



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 1**  
**2019 - 20**

[www.IslandPacificAcademy.org](http://www.IslandPacificAcademy.org)





Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. On the following page is our IPA Mission and Vision Statement which serve as the guide for the educational program provided at IPA. Next are the Learner Traits which are a set of ideals that we develop in our students. The Elementary Overview comes next followed by the Thematic Units which are the foundation of the learning experiences within which many skills are integrated. The thematic unit title, central idea for each unit, and a brief overview of the year follows. Lastly are the grade level Learning Goals which cover reading, writing, oral communication, and math followed by an overview from the Specials classes.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwini, and her colleague, Kumu Melelani Spencer, especially for ISLAND PACIFIC ACADEMY. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly.

If you have any questions or comments about our Curriculum Guide, please contact your child's teacher, specials teacher, or me.

Looking forward to working with you in support of your child and best wishes for a successful 2019-2020 school year.



Steve Ross  
Elementary Principal  
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## **OUR MISSION**

ISLAND PACIFIC ACADEMY empowers students to unlock their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners in a place where values matter.

## **OUR VISION**

Inspiring and enabling our students to "Go Forward with Confidence" (I mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

Academic achievement without a personal context is hollow knowledge. Integral to the school's philosophy are such core values as:

- The power of human kindness
- Trust and respect
- Generosity of spirit
- Recognition of each individual's values
- Highest level of ethical standards within the school community
- Commitment to excellence

Students guided by such values develop strength of character and become good citizens of their communities, nation, and indeed, the world.

## LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at ISLAND PACIFIC ACADEMY. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

LEARNER	I ask questions to understand. I keep working even when things are hard.
CONFIDENT	I believe in myself. I will learn from my mistakes.
RESPECTFUL	I am kind to all people, places, and things. I am honest.
HELPFUL	Whenever you can, help. I do what is needed.
RESPONSIBLE	I follow our school's 5 agreements. I make good choices.
OPEN-MINDED	I appreciate differences. I am open to new experiences.
COURAGEOUS	I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake.
THINKER	I reflect. I make connections.
CARING	I nurture people, places, and things. I am considerate of other people.
CREATIVE	I use my imagination. I think of new ideas. I express myself.

## ELEMENTARY OVERVIEW

The Elementary program at ISLAND PACIFIC ACADEMY (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to educate students on the difference between knowing something and truly understanding it.

Our curriculum is student-centered and place-based. It is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings. Skills and concepts are grounded in the context of Hawai'i. Students develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to serving as active, contributing citizens. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

Tribes is a process that creates a culture that maximizes learning and human development. Tribes helps all students grow in the fullness of their humanity as smart, socially competent, purposeful, and ethical human beings. This can happen when a school develops and sustains a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

Our 5 Agreements are foundational in Tribes and support how each member of our community, students, faculty/staff, and parents/families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

### **Island Pacific Academy's 5 Agreements**

Aloha: Mutual Respect

Kuleana: Right to Pass; Responsibility to Participate

Ho'olohe: Attentive Listening

Mālama: Take Care of Each Other and This Place

Pono: Do What is Right; Only Put-Ups

## THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at ISLAND PACIFIC ACADEMY. Many skills taught are integrated into the following Thematic Units.

UNIT TITLE	CENTRAL IDEA
We Are Better Together	Understanding the value of being a good neighbor.
Our Island Home	Discovering how the Hawaiian islands formed and living things arrived (plants, animals, and people).
Field to Table	Investigating where our food comes from.
Oceans and Preservation	Oceans are diverse ecosystems that need to be cared for.

In Grade 1, students develop a deeper understanding of what it means to thrive within and contribute to their community. Students become aware of the interdependence and responsibility that comes from being a neighbor. Through a study of our island home, students are introduced to the geology, geography, and history of the Hawaiian islands. Students experience planting and caring for a community garden with a focus on learning from our local farmers. By making connections between our land and ocean food sources, students begin to develop stewardship for the oceans. Recognizing that even the smallest of life forms is critically connected to our survival helps students naturally develop an interest or passion for their environment.



# FIRST GRADE LEARNING GOALS

## READING STANDARDS

### Skills and Strategies

- Reads texts at an appropriate level accurately, independently, confidently, and with good understanding.
- Understands and identifies letter-sound correlations and uses and applies reliable phonetic strategies when decoding print
- Reads/understands grade level appropriate sight words and vocabulary
- Participates in guided reading, observing and applying reading behaviors, and predicting outcomes
- Uses a range of strategies to self-monitor and self-correct

### Comprehension and Response

- Joins in with chants, poems, and songs
- Makes predictions about a story based on prior knowledge and experience
- Discusses personal experiences and relates them to texts
- Understands author's message, moral, or purpose of the story
- Discusses the personality and behaviors of story-book characters
- Identifies and explains the basic structures of a story
- Wonders and asks questions about text
- Understands a story while reading independently and being read to
- Uses text illustrations to support thinking about the story

