

**Saddle River
Wandell School
Curricular Overview
GRADE 1**

Created/BOE Adopted August 2024

Curriculum Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

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English Language Arts

Course Description

Within the K-5 English Language Arts program, The Saddle River School District seeks to provide students with ongoing, authentic reading and writing experiences that are both personally enriching and academically challenging. Wandell students will develop strong foundational skills in reading, writing, speaking and listening, and word study that in turn will allow students to develop as critical thinkers across every discipline. We strive to develop actively engaged students who are able to appreciate, and communicate ideas effectively.

Through reading, writing, speaking, and listening, students will critically examine texts and media to better understand themselves and the world in which they live.

Wandell students will collaborate thoughtfully and solve problems creatively with sensitivity to diverse perspectives.

English Language Arts

Course Proficiencies:

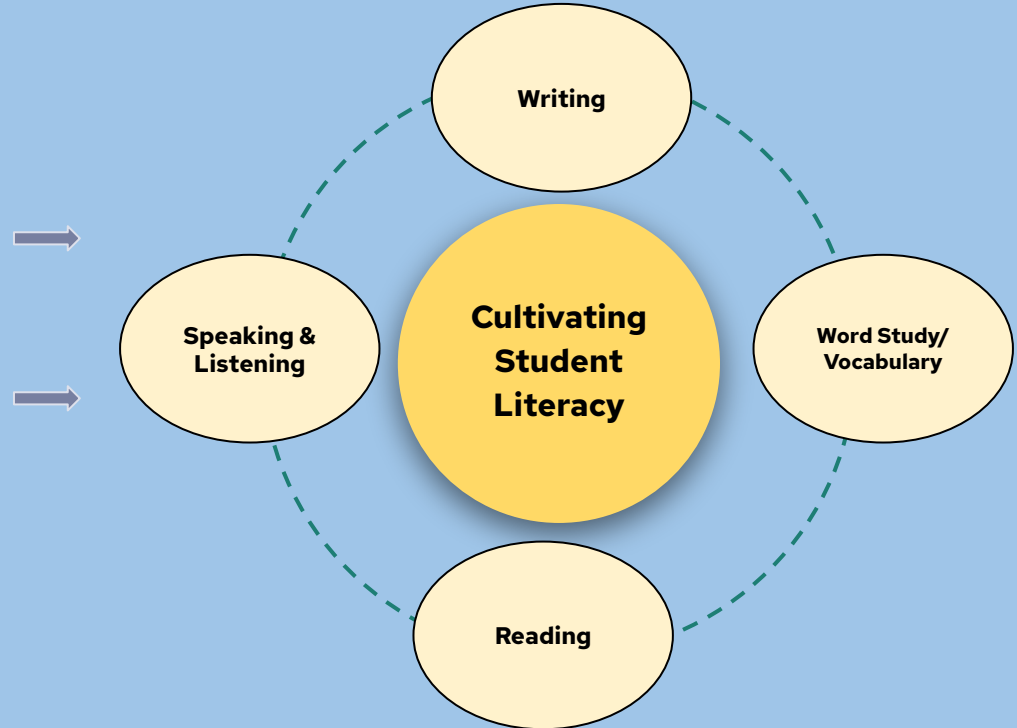
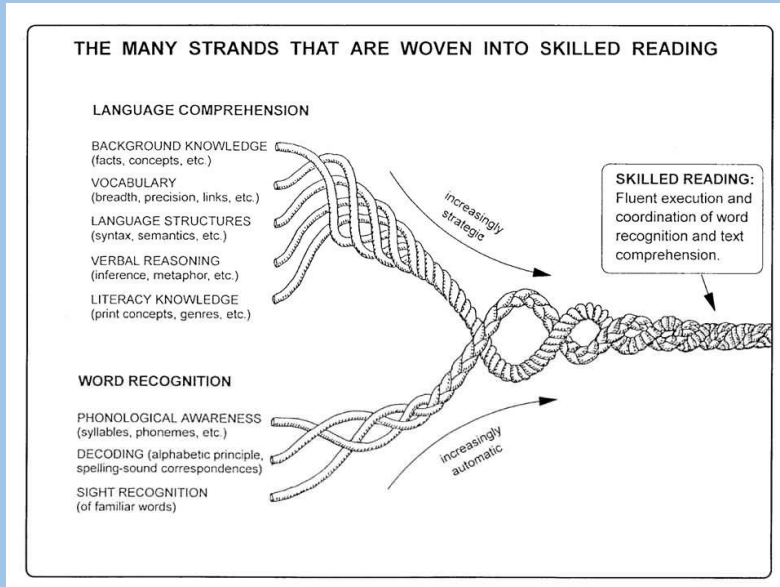
The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course.

