



# Country Day School Elementary House



## Teaching & Learning at CDS Overview for Families Grade 1 2020 – 2021

## Welcome to our Grade One Teaching & Learning Overview!

*We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Elementary House at CDS.*

*From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to:*

- (i) consolidate and extend their knowledge base*
- (ii) develop and refine their skills*
- (iii) deepen their understanding of universal concepts, and*
- (iv) foster positive dispositions and attitudes.*

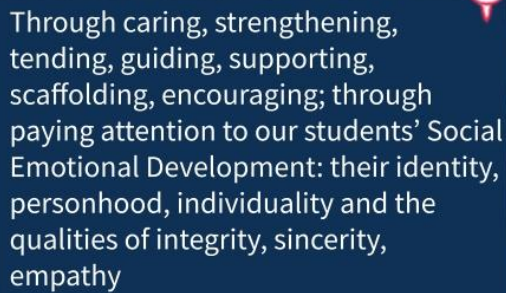
*This overview outlines for you the learning expectations we have of our Grade One students, and also offers some insight into the ways in which these are met across the school year.*

*Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Elementary House – we would be more than happy to answer any questions you may have.*



# Primary Vision Of Learning

## •nurture



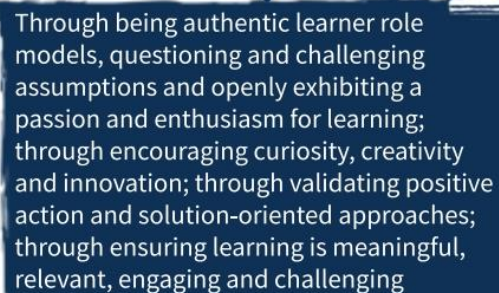
Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

## •empower



Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

## •inspire



Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging



**an inclusive community of learners  
committed to nurturing the development of the whole  
child through meaningful, playful inquiry**

**The Written Curriculum:**

*What do we want our students to learn?*

**Our Adopted Standards: Balance and Structure Across Disciplines**

The foundations of our written curriculum at CDS are based on our adopted standards and the objectives we have derived from them in each discipline area: in Mathematics and English Language Arts (ELA) we structure the content of our teaching and learning around the US Common Core standards; in Science, we have adopted the New Generation standards (NGSS); in Social Studies we are currently working with a standards series from North Carolina in the US (NCSS); in Spanish, we have adopted standards created by the American Council on the Teaching of Foreign Languages (ACTFL); in Music and Visual Arts we refer to the National Core Arts Standards (NCAS); and in Physical Education, SHAPE America's national standards are our point of reference.

Our adopted standards establish a baseline that spans the entire CDS continuum, thereby ensuring that we have a structured progression of learning targets in each discipline area, that runs vertically and cumulatively through the grade levels, from Pre-kindergarten to Grade 12. *Within* individual grade levels, our standards also create horizontal integrity and help articulate learning expectations in each discipline across the course of each school year.

**Units of Learning**

In the Elementary House, across all disciplines and grade levels, our standards are reviewed by our grade-level teams, and then arranged in discrete clusters around which comprehensive units of learning are then created. Our units are developed using the planner framework published by the Understanding by Design (UbD) organization, and housed in our school-wide curriculum planning/archiving tool, Rubicon Atlas, for sharing with colleagues across the school.

**The Taught Curriculum:**

*How do we know that our students are learning?*

**Assessment Design: Standards-based and Objectives-aligned**

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units, and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset, and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand, and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.



In the Elementary House, we use the following 1-4 grading scale to evaluate, and report on, student achievement:

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills, and understanding that underpin our targeted standards. Our consistent 1-4 record-keeping also translates easily into our quarterly student reports.

### Grade 1 Interdisciplinary Units

Communities Change	Healthy Me	Light & Sound	Plants & Animals: Traits & Growth	Patterns in the Sky
<b>Enduring Understanding</b>	<b>Enduring Understanding</b>	<b>Enduring Understanding</b>	<b>Enduring Understanding</b>	<b>Enduring Understanding</b>
<i>Neighborhoods and communities change over time.</i>	<i>Our body is made up of systems and parts that work together. The choices we make can impact our health and well being.</i>	<i>People use sound and light to help them communicate and make sense of the world.</i>	<i>Living things inherit and develop different traits that help them grow and survive. Sometimes the traits of living things inspire inventions that can make people's lives easier.</i>	<i>Our observations of the sun, moon, and stars produce a pattern that we can use to predict daylight hours.</i>
<b>Related concepts:</b> community; needs; resources; change; population; development	<b>Related concepts:</b> anatomy; nutrition; collaboration; systems and functions	<b>Related concepts:</b> energy; invention; communication; technology	<b>Related concepts:</b> matter; properties; classification; processes; transformation	<b>Related concepts:</b> patterns; cycles; connection; prediction
<b>Essential Questions</b>	<b>Essential Questions</b>	<b>Essential Questions</b>	<b>Essential Questions</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>How are communities organized?</li> <li>How are maps used?</li> <li>How do people interact in a community?</li> <li>How and why does a community change over time?</li> </ul>	<ul style="list-style-type: none"> <li>How can my senses help me?</li> <li>How do the parts of my body work together?</li> <li>How can I keep my body safe and healthy?</li> </ul>	<ul style="list-style-type: none"> <li>What is sound?</li> <li>What is light?</li> <li>How do people use sound and light in their daily lives?</li> <li>How can sound and light be used to communicate?</li> </ul>	<ul style="list-style-type: none"> <li>How are offspring similar to their parents?</li> <li>How do parents help their offspring to survive?</li> <li>How can animal traits help us solve human problems?</li> </ul>	<ul style="list-style-type: none"> <li>What do we notice about the visibility and movement of the sun, moon, and stars?</li> <li>What do we mean by day and night?</li> <li>How is day different from night?</li> <li>How do nights and days happen?</li> </ul>



## Grade 1: Learning Overview for the First Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;"><b>Mathematics</b></p>	<p><b>In Quarter 1, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● explore the properties of addition and subtraction operations</li> <li>● use number bonds and 5-groups to describe sets, decompose numbers, and represent put-together situations</li> <li>● apply addition in order to subtract</li> <li>● use counting techniques to consolidate their understanding of addition and subtraction, for example by counting on/back</li> <li>● consolidate their understanding of the equals sign</li> <li>● apply understanding of the associative and commutative properties to solve addition and subtraction problems</li> <li>● solve addition and subtraction problems, math stories, and word problems with unknown parts</li> <li>● solve addition and subtraction math stories with models, math drawings, true number sentences, and statements</li> <li>● practice to build fluency with facts to 10</li> </ul>
<p style="text-align: center;"><b>English Language Arts</b> [ELA]</p>	<p><b>In Quarter 1, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● familiarize themselves with the organizational routines that help Writers Workshop run smoothly and effectively</li> <li>● develop writing pieces in the personal narrative genre</li> <li>● focus on developing ‘small moments’ in their writing</li> <li>● add detail to enhance their stories</li> <li>● create a sense of sequence in their work by using temporal words</li> <li>● maintain focus on one particular idea/topic continuously through their writing</li> <li>● use feedback from peers and teachers to help add detail and strengthen their work</li> <li>● retell stories in detail</li> <li>● make connections between their own lives and texts</li> <li>● determine the central message of a text</li> <li>● use capital letters and punctuation at the beginning and ending of sentences, to support their fluency in oral reading tasks</li> <li>● practice strategies to build and increase stamina in reading and writing activities</li> <li>● explore ways to spell using phonemic awareness, word banks, and spelling patterns</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Studies</b> COMMUNITIES CHANGE</p>	<p><b>In Quarter 1, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● inquire into the different ways neighborhoods and communities change over time</li> <li>● explore some of the reasons why communities change over time</li> <li>● discover how locations can be represented geographically</li> <li>● read and draw simple maps using symbols and cardinal points</li> <li>● compare and contrast different kinds of communities, such as urban, rural, and suburban</li> <li>● explore the following concepts: people’s needs and resources; a sense of community and belonging; development and change</li> </ul>



## Grade 1: Learning Overview for the Second Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;"><b>Mathematics</b></p>	<p><b>In Quarter 2, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● delve into the composition of 2-digit numbers and begin developing their understanding of tens and ones</li> <li>● learn that ‘a ten’ essentially comprises a bundle of ten ‘ones’ and that numbers 11 – 19 are made up of one ten plus 1, 2, 3, 4, 5, 6, 7, 8, or 9 ones</li> <li>● compare the values of two 2-digit numbers and record their comparisons using <math>&gt;</math>, <math>&lt;</math> or <math>=</math></li> <li>● work to consolidate their understanding of addition and subtraction, by applying a range of strategies in their practice tasks and games</li> <li>● solve addition and subtraction word problems</li> <li>● continue practicing their adding and subtracting skills to help build fluency</li> <li>● measure and compare the lengths of objects using non-standard and standards units of measure</li> <li>● solve word problems comparing the lengths of different objects</li> <li>● put a set of objects in order according to their length</li> <li>● organize, represent and interpret data across three categories</li> <li>● ask and answer questions in word problems about different sets of data</li> </ul>
<p style="text-align: center;"><b>English Language Arts</b> [ELA]</p>	<p><b>In Quarter 2, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● develop a clearer idea of what opinions are and why we might want to share them with others through writing</li> <li>● compose written opinions that clearly state their point of view</li> <li>● include reasons in their writing pieces to support their opinions</li> <li>● provide both an attention-catching introduction and a sound conclusion to their work</li> <li>● use a range of persuasive vocabulary to convey their ideas</li> <li>● use commas and end-of-sentence marks</li> <li>● with the help of an editing checklist, check their own work for omissions or errors</li> <li>● continue to develop greater accuracy and fluency, as a means to better understanding the texts they are reading</li> <li>● use context to confirm or self-correct word recognition and understanding, adopting ‘re-read’ strategies as necessary</li> <li>● engage in mini-lesson activities centered on words and word patterns to help them spell new or unfamiliar words</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Studies</b> HEALTHY ME/ LIGHT &amp; SOUND</p>	<p><b>In Quarter 2, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● investigate how the senses work and help keep our bodies safe</li> <li>● learn how digestive, skeletal, muscular, circulatory, and respiratory systems function</li> <li>● discuss ways in which our body systems are connected and work together for overall wellbeing</li> <li>● discuss choices that we can make to help keep our bodies safe and healthy</li> <li>● explore how humans use light and sound to communicate</li> </ul>



## Grade 1: Learning Overview for the Third Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p style="text-align: center;"><b>Mathematics</b></p>	<p><b>In Quarter 3, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● compose and decompose two-digit numbers by tens and ones</li> <li>● compare quantities and identified the greater and lesser numerals</li> <li>● add tens and ones to two-digit numbers</li> <li>● show multiple representations to solve word problems involving two-digit numbers</li> <li>● describe two- and three-dimensional shapes by their defining attributes</li> <li>● create composite two- and three-dimensional shapes using simple shapes</li> <li>● describe equal parts using fractions, whole, halves, and quarters</li> <li>● apply fractions to understand how to tell time to the hour and half-hour, in both digital and analog forms</li> </ul>
<p style="text-align: center;"><b>English Language Arts</b> [ELA]</p>	<p><b>In Quarter 3, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● conduct research around a topic question</li> <li>● brainstorm topics and generate questions to guide their research</li> <li>● write explanatory texts that introduce their chosen topic, inform the audience with facts and details, and include a conclusion</li> <li>● confer with adults and peers on their written work and respond to feedback by adding details/making changes</li> <li>● explore and apply text features, including illustrations, captions, labels, and table-of-contents</li> <li>● sort and organize information about their topics into paragraphs</li> <li>● use a checklist to edit their own writing (ie. capitalization, punctuation, spelling)</li> <li>● take part in discussions and take turns in conversation</li> <li>● identify, and ask questions about key details in their reading</li> <li>● engage in mini-lesson activities centered on words and word patterns to help them spell new or unfamiliar words</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Studies</b> PLANTS &amp; ANIMALS: TRAITS &amp; GROWTH</p>	<p><b>In Quarter 3, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● research the external parts of plants and animals</li> <li>● classify animals according to external features, habitats, and reproduction</li> <li>● study characteristics of habitats and how a habitat meets the needs of living organisms</li> <li>● identify physical and behavioral adaptations that allow living organisms to survive in their environment</li> <li>● explain the different functions of the external parts of plants and animals</li> <li>● research the behavior of parents and their offspring and how they relate to each other</li> <li>● identify physical similarities and differences between young plants and animals and their parents</li> <li>● express a range of ways in which parents help their young to survive</li> </ul>





