

PHYSICAL EDUCATION (CONTINUED)

qualities of movement, body control, spatial and body awareness (kinesthesia); creative movement; imagery and guided discovery.

Rhythms (25%): movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music; imagery.

Games (20%): specific skills; low organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, and volleyball).

Gymnastics (25%): large apparatus; stunts and tumbling; balance and partner activities; developmental exercises.

HEALTH

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade.

Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion. Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

The following monthly topics are presented during the Grade One year:

SEPTEMBER: INJURY PREVENTION & PERSONAL SAFETY

Topics: Careless vs. careful behavior; responsibility; rules of safe play; refusal skills; personal safety; fire safety; community helpers.

OCTOBER: FUNCTIONS OF THE BODY

Topics: Five senses; personal safety; being unique; identifying body parts & functions; heeding body signals; talking & listening.

NOVEMBER: NUTRITION

Topics: Food & your body; healthful vs. less healthful foods; food pyramid; food into energy; path of food through the body; food-handling methods.

DECEMBER: COMMUNITY HEALTH & SAFETY

TECHNOLOGY

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

Students will:

- Demonstrate understanding of the basic components of a computer.
- Demonstrate appropriate use of the mouse and basic keys on the keyboard.
- Develop technology skills in using the basic components of a computer.
- Develop the use of grade level appropriate computer vocabulary.

ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

LIBRARY

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

INFORMATION LITERACY SKILLS

Students will:

- Recognize differences between fiction and nonfiction books.
- Put letters in alphabetical order.
- Follow circulation procedures.
- Select appropriate books from collection.

Topics: Identifying medicines & who can give medicine; reviewing safety rules; when you need help; refusal skills; anger management & avoiding violence.

JANUARY: ILLNESS PREVENTION

Topics: Symptoms of illness, sick vs. well; defining germs & how they spread; empathy for others who are sick.

FEBRUARY: HUMAN GROWTH & DEVELOPMENT

Topics: Communicating feelings; talking about problems; dealing with anger & other emotions; identifying personal talents, qualities & feelings; respect for self & others; helping others; locating trusted adults.

MARCH: REVIEW OF SAFETY & HYGIENE

Topics: Learning about animal & pet safety; reviewing bicycle safety; reviewing illness prevention & proper hygiene.

APRIL: SELF WORTH, MENTAL & EMOTIONAL HEALTH

Topics: How we talk & listen; importance of communicating your feelings; respect for others with learning or hearing difficulties; being trustworthy.

MAY: ENVIRONMENTAL HEALTH

Topics: How I breathe; protecting lungs; symptoms of colds; effects of exercise on the lungs; discussing air pollution; avoiding smoke & smog.

JUNE: PHYSICAL FITNESS

Topics: Physical fitness; relationship between exercise & nutrition; strong muscles & bones; benefits of lifetime exercise; good sportsmanship.

Students will:

- Demonstrate responsible use of computers.
- Demonstrate respect for the rights of others while using the computer.

TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

Students will:

- Practice using grade appropriate curriculum related software.
- Use appropriate software applications to locate, collect, and organize information.
- Explore various multimedia reference sources.
- Develop the use of grade level appropriate computer vocabulary.
- Recognize the computer as a resource for finding and clarifying information.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at: <http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

LITERATURE APPRECIATION

Students will:

- Be introduced to Easy Readers as a source of beginning chapter books with limited vocabulary.
- Develop an awareness of significant authors and illustrators through books and media.
- Expand understanding of literature through dramatization.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at <http://www.teacherweb.com/MA/RockportElementarySchool/phussey/>

Rockport Public Schools GRADE ONE Curriculum Overview

The Rockport Elementary School curriculum supports the learning standards set forth in the Massachusetts Curriculum Frameworks. This brochure was developed to provide you with a brief description and overview of each of the subjects your child will study during the current school year.



It is hoped that this overview, as well as continued communication with your child's teacher, will keep you informed about what your child is learning and how he/she is progressing throughout the school year.