The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

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| <ol style="list-style-type: none">1. Ask and answer questions about key details in a text (RL.1.1; RI.1.1).2. Retell the key details of a fiction text (RL.1.2; RL.1.3).3. Identify the main idea of a text (RL.1.2; RI.1.2).4. Compare two or more events, ideas, or pieces of information in nonfiction texts (RI.1.3)5. Define words in a text, using a variety of strategies (RL.1.4; RI.1.4).6. Use text features to help locate information and understand a nonfiction topic (RI.1.5; RI.1.6).7. Describe characters in stories (RL.1.7; RL.1.9).8. Compare and contrast information in two texts on the same topic (RI.1.9).9. Apply grade-level phonics skills to decode unknown words (L.RF.1.2. ; L.RF.1.3.).10. Read with fluency to support comprehension (RF.1.4).11. Write opinion pieces that include an introduction, state an opinion, supply a reason for the opinion, and provide some sense of closure (W.1.1). | <ol style="list-style-type: none">12. Write informative/explanatory texts that include a topic, supply some facts about the topic, and provide some sense of closure (W.1.2)13. Write narratives that recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (W.1.3).14. Demonstrate command of the conventions of writing, (including those proficiencies listed in L.WF.K.1) L.WF.1.1.15. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words, including those proficiencies listed in L.WF.K.2) L.WF.1.2.16. Demonstrate command and use of the conventions of writing (including those proficiencies listed in L.WF.K.3) L.WF.1.3 |
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English Language Arts

Wandell's **literacy model** addresses the essential components of literacy, aligned to the NJSLS for English Language Arts in grades K-5 inclusive of the following components.



English Language Arts Assessments

1. Superkids Benchmark and Unit Tests
2. Teachers College Running Records
3. Phonics assessments/spelling inventories
4. Classroom discussion
5. Student writing samples
6. Conferencing notes
7. Feedback during reading partnerships
8. Formal and Informal Assessments

English Language Arts Instructional Resources

1. Superkids Student Readers and Workbooks
2. IXL
3. iReady
4. Orton-Gillingham Literacy
5. Decodable Readers
6. Trade Books
7. Kahoot

English Language Arts NJDOE Resource Links

[Click Here for 2023 ELA Standards](#)

Mathematics

Course Description

This 1st grade course is constructed to focus on procedures, concepts, and applications in four critical areas: Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Measurement and Data, and Geometry. It focuses on the understanding of addition, subtraction, and strategies for addition and subtraction within 20. Students learn whole number relationships and place value, including grouping by tens and ones. They develop an understanding of linear measurement as iterating length units. Finally, through composing and decomposing geometric shapes, they explore the attributes of the shapes.

Curriculum aspires to develop deep- and transfer- level understanding and connections between and among concepts and their real world applications. Our emphasis on the importance of clarifying misconceptions and learning from mistakes develops perseverance using the CPA model (concrete, pictorial, and abstract).

Mathematics

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.); decomposing a number leading to a ten (e.g.); using the relationship between addition and subtraction (e.g., knowing that, one knows); and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent). 1.OA.C.6
2. Extend the counting sequence through 120 (NJSLs 1.NBT.A.1; SMP7).
3. Represent and interpret data (NJSLs 1.DL.A.1 ; SMP2, SMP5-7).
4. Represent and solve problems involving addition and subtraction (NJSLs 1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.D.7, 1.OA.D.8; SMP1).
5. Understand and apply properties of operations and the relationship between addition and subtraction (NJSLs 1.OA.B.3, 1.OA.B.4, 1.OA.D.7, 1.OA.D.8; SMP1-2, SMP4-8).
6. Understand and use place value understanding and properties of operations to add and subtract (NJSLs 1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6).
7. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.M.A.1
8. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps

- or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. 1.M.A.2
9. Tell and write time in hours and half-hours using analog and digital clocks. 1.M.B.3
 10. Reason with shapes and their attributes (NJSLs 1.G.A.1, 1.G.A.2, 1.G.A.3; SMP5-7).
 11. Make sense of problems and work toward solving them (NJSLs SMP1-3).
 12. Explain mathematical thinking with supporting evidence (NJSLs SMP1-4, 6, 8).
 13. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSLs 9.4).
 14. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSLs 8.1 and 8.2).
 15. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, \$10). 1.M.C.4
 16. Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. **For example, show 25¢ as two dimes and one nickel, and as five nickels. Show \$20 as two tens and as 20 ones.** 1.M.C.5

Mathematics Assessments

1. Savvas Benchmark and Unit Tests
2. Classroom participation
3. Teacher observation and anecdotal notes
4. Individual and group activities
5. Performance-based assessments
6. Formal and informal assessments
7. Independent Work Samples

Mathematics Instructional Resources

1. enVision Workbook
2. Conquer Math
3. IXL
4. iReady
5. Prodigy
6. Xtra Math
7. Boddle
8. Kahoot
9. Math Games

Mathematics

NJDOE Resource Links

[Click Here for 2023 Math Standards](#)

Science

Course Description

The first grade science curriculum is designed to support the performance expectations in order to help students formulate answers to questions such as: “What happens when materials vibrate? What happens when there is no light? What are some ways plants and animals meet their needs so that they can survive and grow? How are parents and their children similar and different? What objects are in the sky and how do they seem to move?”

