our children to aspects of the culture—from learning songs and chants to studying cultural beliefs and practices to understanding the importance and history of the Hawaiian culture.

In Levels 1 and 2, students learn basic Hawaiian words and phrases through songs, chants, and direct teaching. In Levels 3 and 4, where students are learning about state history and geography, teachers cover early Hawaiian life, voyaging and exploration, and cultural influences.

All students in the school participate in our Hui ‘Ohana program. These multiage “family groups” within our WCS ‘Ohana are comprised of students from all Levels and are headed up by a full time teacher. Each Hui ‘Ohana shares a lunch period and a reading period each week, and they meet frequently throughout the year to learn about Hawaiian culture—singing songs, learning chants, practicing for Lei Day, participating in Makahiki, and so on.

Waimea Country School embraces a school-wide character education program that focuses on a different value each month. The overriding theme for the school throughout the year is Pono—the Hawaiian cultural ideal of balance and rightness. We interpret Pono as 1) I control myself; 2) I respect myself and others; 3) I am safe and responsible. Through daily implementation of this character education study, students learn the value of community and ‘Ohana.

Garden

***All Levels
2010/2011***

We are committed to promoting healthy living and a greater understanding for the natural world. To that end, all students in all Levels spend regular time in the garden. Students engage in all aspects of the gardening process:

- amending soil
- composting
- planting
- transplanting
- mulching
- weeding
- harvesting
- seed saving

Our time in the garden often ties directly to our units of study in science, art, mathematics, language, and social studies, and at the same time gives students valuable knowledge of how to live a sustainable lifestyle and how to care for the land around them. Students find great satisfaction in being outside and harvesting the food they have planted. This process promotes healthy eating habits and knowledge of how to eat local, slow, nutritious food.

Some classes learn how to cook and utilize the plants we harvest. Others may harvest food for donation to the local Emergency Food Pantry. What’s more, all students participate in a plant sale in the spring to show off their work in the garden and earn funds for our school.

Music and Art

***All Levels
2010/2011***

Art is taught by individual Level teachers, with guest artists brought in whenever possible and appropriate. Art is largely integrated into academic assignments and activities, however there is also direct instruction in art techniques. For example, students in Level 1 may learn crayon resist techniques with watercolor painting while a student in Level 4 may study and practice drawing in the cubist style of Pablo Picasso.

Students in all Levels participate in art contests throughout the year, such as the Hawai'i State Library System Book Poster Contest, the Kahilu Theatre Art Show, and the Recycle Hawaii Art of Recycling Show in the spring.

Music is integrated into class projects and assignments as often as possible. Singing and rhythm games are used throughout the school day to help students remember new vocabulary and move smoothly through transitions.

In addition, students have music instruction with a part-time music instructor once a week. Each class has instrumental instruction:

- Levels 1 & 2: Percussion
- Level 3: Recorder
- Level 4: Ukulele

Students also participate in a winter holiday program and spring Lei Day performance. These shows integrate all students in the school into one performance.

Students in all Levels attend live performances at the local Kahilu Theatre, whenever scheduling permits. These shows, which often contain a teaching component presented by the performers, are an important part of our overall music education program.

The goals of the music program include:

- Introducing students to music basics (rhythm, beat, tempo)
- Providing performance opportunities
- Engaging students with music and movement
- Teaching appreciation of a variety of musical genres
- Providing age-appropriate instrumental instruction

Health and Fitness
Instructor: Nancianne Mahoney

2010/2011

Over the course of the 2010/2011 school year, students participate in a physical educational program designed to provide the basis for a wide range of learning experiences. With an emphasis on making healthy choices, units are characterized by locomotor skills, body awareness, endurance, and cooperation. Every class focuses on stretching routines, practice, rules of the game, and healthy competition.

Students are expected to come to class prepared with appropriate footwear, clothing, and attitude. P.E. is taught twice a week; Levels 1, 2, & 3 for 30 minutes, and Level 4 for 45 minutes.

Health and Fitness
UNITS by Trimester & Level

Levels 1, 2, & 3	Levels 4
<p>Fall Trimester</p> <ul style="list-style-type: none"> ▪ Directional Movement ▪ Jump Ropes ▪ Balls & Paddles ▪ Soccer ▪ Yoga ▪ Physical Fitness Challenge 	<p>Fall Trimester</p> <ul style="list-style-type: none"> ▪ Cooperation ▪ Jump Ropes ▪ Balls & Paddles ▪ Soccer ▪ Yoga ▪ Physical Fitness Challenge
<p>Winter Trimester</p> <ul style="list-style-type: none"> ▪ Team Building ▪ Makahiki Games ▪ Healthy Living & Exercise ▪ Rugby ▪ Rhythmic Movement & Tumbling 	<p>Winter Trimester</p> <ul style="list-style-type: none"> ▪ Team Building ▪ Makahiki Games ▪ Healthy Living & Colorful Food ▪ Rugby ▪ Rhythmic Movement & Tumbling
<p>Spring Trimester</p> <ul style="list-style-type: none"> ▪ Flag Football ▪ Volleyball & Skills ▪ Running Games ▪ Physical Fitness Challenge 	<p>Spring Trimester</p> <ul style="list-style-type: none"> ▪ Flag Football ▪ Volleyball & Skills ▪ Running & Endurance ▪ Physical Fitness Challenge