



## First-Second

### Language Arts

#### First Grade-Language Arts

*Language Arts in the first grade incorporates reading, writing, speaking, and listening skills as well as social-emotional development. Students are introduced to a variety of reading genres including fiction, nonfiction, Readers Theater, and poetry. Students are beginning to build and add to a foundation of phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Students are introduced to the writing process to be able to write creatively, for informational and persuasive purposes, and to build stamina and confidence in sharing thoughts and stories on paper and orally. Students work on handwriting through daily practice.*

Reading:

Whole group instruction includes:

- Daily practice of explicit, multisensory, and systematic phonological awareness and phonemic awareness lessons within the 95% Group Reading curriculum
- Daily practice of explicit, multisensory, and systematic decoding, fluency, and spelling lessons within the 95% Group Reading curriculum
- Integrated reading comprehension and PBL standards to build deep critical thinking, enhance vocabulary development, and cultivate problem-solving skills
- Read alouds
- Poetry reads
- Boise Public library- regular visits to the downtown library where students browse, ask questions, and choose books of personal interest on their reading level

Small group instruction includes:

- 95% Group Reading curriculum that provides direct instruction in phonemic awareness, decoding, fluency, and spelling at each student's zone of proximal development. Advanced students receive specialized instruction to meet their challenge level. For example, if a child is reading at a higher grade level, the child receives higher-level reading instruction
- Wilson Language curriculum provides systematic instruction in helping students develop decoding, sight word, fluency, and spelling skills
- Learn and develop decoding skills and phonics/spelling skills and rules

Independent work/opportunities include:

- The Daily Five program- read to self, listen to reading on the iPads (Raz-Kids), work on writing (creative time to write), word work, and read to someone

Writing:

*The writing process in the first grade incorporates a variety of writing genres, the mechanics of writing, and structured lessons that focus on personal narratives, paragraphs, and building writing stamina.*

In writing the process, students:

- Write independently in journals about the topic of their choice to build stamina (5-10 minutes)
- Practice structured writing:
  - Personal narrative writing (beginning, middle, and end)
  - Paragraph writing (opinion) using the Harris and Graham TREE method
  - Personal letter writing
- Participate in shared writing both for research and creatively
- Write poetry

In writing mechanics, students:

- Begin using capitals at the beginning of sentences
- Begin to use end punctuation like periods, question marks, and exclamation marks
- Begin to proofread/edit their own work
- Receive handwriting instruction in both upper and lower case letters
- Print legibly using lined paper focusing on lowercase letters

In speaking and listening, students:

- Describe people, places, things, and events with a focus on expressing ideas and feelings clearly
- Participate in collaborative conversations with diverse partners

- Build on others' ideas in conversations by responding to the comments of others through multiple exchanges
- Ask good questions
- Ask and answer questions about key details in a text, read aloud, or information presented orally

## **Second Grade-Language Arts**

Reading:

*In Second Grade reading, students expand their exploration and variety of reading genres including fiction, nonfiction, Readers Theater, and poetry. Students are beginning to build and add to a foundation of phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Students are introduced to the writing process to be able to write creatively and build stamina and confidence in sharing thoughts and stories on paper and orally. Students work on handwriting through daily practice.*

Whole group instruction includes:

- Daily practice of explicit, multisensory, and systematic phonological awareness and phonemic awareness lessons within the 95% Group Reading Program
- Daily practice of explicit, multisensory, and systematic decoding, fluency, and spelling lessons within the 95% Group Reading Program
- Integrated reading comprehension and PBL standards to build deep critical thinking, enhance vocabulary development, and cultivate problem-solving skills
- Read alouds
- Poetry reads
- Boise Public library- regular visits to the downtown library where students browse, ask questions and choose books of interest and on reading levels

Small group instruction includes:

- 95% Group Reading curriculum that provides direct instruction in phonemic awareness, decoding, fluency, and spelling at each student's zone of proximal development. Advanced students receive specialized instruction to meet their challenge level. For example, if a child is reading at a higher grade level, the child receives higher-level reading instruction
- Wilson Language curriculum that provides systematic instruction in helping students develop decoding, sight word, fluency, and spelling skills
- Introduction to literature circles and book talks