LANGUAGE ARTS

The Rockport Elementary School Language Arts Curriculum addresses the areas of language (speaking and listening), reading (decoding, comprehension, and literature), and writing (writing process, conventions & grammar, literature response, and in Grades 2-5 narrative & expository writing) through a balanced literacy program.

Speaking and listening are the foundations of verbal communication. These language skills are developed through participation in one-to-one conferences, group meetings, and individual presentations.

Throughout the grades, students are actively engaged in reading a variety of imaginative, expository, and informational texts of increasing complexity, thus helping them to gain an understanding of the elements and structure of different genres. The five critical components essential to reading success (phonological awareness, phonics, fluency, vocabulary, and comprehension) are woven throughout the reading curriculum. Students participate in shared, guided, and independent reading activities, as well as experience interactive read alouds. Students learn ways to become versatile writers and to effectively communicate their ideas to a variety of audiences. Writing instruction is likewise provided through shared, guided, and independent writing experiences.

Included in this Grade One overview are *selected* components from each language arts area.

LANGUAGE

Students will:

- Follow agreed-upon rules for discussion.
- Contribute knowledge & ask/respond to class discussion in order to develop a topic for a class project.
- Give and follow simple three-step directions.
- Speak orally about personal experiences or interests and retell stories in sequence, using clear enunciation, adequate volume, and sufficient detail.
- Identify and sort common words into various classifications and conceptual categories.
- Use language to express spatial and temporal relationships.
- Recognize that the names of things can also be the names of actions (e.g. fish, dream).
- Identify correct capitalization for names and places, correct capitalization and commas in dates, and appropriate end marks.

READING

DECODING

Students will:

- Identify names and sounds of upper and lower case letters.
- Demonstrate an understanding of concepts of print.
- Demonstrate knowledge of phonological awareness.
- Integrate the three cueing systems (semantic/meaning, syntactic/grammatical structure, graphophonic/visual) by searching, predicting, confirming, self-correcting, reading ahead, rereading, and cross checking to monitor reading.
- Read with fluency and expression.

COMPREHENSION

Students will:

- Use prereading strategies (e.g. activate prior knowledge, make predictions), reading strategies (e.g. visualize, make connections, verify predictions) and post reading strategies (e.g. locate information, respond to questions, retell the story).
- Differentiate between fact and fiction.
- Retell stories using beginning, middle, and end.
- Identify setting, characters, problems and solutions.
- Develop a basic awareness of theme or main idea.

LITERATURE

Students will:

- Listen to, experience, or read works representing various genres, themes, authors, and illustrators.
- Begin to develop personal appreciation for different types of genre, authors and illustrators.
- Begin to silent read for information, pleasure, and insight.
- Begin to balance fiction and nonfiction reading.

WRITING

WRITING PROCESS

Students will:

- Write about self-selected topics known and cared about.
- Stay on selected topic.
- Use drawings and words to express ideas.
- Use developmental spelling to write words.
- Include appropriate facts and details through drawing and/or words.
- Revise selected pieces for clarity.
- Edit selected pieces for conventions and grammar.
- Publish selected pieces.
- Respond positively and appropriately to another student's or teacher's sharing.

CONVENTIONS & GRAMMAR

Students will:

- Use drawings and developmental spelling to express ideas.
- Use correct spelling for high frequency and simple words with regular spelling patterns.
- Write using legible formation of upper and lower case manuscript letters with appropriate spacing between words and sentences.
- Capitalize names, the first word in a sentence and the pronoun I.
- Use periods and question marks correctly.
- Write in sentences.

LITERATURE RESPONSE

Students will:

- Give opinions that are evaluative and reflective.
- Support ideas by referencing the text and/or personal experiences.

M A T H E M A T I C S

The Grade One mathematics program is based on the Investigations in Number, Data, and Space curriculum with supplemental activities from Developing Number Concepts by Kathy Richardson. Skills and concepts from each of the five mathematical strands are addressed.

