

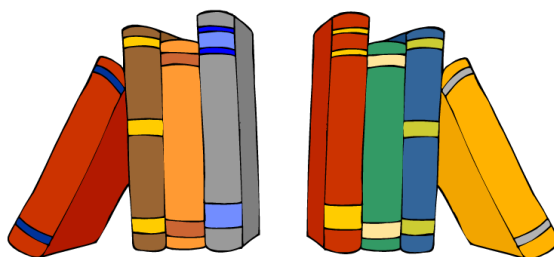


**Torrington Public Schools**  
**Curriculum**  
**1<sup>st</sup> Grade**

Our mission is to ensure that each student will reach their highest levels of academic achievement within a safe and welcoming environment, where they are prepared to meet the challenges of the 21<sup>st</sup> Century world. Instruction is relevant and rigorous, meeting students' academic, social, and emotional needs. Administrators and teaching staff inspire students to rise to this high standard of excellence. Administrators and teachers monitor student progress and achievement through consistent data analysis, providing the basis for future goals and programs.

Site administrators are role models and coaches who work with their staff in order to improve instruction and motivate others. All routine meetings, administrative or site based, are a reflection of best practices. These meetings are well planned interactions and opportunities for learning. The insights that result from these gatherings allows staff to be better informed as they interact with students, parents, and community members. They also build the capacity of all staff, leading to enhanced learning networks, and collaborative problem solving.

During the early release day once a month, staff members participate in Professional Learning Communities which allows them to enhance their practice. These learning experiences occur the third Thursday of each month. In addition, administrators participate in monthly meetings where they are involved in trainings on pertinent issues and skill enhancement.



***LITERACY:***

The Torrington English/Language Arts curriculum supports the development of proficient, engaged readers and writers. It integrates the Connecticut Core Standards (CCS) in English/Language Arts into a balanced literacy approach that includes reading workshop, writing workshop, and word study. In reading the curriculum focuses on the five domains of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

By the end of Grade 1, students will be able to:

- Use phonics and word analysis skills to figure out unfamiliar words when reading and writing
- Describe characters, settings, and major events in a story, using key details
- Get facts and information from a variety of informational texts
- Write about a topic, supplying some facts, and providing some sense of opening and closing
- Participate in shared research and writing projects (e.g., exploring a number of “how-to” books and using them to write a sequence of instructions)
- Take part in conversations about topics and texts being studied by responding to the comments of others and asking questions to clear up any confusion
- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and with complete sentences
- Produce and expand complete simple and compound statements, questions, commands, and exclamations
- Identify the correct meaning for a word with multiple meanings, based on the sentence or paragraph in which the word is used (e.g., deciding whether the word bat means a flying mammal or a club used in baseball)
- Learn to think about finer distinctions in the meanings of near-synonyms (e.g., marching, prancing, strutting, strolling, walking)



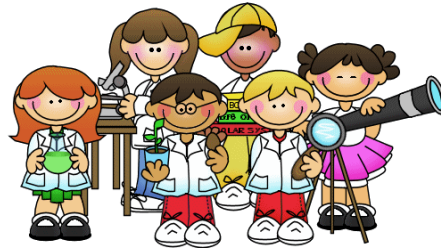
### ***MATH:***

In Grade 1, instructional time focuses on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes. ([www.corestandards.org](http://www.corestandards.org))

Instructional experiences focus on engaging students in problem solving, exploring, analyzing, discussing, and applying mathematical concepts and strategies in order to develop a deep understanding of mathematical concepts.

By the end of Grade 1, students will be able to:

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure lengths indirectly and by iterating length units.
- Write and tell time.
- Represent and interpret data.



### ***SCIENCE:***

All Next Generation Science Standards address the following components: Physical, Life, Earth, Space and Engineering. These standards were created to better prepare students for the careers and life in the 21<sup>st</sup> Century world. First grade students will explore these different thematic units: The foundational idea that seeing requires light; Uses and applications of light and sound; Organisms and plant survival due to light; Traits of parents and offspring and survival. All of the instructional experiences are student centered, focusing on asking questions, using observations and models, analyzing data and carrying out investigations.



### ***SOCIAL STUDIES:***

The Connecticut Social Studies Frameworks are focused on four essential components: Civics, Economics, Geography, and History. The goal is to ensure our students are prepared to become active citizens, who are well informed and can make thoughtful decisions regarding their lives and their role in the community and the nation. Social studies instruction is inquiry based,

involving integration of the arts and humanities. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. In first grade, students will learn about comparing communities from around the state, nation, and globe to their own in “Beyond My Neighborhood” (including an International focus).

### ***LIBRARY:***

We are fortunate to have library media specialists who teach lessons in library and technology skills to students on a weekly basis. This instruction provides foundational skills for students. The library media specialists also foster a love of learning and of books!

First grade students explore different genres: fiction, non-fiction, fairy tales, humor and poetry, learn how to predict and question what is read, and make personal connections to stories.

### ***TECHNOLOGY:***

In first grade students learn how to open, save, name and print documents, basic illustrating, sight word typing, compose a written assignment, on-line safety, and coding, including how to create a basic program sequence to solve a problem or puzzle.

### ***ART, MUSIC, PE:***

At Torrington Public Schools, Art, Music and PE are integral to a balanced educational program. Students receive 45 minutes of Art, 30 minutes of Music and PE each week. PE is scheduled twice a week in every grade except third. In third grade, students have 30 minutes of recorder once a week instead of PE twice a week. This experience allows them to prepare for playing a musical instrument in fourth and fifth grade. Playing a musical instrument has been linked to increased academic achievement. The Torrington Community has been recognized as one of the Nation’s Best Communities for music for over a decade.