Independent work/opportunities include:

- The Daily Five program- read to self, listen to reading on the iPads (Raz-Kids), work on writing (creative time to write), word work, and read to someone

Writing:

*In second grade, students focus on writing as a tool for communication, whether that is the communication of thoughts, ideas, and feelings, or communication of learning. Students work on a mix of creative and expository writing, from poetry to opinion writing, and from creative narratives to a wide variety of paragraph practice. Sometimes writing projects grow organically out of a need or interest students have identified, or a set of rules for a board game they created. Sometimes writing grows from a choice to intentionally include specific types of writing that meet the needs of a unit of study, like letters to a government official. Students learn their words matter and are empowered by their ability to communicate their ideas. Students and teachers work collaboratively to identify and apply rich new vocabulary as well as the rules of spelling and grammar to strengthen writing and accomplish the goal of communication.*

- Write opinion pieces with two to three supporting sentences using the Harris and Graham TREE method
- Write informative/explanatory pieces that examine a topic and convey information
- Write narratives using conflict and resolution
- Focus on a topic and strengthen writing as needed by revising and editing
- Use digital tools to produce and publish writing
- Recall information from experiences or gather information from provided sources to answer a question
- Write independently for ten minutes
- Write poetry that communicates experiences and/or emotions
- Write a three to five-sentence paragraph with a topic sentence

Language

- Write complete sentences with nouns, verbs, adjectives, and adverbs
- Use collective and possessive nouns
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions

## Spelling

- Generalize learned spelling patterns when writing words
- Consult reference materials, including beginning dictionaries, as needed to check or correct spelling

## Vocabulary

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known prefix is added to a known word
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- Identify real-life connections between words and their use

## Speaking and Listening:

*First and Second graders have the opportunity every day to communicate their thoughts, ideas, opinions, and feelings. We are a community that listens to each other and, with that goal in mind, we intentionally practice speaking and listening through morning meetings, presentations, table talk at lunch, and small group problem-solving meetings.*

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount experiences when appropriate to clarify ideas, thoughts, and feelings
- Produce complete sentences when appropriate to task and situation
- Participate in collaborative conversations with diverse partners
- Follow agreed-upon rules for discussions
- Build on others' ideas in conversations by linking their comments to the remarks of others
- Ask for clarification and further explanation as needed about the topics and texts under discussion
- Recount or describe key ideas or details from a text read aloud or information presented orally

- Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

## Math

*In the first and second grades, we use the Investigations math curriculum for First and Second Grades. Students actively explore mathematical concepts/ideas and learn a variety of strategies to problem solve, which develops a solid understanding and fluency. This curriculum offers many opportunities for collaboration, creativity, and opportunities for students to demonstrate their understanding of mathematical concepts as individuals.*

### First Grade

#### Number and Operations

- Demonstrate fluency with addition combinations up to 10
- Identify quantity: nickels, dimes, quarters
- Count by 2 to 20, by 5's and 10's to 100

#### Algebra

- Construct, describe, and extend repeating patterns

#### Measurement

- Compare measurements in whole nonstandard units
- Tell time to the half-hour

#### Geometry

- Compose and decompose 2-D shapes
- Use Geometric language to describe 2-D and 3-D shapes

#### Data Analysis and Probability

- Describe a set of data, including how many are in each group, which group is greater, and how many people respond to a survey

### Second Grade

#### Numbers and Operations

- Demonstrates fluency with addition combinations up to  $10 + 10$
- Defines even and odd numbers
- Identifies the value of each digit in a two-digit number (units and tens)
- Adds double-digit numbers with sums up to 100 with and without regrouping

- Subtracts two-digit numbers up to 99
- Creates  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$  of a region or set
- Counts change to a dollar

#### Algebra

- Predicts what element will be in a future position in a pattern

#### Measurement

- Tells time to the quarter-hour
- Measures with a ruler in inches and centimeters

