

**BABYLON UNION FREE SCHOOL DISTRICT**

***BABYLON ELEMENTARY SCHOOL***

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**Curriculum Guide**

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**Kindergarten**

**First Grade**

**Second Grade**

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## **Using the Curriculum Guide**

This guide is intended to address the continuum of learning as it develops across kindergarten, first and second grades. As children enter kindergarten with diverse experiences and varying abilities, so they continue at different rates of skill development. Classroom instruction is individualized, specific, and differentiated to meet the individual needs of the child. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and New York State Learning Standards for each grade level and content area.

## **The Literacy Program**

The Babylon Union Free School District has adopted a balanced literacy approach in conjunction with Teacher's College Reading and Writing Workshop. Students learn literacy skills during authentic reading and writing experiences. The instructional framework includes the following components:

- Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- Shared reading which demonstrates the process of reading, provides the opportunity to participate and behave like a reader while building sense of story and ability to predict.
- Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.

- Independent reading allows time for practicing what is taught during mini-lessons, read alouds, shared reading and guided reading.
- Shared writing demonstrates how writing works to enable children to compose messages and stories.
- Interactive writing allows children to “share the pen” with the teacher to construct texts. The teacher demonstrates the concepts of print, early writing strategies and how words work and allows children to hear sounds in words and connect with letters.
- Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:

- Information and understanding
- Literary response and expression
- Critical analysis and understanding
- Social interaction

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write on a daily basis across all content areas and standards.”

## **Reading**

To support children in the meeting of these standards, kindergarten, first and second grades students will read from informational texts, beginning with picture books, experience charts, classroom displays, charts and posters and progress to books, children’s magazines, age-appropriate reference materials, and electronic-based texts. Using these informational texts, children will move along the continuum of developing skills:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Recognize and identify letters
- Distinguish between vowels and consonants
- Recognize the different sounds that make up a word
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development
- Identify purpose for reading
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Apply corrective strategies, using classroom resources such as teacher, peers, and reference tools
- Read with attention to sentence structure and punctuation to assist in comprehension
- Engage in independent silent reading
- Determine the meaning of unfamiliar words by using context clues and other resources
- Read with increasing fluency and confidence from a variety of texts

## **Writing**

The competencies that kindergarten and first grade students are expected to develop and second grade students are expected to demonstrate as they learn to write include to:

- Create a drawing or picture to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable letters in manuscript
- Write letters of own first and last name
- Spell high frequency words correctly
- Put words together in sentence format
- Use beginning of sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Begin to develop a voice in writing
- Use correct verb tense
- Use varied vocabulary and sentence structure
- Write sentences in logical order and paragraphs to develop ideas
- Use a format that reflects beginning, middle and end
- Use computer software to support development of early writing skills

## **Mathematics**

Our goal in the early elementary years is to ensure that all students become problem-solvers who are able to investigate mathematical content, who demonstrate positive attitudes toward and confidence in their abilities as active participants in mathematics, and realize that representing, discussing, reading, writing, and listening to mathematics are vital components of learning and using mathematics.

New York State has established eight Standards for Mathematical Practice. At Babylon Elementary School, these standards are explored through Mathematic Content using the Go Math curriculum.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Again, development of mathematical reasoning and skills moves along a continuum. For example, we would expect that students in kindergarten learn to count from 1 to 30, from 1 to 100 in first grade and 1 to 1000 in second grade. Among the concepts explored are:

- Awareness of the concepts, words, and symbols related to numbers used in daily living
- Sorting and classifying objects
- One-to-one correspondence
- Order (smallest to largest; *first, middle, last*)
- Estimation (*about, closer to, between, less than*)
- Place value
- Addition (from putting two simple groups together to produce a new group of less than ten to mastering addition facts of sums through 18 using concrete objects, number lines, and patterns)
- From concrete to abstract (develop mental and written computational skills following concrete and problem-solving activities)
- Equality, inequality (*more than, less than, equal to*)

- Commutative law ( $3 + 2 = 5$ ,  $2 + 3 = 5$ )
- Patterns (discover patterns for sums and differences using manipulatives, tables and number lines)
- Subtraction facts (sums through 18)
- Fractions (equal parts of a whole)
- Methods and comparisons of measurement (length, height, width, distance, temperature, time, money)
- Probability and statistics (gathering, tallying, and analyzing data)
- Pattern relations, properties and recognition

## Science

The broad objectives of the elementary science program involve thinking logically and creatively, learning methods of inquiry, acquiring knowledge in the natural sciences and various investigative attitudes necessary to function effectively in society. The students will be able to demonstrate scientific literacy by their ability to use skills, science attitudes and science content to identify and solve science related problems.