In the first grade performance expectations, students are expected to demonstrate grade appropriate proficiency in planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas. (NJSL-Science)

Science & Engineering Practices

- ★ Asking Questions and Defining Problems
- ★ Planning and Carrying Out Investigations
- ★ Analyzing & Interpreting Data
- ★ Developing and Using Models
- ★ Constructing Explanations and Designing Solutions
- ★ Engaging in Argument From Evidence
- ★ Using Mathematics and Computational Thinking
- ★ Obtaining, Evaluating, and Communicating Information

Science

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of the assessment of student achievement. The learner will demonstrate the ability to:

1. Explain what happens when materials vibrate (NJSL 1-PS4-1).
2. Produce evidence that vibrating materials can make sound and that sound can make materials vibrate. (NJSL 1-PS4-1).
3. Explain what happens when there is no light (NJSL 1-PS4-2; 1-PS4-4).
4. Design evidence based experiences that objects can be seen only when illuminated. (NJSL 1-PS4-2, 1-PS4-3, 1-PS4-4).
5. Identify some ways plants and animals meet their needs so they can survive and grow (NJSL 1-LS1-1).
6. Understand how plants and animals use their external parts to help them survive, grow and meet their needs (NJSL 1-LS1-1, 1-LS1-2, 1-LS3-1).
7. Read texts and media to explain how behaviors of parents and offspring help the offspring survive (NJSL 1-LS1-2).
8. Compare how young plants and animals are alike, but not exactly the same as, their parents. (NJSL 1-LS3-1).
9. Make observations and predictions using movement patterns of the sun, moon, and stars. (NJSL 1-ESS1-1).
10. Carry out observations at different times of year to compare the amount of daylight to the time of year. (NJSL 1-ESS1-2).

11. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (NJSL K-2-ETS1-1).
12. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem (NJSL K-2-ETS1-2) .
13. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (NJSL K-2-ETS1-3).
14. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool (NJSL K-2-ETS1-1).
15. Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSL 9.4).
16. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSL 8.1 and 8.2).

Science Assessments

Assessments

1. Teacher observations and anecdotal notes
2. Classroom discussion and participation
3. Participation in general classroom assignments
4. Interpretations of data

Science Instructional Resources

1. Elevate Science workbook
2. Scholastic Readers
3. Science Spin
4. Science Weekly
5. Hands-on Activities /Explorations
6. Brainpop

Science

NJDOE Resource Links

[Click Here for Science Standards](#)

Social Studies

Course Description

In this course, first graders will deepen their understanding of the people, resources, and geographical aspects of their community and the state of New Jersey. Students will gain a foundational understanding of important historical events, and compare the past and present to learn important lessons about civic engagement.

In the unit Needs and Wants, students will study concepts of supply and demand, opportunity costs, and savings and spending. Students will engage with these by first connecting these practices directly to their own lives and then extending the concepts to understanding local and state systems. In the unit My Place in the World, students will study the history of the city in which they live. They will learn about the interconnectedness of past and present events, an individual's role in supporting the communities to which they belong, and how weather, climate, and other environmental characteristics affect people's lives. Lastly, in the unit Jobs, Work, and Volunteerism, students will learn that members of a community contribute to their community in a variety of ways, including economic need, to find personal fulfillment, and to serve others in need.

Social Studies Practices

- ★ Developing Questions and Planning Inquiry
- ★ Gathering and Evaluating Sources
- ★ Seeking Diverse Perspectives
- ★ Developing Claims and Using Evidence
- ★ Presenting Arguments and Explanations
- ★ Engaging in Civil Discourse and Critiquing Conclusions
- ★ Taking Informed Action

Social Studies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Describe examples of choices people make when resources are scarce

(1.2.EconET.2).

2. Define supply and demand, and how they influence price and production of products (6.1.2.EconET.3).

3. Explain why it is important to save money (6.1.2.EconET.4).

4. Describe the culture, land, and resource of their community and the state of New Jersey (6.1.2.Geo.HE.3).

5. Describe and explain how the physical environment of a place impacts the goods and services available (6.1.2.Geo.HE.4).

6. Explain, citing examples, how your community has changed over time (6.1.2.HistoryCC.1).

7. Create a timeline of important events in your city and state's history

(6.1.2.HistoryCC.2).

8. Explain how and why communities change over time (6.1.2.HistoryCA.1).

9. Research and explain the development of a local community (e.g., origins of its name,

originating members, important historical events and places) (6.1.2.HistorySE.3).

10. Identify the ways in which people utilize natural resources to improve their lives (6.1.2.EconNE.1).

11. Describe examples of goods and services that governments provide (6.1.2.EconNE.2).

12. Describe climate change and how it can impact our community, state, and world (6.3.2.GeoGI.2).

Social Studies Assessments

1. Group projects
2. Multimedia presentations
3. Interpretations of data
4. Classroom discussion and participation
5. Teacher observation and anecdotal notes

Social Studies Instructional Resources

1. Studies Weekly
2. Brainpop
3. Epic!

Social Studies

NJDOE Resource Links

[Click Here for Social Studies Standards](#)