

**WOODLAND  
ELEMENTARY SCHOOL**

**2009-2010**

**CURRICULUM  
PROFILE**

***1<sup>st</sup>***

**David Brown  
Principal  
Elementary School West**

**Dr. Kenneth Hyllberg  
Principal  
Elementary School East**

**Joy A. Swoboda, Ed.D.  
Superintendent of Schools**

**Anne K. Swanson, Ph.D.  
Assistant Superintendent  
Curriculum, Instruction and Accountability**

The 1<sup>st</sup> grade student's day includes time for large group activities, small group activities, and individual self-directed activities that provide the children with truly integrated experiences.

The skills listed in each subject area provide a framework for classroom expectations. We recognize that children learn in different ways at different paces. Your child's teacher will be able to differentiate instruction on the basis of your child's interests within the subject, readiness for learning and learning style. Teachers use a variety of methods for assessing your child's learning.

If you have questions about what is taught in your child's classroom, please contact the teacher, the principal or the Department of Curriculum, Instruction and Accountability.

**Subject Areas:**

- **Language Arts**
- **Social Studies**
- **Health**
- **Mathematics**
- **Science**
- **Physical Education**
- **Art**
- **Music**
- **Technology**

**WOODLAND SCHOOL  
DISTRICT 50  
1105 N. HUNT CLUB ROAD  
GURNEE, IL 60031**

# Language Arts

## Balanced Literacy

- Reading Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Shared Writing
- Interactive Writing
- Guided Writing
- Independent Writing

## Writing

- Organize and express ideas clearly
- Develop and extend a topic
- Spell familiar sight words correctly
- Apply phonetic skills when writing words
- Demonstrate use of appropriate capitalization and punctuation

## Reading

- Increase sight word recognition and apply when reading in context
- Apply phonics and word study skills to decode
- Use meaning and context clues
- Notice own mistakes and self-correct
- Demonstrate fluency and expression
- Develop comprehension skills

# Social Studies

## Units

- Native Americans
- Neighborhoods/Mapping
- Holidays

## Geography

- Describe and construct water and land forms
- Identify how people use air, water and land in different ways
- Explain how people depend on and interact with the environment
- Read a simple map using cardinal directions, compass, symbols, etc.

## Government

- Identify responsibilities students have at home, in school and public places
- Describe roles of authority figures, civic leaders and services they provide
- Identify concepts of responsible citizenship, respect, patriotism and civility
- Participate in the voting process and demonstrate acceptance of a majority decision
- Apply appropriate rule or response to promote order, safety, fairness and responsibility

## History

- Describe how individuals, groups, issues and events are celebrated with holidays and festivals
- Identify important people in history and their impact
- Explain lifestyle and cultural differences between two Native American groups
- Explain the difference between past, present and future time
- Describe how people in different times and places view the world from their perspective

## Economics

- Identify people who provide goods and services
- Explain the differences between a need versus a want and how basic needs are met
- Describe resources needed to make simple items
- Explain employment as a means to obtain goods and services

## Social Systems

- Identify language, traditions and artifacts that represent families and social groups
- Describe the roles of family members and neighborhood communities
- Compare the roles of individuals within group situations

# Health

- Demonstrate procedures for positive communication and conflict resolution through good decision making
- Identify positive verbal and nonverbal skills such as knowing their feelings
- Recognize how choices can affect health
- Learn how to avoid dangerous situations (stranger danger, safety guidelines for the bus)

# Mathematics

## Number Sense and Computation

- Count with understanding to 100
- Demonstrate understanding of place value and the base ten number system using manipulatives
- Compare and order numbers using appropriate vocabulary
- Demonstrate the relationship between addition and subtractions
- Choose and apply appropriate strategies to solve addition and subtraction problems
- Describe and order unit fractions as parts of a whole (e.g.  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ , and  $\frac{1}{6}$ )

## Algebraic Thinking

- Recognize, describe, and extend repeating patterns
- Describe missing units in a repeating pattern
- Solve real world problems using patterns
- Solve simple number sentences with unknown quantities