NUMBER SENSE AND OPERATIONS

COMPUTATION

Students will:

- Practice, share, and become fluent with multiple strategies for computation and problem solving.
- Master addition facts to ten and related subtraction facts, and use them to solve problems.
- Master doubles combinations to 10 + 10.
- Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions.
- Compare whole numbers using terms and symbols (e.g. less than, equal to, greater than (<, =, >)).
- Identify odd and even numbers and determine whether a set of objects has an odd or even number of elements.

UNDERSTANDING

Students will:

- Name and write whole numbers to 100, identify the place value of the digits, and order the numbers.
- Identify and distinguish among multiple uses of numbers including cardinal and ordinal numbers, and numbers as labels and as measurements.
- Be introduced to and work with understanding the various meanings of addition and subtraction.
- Identify the value of all U.S. coins, and \$1, \$5, \$10, and \$20. Work with finding the value of a collection of coins and dollar bills and different ways to represent an amount of money up to \$5.
- Work with understanding and using the inverse relationship between addition and subtraction to solve problems and check solutions.
- Identify and represent common fractions as parts of whole.

PROBLEM SOLVING

Students will:

- Be introduced to estimating, calculating and solving problems involving addition and subtraction of two-digit numbers. Describe differences between estimates and actual calculations.

PATTERNS, RELATIONS, AND ALGEBRA

Students will:

- Identify, reproduce, describe, extend, and create color, rhythmic, shape, size, number, color and letter repeating patterns.
- Develop an awareness of patterns in nature and the environment.
- Identify different patterns on the hundreds chart.

- Be introduced to and work with describing and creating addition and subtraction number patterns.
- Be introduced to skip counting by twos, fives, and tens up to at least 50, starting at any number.
- Be introduced to and work with the concept of constructing and solving open sentences that have variables.
- Be introduced to and work with writing number sentences using +, -, >, <, and = to represent mathematical relationships in everyday situations.
- Be introduced to and work with describing functions related to trading, including coin trades and measurement trades.

G E O M E T R Y

Students will:

- Work with describing attributes and parts of two- and three-dimensional shapes.
- Work with identifying, describing, drawing, and comparing two-dimensional shapes, including both polygonal and curved figures such as circles.
- Work with recognizing congruent shapes.
- Be introduced to identifying shapes that have been rotated, reflected, translated, and enlarged. Describe direction of translations.
- Work with identifying and constructing symmetry in two-dimensional shapes.
- Work with predicting the results of putting shapes together and taking them apart.
- Work with relating geometric ideas to numbers, e.g., seeing rows in an array as a model of repeated addition.

MEASUREMENT

Students will:

- Identify parts of the day, days of the week, months of the year, and dates using a calendar.
- Tell time at hour and half hour on analog and digital clocks using a.m. and p.m.
- Be introduced to and work with quarter-hour intervals.
- Compare the length, weight and volume of two or more objects by using direct comparison.
- Measure and compare common objects using non-standard units of length.
- Be introduced to the selection and use of appropriate measurement tools.
- Make and use estimates of measurement, including time, length, volume,

DATA ANALYSIS, STATISTICS AND PROBABILITY

Students will:

- Use interviews, surveys, and observations to gather data about themselves and their surroundings.
- Work with organizing, classifying, representing, and interpreting data using tallies, charts, tables, bar graphs, pictographs, and Venn diagrams.
- Work with formulating inferences and making conjectures about a situation based on information gained from data.
- Informally experience situations and make predictions involving probability and chance during classroom activities.

- Identify some events around us that have repeating patterns, including the seasons of the year, day and night.
- Recognize that water, rocks, soil, and living organisms are found on the earth's surface.
- Understand that air is a mixture of gases that is all around us and that wind is moving air.
- Use a thermometer to record the temperature from morning to noon over several weeks and discuss any pattern that emerges.

LIFE SCIENCE

Students will:

- Recognize that animals (including humans) and plants are living things that grow, reproduce, and need food, air, and water.