#### Geometry

- Counts the number of sides on a polygon and the number of faces on a prism

#### Data Analysis

- Sorts data by two attributes using a Venn diagram

## Music

*General Music: The goal for Grade One-Two Music is to emphasize the language and production of music. Instruction focuses on the development of skills in singing, playing instruments, listening, moving, and responding to music. Emphasis is placed on performing simple rhythms and developing aural skills related to pitch, musical form, and instrument identification. Students investigate the purpose of music and how people participate in music in everyday life. As students continue to develop musical skills and concepts in singing, playing instruments, listening, performing, responding with expression, creating/composing, and moving, they will also focus on fine motor skills. Emphasis is placed on ensemble playing/singing, pitches and rhythms, and identifying orchestral instruments. Students investigate the role of music in various world cultures and explore how music evokes personal ideas and emotions.*

#### Performing Skills

- Begin to perform in front of peers on a small and larger scale a learned and/or improvised piece through singing and/or playing their performance instrument
- Perform basic improvisations in front of peers

#### Tools and Knowledge

- Continue to be introduced to and read basic note values, rhythms and symbols of music
- Continue to be introduced to and demonstrate understanding of music vocabularies such as tempo, dynamics and pitch

- Continue exploration and understanding of harmony, melody, and timbre
- Be introduced to the Grand Staff and its structural components
- Begin to compose short musical phrases using basic note values
- Explore the basic elements and structure of improvisation

#### Historical and Cultural Context

- Continue to be introduced to a variety of music genres and cultural expressions of music
- Continue to be introduced to a variety of instruments such as voice, percussion, string, woodwind and brass
- Continue to explore the various careers and roles in the music industry including performing, composing, conducting, mixing, engineering, marketing and managing

#### Appraising Skills

- Continue to learn how to reflect and communicate about their own musical working process
- Continue to analyze and critically assess their performances and compositions

#### Listening Skills

- Continue to learn how to critically listen for music elements such as timbre, melody, structure and rhythm
- Continue to identify how music enhances and/or demonstrates mood through the act of listening to music
- Begin to identify high and low pitch through the act of listening

## Performing Arts

*First and Second grade Performing Arts students focus on becoming active listeners through various theater games and activities. They also learn what it means to be a good audience member. We have lots of practice showing what that looks like as we watch our peers in their group and individual performances. Movement is another focus in Performing Arts and we do many activities to encourage different forms of expression through movement. The students memorize a short poem and perform as a group using all the elements learned in class for their peers.*

#### Create

- Students will explore movement inspired by a variety of stimuli and identify the source. (Examples: music, text, images, symbols)
- Students will explore a variety of locomotor and non-locomotor movements by experimenting with and changing the tempo, level, and energy



- Students will identify ways in which gestures and movements may be used to create or retell a story
- Students will contribute ideas and make decisions as a group to advance a story
- Students will organize and develop artistic ideas and work

#### Performing

- Students will describe a story's character through actions and dialogue
- Students will interpret story elements
- Students will move safely in a variety of spatial relationships and formations with other students, sharing and maintaining personal space
- Students will relate quick, moderate, and slow movements to duration in time; recognize a steady beat and move to varying tempi of steady beat
- With prompting and support, students will use voice and sound in dramatic play or guided dramatic experience

#### Responding

- With prompting and support, students will express an emotional response to characters in a theatrical experience improvised or scripted
- Students will identify the causes of character actions in a theatrical experience
- Students will use context clues from movements to identify meaning and intent using the language of dance
- Students will observe or demonstrate dances from a genre or culture
- Discuss movements and other aspects of the dances that make the dance work well and explain why they work

#### Connecting

- Respond to a piece of dance, music, or theater by using an inquiry-based set of questions (See, Think, Wonder). Create movement or improvised scenes using ideas from responses and explain how they express a certain idea
- Observe a dance and relate the movement to the people or environment in which the dance was created or performed
- Apply knowledge and skills from different art forms and content areas in an improvised scene, scripted scene, dance, or song

## Physical Education

*The goal of the 1st and 2nd grade PE curriculum is to develop physically literate students who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. In order to achieve these goals students participate in a variety of organized and “new” games, which are focused on gaining skills, working with others, developing empathy, and enhancing fitness.*

- **Wellness:** Students will be able to perform various exercises and warm-up activities to improve overall fitness. Students will discover how exercise, nutrition, and a healthy lifestyle improve the overall quality of life. Wellness activities include: Tabata, aerobic dance, follow the leader, light running, yoga, and stretching
- **Manipulative Skills:** Students will be able to perform various physical skills demonstrating proper hand and body position. Students will discover how these skills are the basis for lifetime physical activities. Activity skills include work with soccer balls, basketballs, tennis balls, pickleball, racquets, four square, frisbee, ribbon sticks, badminton racquets and birdies, and hula hoops
- **Movement Locomotor/Nonlocomotor Skills:** Students will be able to move in the activity area safely, perform locomotor and non-locomotor movements individually, and perform activities demonstrating spatial awareness and body awareness
- **Lifetime/Cooperative Activities:** Students will be able to move in the activity area safely while working with others and perform class skills learned in small group and large group games and activities. Activities will allow the practice of skills learned and also introduce students to lifetime activities. These activities include many tag games, cooperative games, personal and pair challenges (how many times can you and your partner throw and catch the ball without it bouncing)
- **Fair Play:** Students will work on interpersonal skills in PE, which include empathy, compromise, problem-solving, listening to others, supporting others, and learning how to lose graciously

## Science

*Science is an exploration and taught through a project-based approach. We develop the skills of the scientific process: observation, comparing, hypothesis, experimentation, and evaluation. We focus on asking questions and defining problems, developing and using models, and using math and computational thinking. Although we cover certain themes each year, we maintain flexibility to*

*incorporate the interests of each particular class. Examples of recent science topics in the First-Second grade class include: brain science (neurons, dendrites, brain plasticity), salmon (lifecycle, habitats, human impacts, conservation), and pollinators.*

#### Asking Questions and Defining Problems

- Ask questions based on observations and prior experience to find more information about the natural and/or designed worlds
- Ask and/or identify simple descriptive questions that can be answered by an investigation
- Define a simple problem that can be solved through the development of a new or improved object or tool

#### Developing and Using Models

- Develop models that represent concrete events or design solutions
- Distinguish between a model and the actual object process, and/or events the model represents
- Compare models to identify common features and differences
- Develop and/or use a model to represent amounts, relationships, relative scales, and/or patterns in the natural and designed worlds
- Develop a simple model based on evidence to represent a proposed object or tool

#### Using Mathematics and Computational Thinking

- Decide when to use qualitative vs quantitative data
- Use counting and numbers to identify and describe patterns in the natural and designed worlds
- Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs
- Use quantitative data to compare two alternative solutions to a problem

## Social Studies

*First and Second grade students explore social studies in many different ways. It is a part of daily life as we develop our own classroom community and work to demonstrate to students a democratic system, including rules and expectations. During morning meetings, students get the opportunity to participate in the community through sharing and telling stories. In literacy, students both read nonfiction texts and historical fiction as well as practice writing events in chronological order. The primary way social studies is covered is through our integrated project based learning units. Units connect real-world facts and*

*experiences to rich projects to create learning that has depth and is relevant to the real world. A recent social studies topic in the First-Second grade was a study of the growth mindset where students researched historical figures learning about their place in history as well as identifying their growth mindset.*

#### Chronological Reasoning and Causation

- Retell a real-life family and community event in sequential order
- Identify causes and effects using examples from their family life
- Identify the relationship between cause and effect
- Identify change over time in their family

#### Comparison and Contextualization

- Identify similarities and differences between neighborhoods and communities
- Identify similarities and differences between themselves and others in detail
- Describe an event in their family and community
- Recognize the relationship between geography and history in their community

#### Geographic Reasoning

- Ask geographic questions about where places are located and why they are located there using geographic representations, such as maps and models
- Describe where places are in relation to each other and describe connections among places
- Describe how the environment affects their and other people's activities
- Recognize that the place where a family lives affects the family's life
- Describe how their actions affect the environment of the community, and describe how the environment of the community affects human activities

#### Gathering, Using, and Interpreting Evidence

- Develop questions about their family and community
- Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs)
- Create an understanding of the past by using primary and secondary sources

#### The Role of the Individual in Social and Political Participation

- Demonstrate respect for the rights of others in discussions regardless of whether one agrees with the other viewpoint
- Participate in activities that focus on a classroom or school issue or problem
- Identify the role of the individual in classroom and school participation

- Show respect in issues involving difference and conflict; participate in the resolution of differences and conflict
- Identify situations in which social actions are required
- Identify rights and responsibilities within the classroom and school

## Spanish

*Spanish instruction in the early elementary classes is designed to be fun and to encourage risk-taking in a new language. Students in Kindergarten through Second grade learn the high-frequency language and student-centered vocabulary in weekly lessons. Instructional themes include greetings, colors, numbers, animals, body parts, and family, which are taught through stories, games, and songs. Spanish is also connected to Project-Based Learning when possible. Students build a solid foundation in listening and reading in the early years and begin to write and speak in Spanish at their own pace.*

- Arts integrated school-wide Día de los Muertos Cultural Celebration
- Había una vez Spanish Curriculum (Storytellers' Corner)
- ¡No me digas! Spanish Curriculum
- Rockalingua
- Spanish Cuentos

Students will focus on...

### Communication

- Students will be introduced to the acquisition of the Spanish language through songs, media, and reading aloud
- Students will know Spanish language sounds (ñ, rolled r, etc.)
- Students will become familiar with the sounds of the Spanish letters
- Students will be exposed to emergent literacy steps in Spanish

### Cultures

- Students will understand what the word culture means as a way to describe a person's life experience
- Students will explore different cultural aspects through visual art projects, music, and dance relating to Spanish-speaking cultures

### Connections

- Through an integrated approach, students will begin to make connections between the classroom experiences they have in English and exposure to those same themes and topics in Spanish

### Comparisons

- Students will be encouraged to find similarities and differences between Spanish and English sounds and words
- Students will be encouraged to find similarities and differences between Latino/Hispanic, Spanish, and American cultures

### Communities

- Students will understand how Spanish plays a part in the world community
- Students will understand there are diverse ways of speaking and living throughout the world

## Visual Arts

*Students in visual art classes gain a combination of technical skills and art appreciation strategies throughout their tenure at Foothills. They are introduced to a variety of media and techniques, including drawing, painting, printmaking, ceramics, sculpture, textiles, and collage. While creating they will develop a vocabulary that they can use to describe the processes and tools of art-making. Students are introduced to the elements and principles of design and use them in their own work. They practice using their own ideas and concepts to create meaningful pieces of art. They view artworks from a variety of sources to gain an appreciation for the role of art in culture and community. Students take field trips to view art, including visits to the Boise Art Museum each year.*

Below is a list of skills and concepts First and Second grade students can expect to learn over the course of two years.

### Creating

Students will:

- Engage collaboratively in exploration and imaginative play with materials
- Brainstorm collaboratively multiple approaches to an art problem
- Make art from observation and investigation
- Make art with various materials and tools to express personal interests, questions, and curiosity
- Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces
- Repurpose objects to make something new
- Use art vocabulary to describe choices while creating art
- Give their best effort in making art for increasing periods of time

### *Presenting*

Students will:

- Categorize artwork based on a theme or concept
- Discuss how art contributes to communities

### *Responding*

Students will:

- Select and describe works of art that illustrate daily life experiences of one's self and others
- Compare images that represent the same subject
- Use art vocabulary, including the elements of art (line, shape, color, value, texture, space, form) to discuss artwork
- Interpret art by identifying the mood, subject matter, and art elements of that piece

### *Connecting*

Students will:

- Create works of art about events in home, school, or community life
- Understand that people from different places and times have made art for a variety of reasons
- Compare and contrast artwork from different times and places