## Geometry

- Recognize and name two- and three-dimensional shapes
- Identify geometric shapes and structures in the environment
- Recognize and describe shapes that have line symmetry
- Describe, name, and interpret relative positions in space and apply ideas about relative position (e.g. above/below)

## Measurement, Time and Money

- Demonstrate understanding of measurement using nonstandard units for length, weight, and capacity
- Compare and order objects according to measurable attributes (e.g. length, weight, capacity, temperature, etc.)
- Estimate nonstandard measurements and determine acceptable levels of accuracy
- Identify and count sets of coins
- Tell time to the half hour using an analog clock
- Describe chronological events (e.g. calendar, timeline, seasons, etc.)
- Select an appropriate tool for measurement

## Data and Probability

- Organize, describe, and label simple data such as pictographs, tallies, tables, and bar graphs
- Compare numerical information derived from tables and graphs
- Gather data and pose questions about pictographs, tallies, tables and bar graphs
- Identify possible and impossible results of probability events using concrete materials

## Science

### Investigating Habitats

- Identify living and nonliving components in a forest floor habitat
- Describe the basic needs of an organism within a habitat
- Record observations by drawing, labeling, and writing in a journal
- Collect, record and analyze data using charts and graphs
- Predict future events based on prior knowledge
- Conduct fair tests and draw conclusions from the results
- Observe changes and describe interactions within a habitat
- Use safe procedures when handling biological materials

### Investigating Matter

- Describe properties of solids and liquids
- Analyze samples of solids and liquids for similarities and differences
- Sort objects based on similar properties
- Communicate rules for grouping
- Conduct investigations to determine properties of solids and liquids

- Describe observed events by drawing, labeling, and writing in a journal
- Conduct fair tests
- Generate questions and propose solutions
- Design, build and test a device to insulate an ice cube
- Discuss results and propose revisions
- Use safe procedures when handling chemical materials

### Investigating Weather

- Describe observed events with verbal and/or written response
- Collect and record weather data using classroom and individual charts and graphs
- Measure temperature with a thermometer
- Compare, analyze and summarize data
- Suggest possible reasons for discrepancies of data
- Explain the process of the water cycle

## Physical Education

- Demonstrate the manipulative skill of catching in various physical activities
- Perform rhythmical movements using parachutes and rhythm sticks
- Demonstrate fundamentals of spatial awareness: directions, levels, pathways
- Understand relationships to objects and people
- Demonstrate safety rules, following directions and safe usage of equipment
- Identify and engage in flexibility, muscular strength, and cardio-respiratory exercises
- Work independently at centers and appropriately with a partner

## Art

- Identify primary and secondary colors
- Identify variety of line
- Identify various patterns and textures
- Identify and effectively use various tools and media
- Create artwork that expresses emotion
- Create narrative artwork
- Create artwork that is interdisciplinary and cross-curricular
- Understand the differences between 2-D and 3-D
- Understand the relationship between visual art and narrative
- Understand why early societies and contemporary societies create art

## Music

### Rhythm

- Identify steady, strong and weak beats
- Distinguish between long and short sound using basic note values
- Utilize patterns

### Melody

- Recognize high/low and upward/downward patterns
- Differentiate step, skip/leap, and repeat intervals
- Introduce note names

### Harmony

- Accompany songs with chord progressions

### Form

- Experience call and response, AB and ABA

### Tone Color

- Distinguish between singing and speaking voices
- Recognize instrumental timbres

### Expressive Elements

- Identify expressive elements of tempo, dynamics, and style through song, dance, improvisation and composition

## Technology

- Identify the basic components of a computer
- Learn basic computer terminology
- Learn basic keyboarding skills
- Develop mouse control, saving, using the menu bar
- Learn basic word processing skills
- Use the Internet as a research tool
- Use developmentally appropriate multimedia resources (e.g. interactive books, educational software, elementary multimedia encyclopedias) to support learning
- Use technology resources (e.g. puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories