



First Grade Curriculum at a Glance

Hebron Public Schools provide a well-designed, integrated, and vertically aligned curriculum supported through student-centered instruction, aligned assessments, student support and enrichment. Students are engaged in meaningful tasks demonstrating academic and artistic excellence, and innovation. Core general education practices include comprehensive curriculums in key academic areas, effective instructional strategies, the use of carefully selected materials that reflect diverse religious, ethnic, and cultural groups, creation and maintenance of a positive and safe school climate, and an extensive system of social-emotional learning, paired with tiered academic and behavioral supports. Throughout each content area, careful consideration is given to curate classroom materials and texts that are high-quality, culturally responsive, and richly diverse, to offer our students valuable opportunities to affirm their own identities, while developing understanding of various cultures and perspectives. Students are inspired to be resilient, confident, respectful, and prepared to discover and follow their dreams. The curriculum of Hebron Public Schools reflects ongoing review, revision and integration of our programs, resources, and teaching and learning experiences.

Literacy Overview

Hebron Public Schools provide literacy experiences that captivate, engage, and motivate students as readers and writers. Our approach to literacy aims to prepare students for any reading or writing task they will face by transforming our learners into lifelong, confident readers and writers who display agency and independence. Hebron's instructional approach to both reading and writing incorporates a research-based workshop model, in which direct and explicit instruction builds skills for proficient reading and writing, emphasis is placed on a high volume of reading and writing, student choice is promoted, and independence is fostered. Our units of study are aligned to the Common Core Standards and include essential literacy components centered around phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Reading Unit	Learning Outcomes
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	Students will...
Building Good Reading Habits	<ul style="list-style-type: none"> • establish procedures for participating in a new classroom community. • set goals to increase reading stamina. • develop excitement, vigor, and urgency around reading. • preview texts and make predictions. • reread and rethink stories to better understand and retell them. • read with fluency and intonation.
Word Detectives Use All They Know to Solve Words	<ul style="list-style-type: none"> • tap into the power of play as students are asked to be Word Detectives on their journey towards reading more complex texts. • solve challenging words by applying multiple word solving strategies with determination, grit, and hard work. • read with automaticity.
Learning About the World: Reading Nonfiction	<ul style="list-style-type: none"> • learn facts and information from nonfiction texts. • synthesize information and remember small facts and information related to the big idea. • engage in conversations with peers to deepen understanding about nonfiction texts. • ask and answer questions by reading multiple books on a topic. • notice the author's craft and nonfiction text structure to enhance fluency.
Readers Have Big Jobs to Do	<ul style="list-style-type: none"> • develop ownership in their own reading to solve problems. • flexibly use strategies to solve a reading challenge. • think about what is happening in the story to solve a problem with an unknown word. • self-monitor during reading by paying attention to the sentence structure, language conventions, and letter-sound relationship. • learn to balance their reading energies between word solving and meaning making, so that their experiences with texts are well rounded, thoughtful, efficient, and meaningful.
Meeting Characters and Learning Lessons	<ul style="list-style-type: none"> • build meaning before, during, and after reading a story. • use pre-reading strategies including previewing the text and making predictions. • synthesize key details and pages in the story to retell sequential events and important story elements. • reread to notice more details that might have been missed during the first read. • grow ideas about how characters feel. • use inferential comprehension to grow ideas as to how and why character feelings change across a story. • use knowledge about character feelings to read with intonation. • read with expression to grow a deeper understanding of the story. • draw conclusions about the life lessons from the story.

Writing Unit	Learning Outcomes Students Will...
Small Moments: Writing with Focus, Detail, and Dialogue	<ul style="list-style-type: none"> • work with independence, confidence, and stamina as writers. • establish routines and procedures that create a safe and productive writing environment. • generate story topics from real moments in their personal life. • write narrative stories that have a clear focus, tremendous detail, and elaboration. • stretch their writing across more lines on the page, and more pages in a writing booklet. • draw detailed illustrations as they work to elaborate more through their pictures.
How-To Books	<ul style="list-style-type: none"> • share their expertise with others by crafting “how-to” books. • understand the procedural structure of how-to books to elaborate and add key details. • incorporate transition words in their own writing to show steps of a process in sequential order. • use a combination of words and pictures to represent ideas and teach more. • study mentor texts to learn new craft moves and techniques to add to their own writing. • edit writing for spelling and punctuation.
Nonfiction Chapter Books	<ul style="list-style-type: none"> • independently generate topics to write about that teach others. • plan and rehearse topics by sharing facts and information. • generate multiple nonfiction pieces on a variety of topics. • apply knowledge of nonfiction text structures to independent writing (table of contents, chapters, glossary, captions, etc.). • research nonfiction topics by studying pictures, interviewing peers, reading texts, and asking expert questions. • edit writing for spelling and punctuation. • revise writing by adding more detail or fixing up to publish.
Writing Reviews	<ul style="list-style-type: none"> • understand the difference between fact vs. opinion. • form an opinion and convince others of an opinion by supporting their personal opinion with persuasive reasoning. • plan and rehearse persuasive pieces by talking about opinions aloud. • support personal opinions with many reasons. • study mentor texts to add persuasive techniques and craft to their own writing. • use checklists to self-assess and make sure that every part of their writing is as strong as it can be. • edit writing for spelling and punctuation. • revise writing by adding more detail or fixing up to publish work.

From Scenes to Series: Writing Fiction	<ul style="list-style-type: none"> • develop realistic fictional characters (primary and secondary) using all they know about character traits. • use oral rehearsal to act out and tell parts of a realistic fiction story. • choose a realistic setting for the story to take place. • use descriptive detail to elaborate on character emotions. • craft a realistic problem and solution for the characters to encounter. • bring characters to life by adding dialogue, emotions, and internal thoughts. • write a series of books around an individual character, developing new settings, problems, and solution(s) for each book in the series. • edit their own writing for spelling and punctuation. • revise writing through self-assessment, using checklists and anchor charts. • reflect and set goals for writing.
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Mathematics Overview

Hebron Public Schools use the Bridges in Mathematics program to provide a research-based and comprehensive mathematical approach that offers our learners a unique blend of problem solving and skill building. Our vision in building mathematical thinkers is supported by a rigorous, engaging, and accessible curriculum. This integrated curriculum aligns to the Connecticut Core Standards and allows educators to fully engage learners in mathematical practices with their peers. Each day, students use an engaging selection of manipulatives, games, apps, or other unique learning materials. Seeing, touching, and sketching ideas create pictures in the mind's eye, helping our learners apply mathematical ideas. Classroom experiences allow students ample opportunity to gain a deep understanding of concepts, develop proficiency with key skills, and nurture the ability to solve complex problems.

Math Unit	Learning Outcomes Students will...
Numbers all Around Us	<p>Students are engaged in exploration of numbers with a focus on development of number sense and number combinations with the use of important mathematical models.</p> <ul style="list-style-type: none"> • develop an understanding of routines during math workshop. • gain independence with the use of math tools in the classroom community. • build number combinations using the number rack. • develop stronger number sense by using five and ten-frames. • count by 1s, 2s, & 5s using tallies, a number line and hundreds grid.

	<ul style="list-style-type: none"> • subitize quantities to 10 as they explore the part-part-whole relationship with numbers to 20. • explore missing addend and subtraction problem solving using part-part-whole relationships and subitizing.
Developing Strategies with Dice and Dominoes	<p>Students develop efficient, sensible and effective strategies for adding and subtracting using dominoes, dot cards and the number rack. Students will explore strategies such as counting on, combining groups of numbers, using known facts, double facts and more to solve.</p> <ul style="list-style-type: none"> • apply a variety of addition strategies. • write equations and solve addition with dominoes and dot cards. • discuss addition strategies such as counting on, combining small groups and using known facts. • discover the relationship between addition and subtraction to learn to solve for the unknown. • generate equations, fact families and story problems. • develop new addition and subtraction strategies, including doubling, counting on, and counting with combinations to 12. • count by 5s & 10s to become more efficient at counting amounts larger than 10.
Adding, Subtracting, Counting, & Comparing	<p>In this unit students will work towards mastery of single-digit addition and subtraction facts. Students will use demonstrated models to visualize number combinations, compare numbers and find the difference between them. Students will work with place value and teen numbers to understand “10 and some more.”</p> <ul style="list-style-type: none"> • solve single-digit addition facts. • create fact families. • examine double relationships within facts. • solve addition and subtraction problems to 10 using the number rack. • subitize sets to make 10. • compare two numbers to find the difference between them. • make teen numbers using knowledge of “10 and some more”. • use the vocabulary of 10s and 1s. • write and compare equations between the range of 0-120.
Leapfrogs on the Number Line	<p>Students will be introduced to open and closed number lines in this unit. These number lines will be used as a model for addition and subtraction. Students will locate numbers on the line and use reasoning skills and number sense to determine unknown values. The numbers represented will grow from 0-20 to 0-120.</p> <ul style="list-style-type: none"> • locate and identify numbers on a number line. • use the number line as a computation tool for understanding addition and subtraction. • apply reasoning to determine the value of empty number boxes placed along the line. • develop conceptual understanding of number patterns through

	<p>skip counting number lines.</p> <ul style="list-style-type: none"> • apply understanding of skip counting to addition and subtraction. • compare and order two-digit numbers and use inequalities.
Geometry	<p>In this unit, students will use a variety of tools and models to explore two and three-dimensional shapes and fractions. Students will work to identify, describe, construct, draw, compare, compose and sort these.</p> <ul style="list-style-type: none"> • use pattern blocks. • explore two-dimensional shapes. • compare both defining and non-defining attributes of various shapes. • identify, name, describe and compare three-dimensional shapes. • construct three-dimensional shapes. • focus on fractions of the two-dimensional shapes in which they are already familiar using halves, fourths and thirds. • apply problem-solving skills to sort and graph shapes using defining attributes.
Figure the Facts with Penguins	<p>Students will focus on addition and subtraction to 20 in this unit. Students will work to develop fluency with addition and subtraction facts to 10. Students will use the number rack to solve number combinations and story problems. Students will learn to write and solve equations that involve unknown numbers in all positions.</p> <ul style="list-style-type: none"> • solve story problems for basic addition and subtraction. • solve problems using combinations of 10, add ten, add nine and doubles. • investigate subtraction combinations to 20. • write and solve fact families equations to 20. • solve for the unknown in story problems using number racks and known facts. • apply measurement vocabulary and compare lengths of items using unifix cubes.
One Hundred & Beyond	<p>Students will continue to develop a deep understanding of numbers to 120 through estimation, counting, comparing, adding and subtracting two-digits quantities using familiar models.</p> <ul style="list-style-type: none"> • group stick bundles to one hundred and beyond, creating groups of tens and ones. • create and examine patterns within numbers, using numbers 0-120 on a number line. • count forward and backward by 1s, 2s, 5s, and 10s to 120. • estimate, count, compare and add quantities to 120 using money. • group coins into groups of 10s. • add, record and compare sets of money.

Social Emotional Learning (SEL) is defined as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL, 2022) Hebron Public Schools, in partnership with families and the community, is committed to ensuring that all students are engaged in SEL curriculum and instruction in a safe, inclusive environment. Classroom communities are built through positive relationships, and specific, designed instructional techniques to allow students opportunities to build connections, resolve conflict and make responsible decisions for themselves and others. Hebron Public Schools follows the Choose Love Formula; Courage, Gratitude, Forgiveness and Compassion in Action. Choosing love means having the courage to be grateful when life isn’t easy, to forgive when the person who hurt you isn’t sorry, and to step outside of your own pain to help someone else.

SEL	Learning Outcomes Students Will....
Courage	<ul style="list-style-type: none"> ● make positive choices even when it may be difficult. ● use courage to practice self-awareness. ● identify feelings in themselves and others. ● develop strategies to persevere through uncomfortable feelings. ● use courage to practice self-management.
Gratitude	<ul style="list-style-type: none"> ● practice gratitude through mindful thankfulness, and share that feeling with others. ● demonstrate gratitude even when things in life are challenging. ● understand that gratitude is a “superpower” that increases mental strength, resilience, and long-term happiness. ● participate in various gratitude “exercises” that will help them become actively thankful for everyday situations and opportunities. ● use gratitude to strengthen their overall relationship skills to maintain healthy and supportive relationships.
Forgiveness	<ul style="list-style-type: none"> ● explore forgiveness and equip themselves with strategies and tools to let go of anger and resentment towards someone else. ● use strategies and tools to let go of difficult feelings. ● practice exercises to let go of strong, heavy feelings. ● identify situations in which forgiveness is needed. ● identify how our bodies respond to difficult feelings. ● use healthy ways to express anger. ● use problem solving strategies to strengthen and form healthy relationships.
Compassion in Action	<ul style="list-style-type: none"> ● develop their social awareness skills by learning about compassion. ● empathize with others by understanding someone else’s perspective.

	<ul style="list-style-type: none"> • make positive choices that benefit their own mind, heart, body, and relationships by showing empathy and thinking about how someone else is feeling. • respond to others and take action to help someone else feel better. • apply empathy and communication skills to support one another through compassionate action. • practice problem-solving and decision-making.
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Social Studies Overview

The first grade Social Studies curriculum integrates the study of civics, economics, geography, and history through an inquiry-based instructional approach that is grounded in local historical content.

Changing Communities: Society and Ourselves	
Social Studies	Learning Outcomes Students will...
Our Hebron Community: Studying Maps & Geography	<ul style="list-style-type: none"> • explore the geography of Hebron using maps. • understand that Hebron has a variety of resources, facilities and businesses in the Hebron community and their purposes. • examine map features and functions. • draw conclusions while comparing various locations on a map. • construct maps with symbols to locate important features in Hebron.
Citizenship in Our Community: Rules, Expectations, & Roles Over Time	<ul style="list-style-type: none"> • understand what forms a community and how the Hebron community came to be. • identify characteristics of good citizenship and key democratic principles that contribute to the successful functioning of a community. • explain how rules and laws help establish order and ensure community safety over time.
Families, Schools, and Communities: Then and Now	<ul style="list-style-type: none"> • understand that families, schools, and communities are diverse and have many different cultures and beliefs. • identify how one's own cultural heritage has changed over time to learn more about their family history. • compare past and present by analyzing ways in which the lives of people in the past are similar to and different from people today (food, clothing, housing, jobs, education, leisure activities, etc.).
Our Needs as a Community	<ul style="list-style-type: none"> • understand the use of money in our community, including the basics of earning and spending.

	<ul style="list-style-type: none"> • identify the difference between wants and needs in the community. • explain the various resources Hebron provides. • explore how various individuals contribute goods and services to the community. • explore ways people earn a living today. • compare and contrast the needs, goods, and services of the past to present time.
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Science Overview

Hebron Public Schools utilize the Mystery Science Program in Grades K - 2 to support our Science Curriculum. Mystery Science is aligned to the Next Generation Science Standards (NGSS). Each lesson is aligned to a topic, performance expectation, science and engineering practice, disciplinary core idea, and crosscutting concept. Students participate in an inquiry-based approach that poses questions at the beginning of each lesson in the form of a mystery that students work together and solve. Students use a variety of tools including, analyzing photos and videos, conducting hands-on activities, and creating scientific models. Students focus on creating claims and providing evidence based on experts, their own background information, or classroom experiments to prove their claims.

Science Unit	Learning Outcomes Students will...
Animal Traits & Survival NGSS Alignment - Life Science (LS)	<ul style="list-style-type: none"> • explore how parts of animals are essential for survival. • make observations of parents and their offspring. • determine how animal parents and offspring are similar and how their behaviors help offspring survive.
Plant Traits & Survival NGSS Alignment - Life Science (LS)	<ul style="list-style-type: none"> • explore how parts of plants are essential for survival. • make observations of plant parents and their offspring. • determine how plant parents and offspring are alike and different.
Day Patterns NGSS Alignment - Earth & Space Science (ESS)	<ul style="list-style-type: none"> • observe the Sun and shadows. • notice that the sun and shadows seem to move in patterns. • observe the Sun and shadows throughout the day and across the seasons.
Night Patterns NGSS Alignment - Earth & Space Science (ESS)	<ul style="list-style-type: none"> • observe the patterns and movement of the Moon and stars in the sky. • determine why stars are only visible at night.
Properties of Light & Sound	<ul style="list-style-type: none"> • investigate light and sound. • explore how different materials vibrate and how vibrating

NGSS Alignment - Physical Science (PS)	<ul style="list-style-type: none"> materials can make sounds. investigate light and illumination. apply knowledge of light and illumination to create simple devices that allow communication across a distance.
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For any questions regarding curriculum and instruction, please reach out to Alexandra Canniff at Gilead Hill School (860-228-9458) or Julia Clark at Hebron Elementary School (860-228-9465).