## Grade 1: Learning Overview for the Fourth Quarter

2020 – 2021

Discipline Areas	Learning Overview
<p><b>Mathematics</b></p>	<p><b>In Quarter 4, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● use different strategies to solve word problems involving part unknown and finding the difference</li> <li>● use a variety of strategies to add and subtract mentally within 20</li> <li>● compare two-digit numbers using the correct symbol (&lt;, &gt;, =) and corresponding term (greater than, less than, or equal to)</li> <li>● count forwards and backward by tens, starting at any 2-digit number</li> <li>● use add or subtract tens (10 more, 10 less) from 2-digit numbers using mental math strategies</li> <li>● count to 120, starting at any number less than 120</li> <li>● use a variety of strategies, concrete models, and drawings to add within 100 and to subtract multiples of 10 from multiples of 10 in the range 10-90</li> </ul>
<p><b>English Language Arts [ELA]</b></p>	<p><b>In Quarter 4, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● explore character development through the reading and writing of series</li> <li>● write stories with an introduction, development, and conclusion</li> <li>● elaborate on their stories by adding details about characters, setting, and plot</li> <li>● use words such as first, then, next and last to improve their storytelling</li> <li>● use a combination of pictures and words to tell their stories</li> <li>● confer with adults and peers on their written work and respond to feedback by adding details/making changes</li> <li>● take part in discussions and take turns in conversation</li> <li>● identify, and ask questions about key details in their reading</li> <li>● identify and explain the central message/lesson of a story</li> <li>● describe characters, settings, and events using key details</li> <li>● capitalize the names of people and places in their written work</li> <li>● use the correct end punctuation for different kinds of sentences</li> <li>● show comprehension skills such as retelling with details and in sequence</li> <li>● make text-to-life connections and predictions about texts</li> <li>● group words together to increase fluency in reading</li> <li>● use different strategies to decode and figure out unknown words</li> </ul>
<p><b>Interdisciplinary Studies PATTERNS IN THE SKY</b></p>	<p><b>In Quarter 4, the Grade 1 students:</b></p> <ul style="list-style-type: none"> <li>● make observations of the sun, moon, and stars</li> <li>● identify and describe patterns in the movement of the sun, moon, and stars: sunrise, sunset, noon; phases, wax, wane</li> <li>● make predictions based on the patterns they notice</li> <li>● observe and record sunrise and sunset times, and make connections between the number of daylight hours, the time of year, and the geographical position of a place</li> <li>● investigate stars and constellations</li> <li>● develop a clearer understanding of what causes different seasons</li> </ul>



### **Additional Areas of Learning**

In addition to our core disciplines, the full learning complement in the Elementary House also comprises Spanish, Music, Art, Physical Education (PE)/Health & Wellness, and Social-Emotional Learning (SEL). Students attend weekly scheduled classes for Spanish (5), Music (2), Visual Arts (1), PE (2), and SEL (1).

### **Spanish**

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our ‘additional language’ choice in the Elementary House. The teaching and learning of Spanish across the Elementary span a comprehensive range of Spanish language proficiency levels. From Novice through Intermediate to Advanced, our students are accommodated across two Spanish as a Second Language (SSL) classes; those students whose mother tongue is Spanish, or whose Spanish is near-fluent, attend Spanish Primera Lengua classes. Over the course of the year, our students enjoy a balanced range of learning opportunities aimed at developing their interpersonal communication, presentational speaking, writing, interpretive listening, and reading, across a series of unifying themes e.g. Families, Contemporary Life, Communities, and Popular Culture.

### **Visual Arts**

Through a range of activities and tasks based around creativity and response, our students are able to gain a deeper appreciation of the visual arts generally. Moreover, they develop their understanding and skills in relation to different approaches, techniques, and media, and apply these to fully express their ideas and perspectives.



### **Music**

Through listening to and producing their own musical sounds, our grade one students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.

### **Physical Education (PE)**

PE classes in the Elementary House are designed to encompass and address all areas of our students’ physical development and wellness. Across the school year, the activities our grade one students participate in are varied and balanced, and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

### **Social & Emotional Learning**

Going on the principle that our sense of self, purpose, and wellbeing is intricately connected with our learning success, we work continuously at CDS to help our students develop a solid grounding in emotional and social competencies. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, and their understanding of the world and how it works more is comprehensive and well-rounded.

Opportunities for social and emotional learning at CDS are created just as wholeheartedly and purposefully as opportunities for learning within academic disciplines. We accomplish a lot in this regard through:

- (i) the adoption of a range of Responsive Classroom strategies and approaches
- (ii) our promotion of The Panther Way (respect for self, others, and the environment),
- (iii) monthly assemblies to meet and explore topics such as diversity, inclusiveness, and global citizenship in Big Animals Nations Family groups
- (iv) opportunities to connect and work with students from different grade levels, schools, and countries through and NAE Global Campus activities, and
- (v) weekly classes facilitated by our Elementary Guidance Counselor, guiding students through activities and discussions on themes such as friendship, organization, growth mindset, managing stress, and a variety of child safeguarding topics.