The themes, related to physical setting and living environment, addressed in the K-2 science curriculum are:

Kindergarten (Engage NY)	Seasons / Weather Sun / Moon Five Senses States of Matter Habitats / Life Cycles
Grade One (Science 21)	Organizing ourselves to do science investigations Investigating the attributes and properties of objects Identifying the states of matter Investigating living things

Grade Two  
(ESP Kits)

Habitats  
Weather  
Forces in Motion  
Life Cycles

### **Social Studies**

The goal of the New York State Social Studies curriculum is to provide instruction that will help students assume their role as responsible citizens in America's constitutional democracy and as active contributors to a society that is increasingly diverse and interdependent with other nations of the world. While this may sound somewhat ambitious for children at the early stages of their education, social studies instruction begins in kindergarten by focusing on developing students' awareness of themselves as individuals with unique qualities. They learn about accepting their roles as citizens by accepting rights and responsibilities in the classroom. As children move into first and second grades the study of the immediate community expands to larger communities.

#### **Kindergarten - Self and Others**

- Myself and others
- My family and other families (how they are the same and different)
- My school and school community
- My neighborhood
- People helping one another to meet needs
- Role of citizenship

#### **Grade One - My Family and Other Families, Now and Long Ago**

- My family and other families (beliefs, customs, and traditions)
- History of my family
- My community and local region



- Economic decision-making (people work to earn money to purchase goods and services)
- Rights, responsibilities, and roles of citizenship
- People making and changing rules and laws (key terms: democracy, citizenship, nation, state, justice)

Grade Two - My Community and Other United States  
Communities

- My community and region today (urban, suburban and rural)
- Physical environment (geographical and environmental features)
- Human and natural resources and how they are used
- Economic decision-making (collecting and using taxes)
- Rights, responsibilities, and roles of citizenship (citizens can participate in decision making, problem solving and conflict resolution)
- People making and changing rules and laws (elected and appointed leaders)

## **Technology**

The district's technology plan states the assumption that "instructional applications of technology will enable students to acquire skills that increase their employability and potential to attend college". The goals that have been established to see that belief realized are outlined for kindergarteners, first and second graders are as follows:

Students will use technology with teacher support to communicate effectively and creatively through software applications:

- Create documents using word processing skills and simple publishing programs
- Utilize graphics

Students will use technology with teacher support to access, retrieve, evaluate, and interpret visual and auditory information:

- Use electronic resources
- Use search strategies such as key words

Students will use technology with teacher support to enhance independence and productivity:

- Use technology to develop learning and process skills
- Use software to learn new concept

Students will be introduced to and develop basic technology skills:

- Basic keyboarding skills
- Operate peripheral devices
- Use basic technology vocabulary and knowledge
- Care for technology equipment and use it safely

## **Health**

Health education enables students to maintain and promote physical well-being in a continually changing world, through the acquisition of understandings, attitudes and skills. At the K-2 level, much of the curriculum is dedicated to building the child's ability to make sound choices in the areas of:

- care of the body (hygiene, sleep, exercise)
- consideration and appreciation of others
- nutrition
- promotion of a safe environment
- cleanliness and disease prevention
- dangers of tobacco and other substances

New York State also mandates that we provide AIDS instruction to elementary students. Our age appropriate AIDS education is integrated with our health curriculum and includes communicable diseases and skills to practice a healthy lifestyle.

### **Special Areas**

The K-2 ART program utilizes interdisciplinary strategies to make connections with literature, music, math, science, and physical education. Included in the art program goals are:

- building self-esteem
- celebrating individual differences and levels of development
- exposure to a variety of media
- experiencing drawing, painting, collage, print making and sculpture
- developing an appreciation for the works of famous artists
- developing an understanding of line, shape, color, texture, and composition

MUSIC education helps children connect to their own creative potential. It is combined with speech, movement, instrumentation, and drama. Areas highlighted are:

- recognition and development of the voice in learning to sing in tune and follow melody responses
- understanding rhythm and beat of music through the use of percussion instruments
- celebrations of history, seasons, and holidays in song
- listening and aesthetic skill development
- multi-sensory and rhythmic movement and dance

The PHYSICAL EDUCATION and motor development program encourages children to participate in daily activities which are designed to

increase gross motor skills, promote flexibility and coordination and improve social skills. The underlying premise is that students have experiences that foster respect for rules, offer opportunities for cooperation, develop trust and respect, assume responsibility, and work together to accomplish a task. As per the NYS Physical Education Mandates, all students in K-2 will receive physical education every day, for a total of 120 minutes per week. During this time, activities your child will be engaged in include, but are not limited to:

- manipulative skills
- perceptual motor skills
- rhythms and dance
- games and sport lead-up activities
- introduction to physical conditioning concepts