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S C I E N C E (CONTINUED)

- Differentiate between living and non-living things. Group both living and non-living things according to the characteristics that they share.
- Recognize that plants and animals have life cycles, and that life cycles vary for different living things.
- Describe ways in which many plants and animals closely resemble their parents in observed appearance.
- Recognize that people and other animals interact with the environment through their senses of sight, hearing, touch, smell, and taste.
- Recognize changes in appearance that animals and plants go through as the seasons change.

S O C I A L S T U D I E S

In Grade One, students learn about major historical events, figures, and symbols related to the United States of America, its national holidays and why they are important to Americans. Children listen to and read folk tales and true stories from America and around the world. The curriculum continues to strengthen children's identity as American citizens.

Students will:

- Locate Washington, D.C. on a map of the United States, and identify it as the capital of the U.S.
- Locate Boston and identify it as the capital of Massachusetts on a map of the United States.

M U S I C

First Steps in Music, taught in Kindergarten and Grade One, is a series developed by John Feierabend who is a leader in early music education. This series preserves our American Heritage by using American folk songs, games, and dances gathered and compiled by John. Classical music is also included. Using this literature, First Steps in Music gives young children experience in pitch exploration, call and response and echo songs, movement exploration, nonbeat motions using finger plays, actions and circle games, beat motions using games and movement to recordings, singing simple songs and hearing song tales. Emphasis is on matching beat and pitch. In the Spring, the next component of this method, Conversational

Solfege, is introduced. This begins teaching music literacy. This method addresses the National Standards and Massachusetts Frameworks for music.

Students will:

- Learn about program music, instruments and instrument families, and composers through units such as “Peter and the Wolf”.
- Learn American cowboy folk songs from the west and many other folk songs.
- Learn folk games and dances to develop group participation and cooperation, moving to the beat, and remembering the sequence of directions.
- Begin conversational solfege with rhythm.

A R T

The Arts are an essential part of the human experience. Arts Education enables students to look at, hear, and feel their environment in a non rigid manner. Through the study and creation of art, appreciation of artists, and the study of art history, students develop the tools necessary to communicate their understanding of the world. The Rockport Elementary School Visual Arts Curriculum seeks to address the Massachusetts Visual Arts Curriculum Frameworks using a variety of approaches.

Students will:

- **Become visually aware of detail in the natural and constructed environments** by exploring the relationships between objects, their functions, and their environments.
- **Understand the elements of visual art by** understanding that line, color, texture, shape, and form, comprise the basic language of visual art.
- **Develop concepts which will in later years, lead to an understanding of order in the visual environment** by identifying formal patterns in the natural and constructed environment, and in art works.

P H Y S I C A L E D U C A T I O N

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

Through the study of fitness students will be able to identify physical and psychological

- Identify the ways in which an organism's habitat provides for its basic needs.

PHYSICAL SCIENCE

Students will:

- Identify objects and materials as solid, liquid, or gas.
- Recognize that solids have a definite shape and that liquids and gases take the shape of their container.
- Describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

- Identify north, south, east, and west on a map.
- Locate and differentiate between land and water on maps and globes.
- Identify and explain the meaning of the following national symbols: the American flag, the bald eagle, the White House, the Statue of Liberty.
- Identify the current President of the United States, describe what presidents do, and explain that they get their authority from a vote by the people.
- 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 to explain the general meaning of the lyrics.

- **Begin to develop skills which will help students, in later years, depict people and objects accurately** by understanding size comparisons.
- **Begin to understand where ideas for visual expressions come from** by beginning to understand that art works express unique ideas.
- **Organize ideas into visual art expressions, using the processes and materials of visual art** by beginning to understand that art works are created for a variety of reasons, and that there are many kinds of art.
- **Become aware of the presence of the visual art in our homes, town and surrounding communities** by beginning to understand that art plays a role in the daily life of their community.
- **Become familiar with visual art and artists** by exploring the contributions of visual artists, past and present.

For an expanded version of the Rockport Elementary School Art Curriculum please visit our web site at: <http://www.rockport.k12.ma.us/res/>

changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

The Grade One Physical Education Curriculum incorporates four main areas:

Movement and Exploration (30%): locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing
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