### Literature and Informational Text

- Develops personal preference, purpose, and ability to select books for pleasure and information at an appropriate level
- Participates in shared reading, posing and responding to questions, and joining in the refrains
- Identifies the purpose and names the parts of a book
- Recognizes a range of different text types (fiction, non-fiction, poetry, letters, and plays)
- Uses information gained from fiction or non-fiction books

## WRITING STANDARDS

### Conventions

- Uses sound/spelling patterns to spell unknown words
- Accurately spells grade level high-frequency/sight words
- Writes all upper and lowercase letters conventionally and legibly
- Uses correct capitalization
- Uses end punctuation for sentences
- Uses common and proper nouns in their writing

### Organization, Design and Presentation

- Uses iPad and word banks to enhance writing
- Organizes ideas in a logical sequence
- Uses graphic organizers to plan writing
- With teacher support and guidance engages in the writing process
- Uses feedback from teachers to strengthen writing
- With teacher guidance, publishes work in hand-written or digital format

### Expression

- Uses a combination of drawing and writing to express their own experiences and feelings in a personal journal
- Writes sentences using nouns, adjectives, and verbs
- Uses grade level vocabulary from personal experiences and Units of Inquiry topics
- Writes narratives based on personal experience
- Writes expository texts and provides facts about the topic
- Writes descriptively to include some details that paint a picture in the readers mind
- Uses a combination of drawing and writing to compose opinion pieces



## ORAL COMMUNICATION STANDARDS

### Listening

- Listens attentively in small and large group interactions
- Listens without interruption and shows respect of views of others through eye contact and nonverbal response
- Follows rules of conversation and group discussions by taking turns and focusing attention on the speaker
- Follows multi-step directions and asks questions for clarification
- Listens to and responds to stories read aloud and oral presentations by reacting to speaker
- Listens critically to interpret and evaluate oral message

### Speaking

- Speaks appropriately in small and large group interactions by following rules of conversation and group discussion by taking turns when responding to speaker
- Participates in class and group discussions by expressing thoughts, ideas, and opinions
- Contributes to conversations with partners and teams
- Retells familiar stories in sequence; shares predictions
- Participate in rhymes, songs, conversations, and discussions
- Uses language to inquire and explain
- Speaks clearly and audibly
- Asks questions to gain information and respond to inquiries directed to themselves or to the class
- Uses appropriate grammar and grade-appropriate vocabulary in speech

## MATHEMATIC STANDARDS

### Numbers and Operations

- Understands one-to-one correspondence up to 130
- Uses a written numeral to represent a counted set of objects up to 130
- Counts forward from any given number, for example, starting at 11 and ending at 130
- Rote counts to 100, by fives, tens, and up to 30 by twos
- Identifies odds and evens based on the ones place for a double digit number
- Uses cardinal and ordinal numbers
- Models and writes whole numbers up to 100 in standard form using the base ten place value system
- Writes and compares whole numbers up to 130
- Uses language of mathematics to compare quantities, for example, greater than, less than, equal to, same as, including symbols
- Uses number words and numerals to represent quantities in real-life situations
- Utilizes a number line as a tool to add and subtract
- Explores and creates fact families (0-10)
- Adds to sums of up to 20, using a variety of strategies and tools
- Subtracts from 12 using a variety of strategies and tools
- Uses mental and written strategies for addition and subtraction
- Selects an appropriate method for solving a problem
- Explores the relationship between addition and subtraction
- Understands that a fraction is part of a whole ( $\frac{1}{2}$ ,  $\frac{1}{4}$ )
- Understands and shades simple fractions ( $\frac{1}{2}$ ,  $\frac{1}{4}$ )



### Measurement

- Uses standard and non-standard measuring tools
- Estimates, understands, and uses standard and non-standard units to measure and solve problems in real life situations
- Identifies the value of coins
- Adds together like coins
- Reads and writes time to the nearest half hour
- Estimates and compares lengths of time to the second, minute, day, week, month, and year

### Shape and Space

- Sorts, describes, and compares 2D shapes
- Describes the characteristics of 3D shapes (faces, edges, vertices)
- Understands that geometrical shapes are referred to as polygons and quadrilaterals
- Explores the idea that symmetrical designs can have two lines of symmetry

### Pattern and Function

- Understands that patterns can be found in everyday situations and in nature
- Creates, describes, and extends patterns in shapes and numbers (patterns within the hundred chart)
- Extends, describes, and creates complex visual, rhythmic, and movement patterns
- Identifies rules for simple patterns
- Identifies patterns and rules for addition and subtraction

### Data Handling

- Collects and organizes data
- Interprets different types of graphs for the purpose of answering questions
- Uses data to create different types of graphs

## SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Units of Inquiry, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### MUSIC

Music education at IPA enables participation in musical self-expression. Using rhythm instruments and other musical instruments, the students' creativity emerges as they explore their musical talents. Our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorders (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

### WORLD CULTURES & LANGUAGE

ISLAND PACIFIC ACADEMY's Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: 'Olelo (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations of the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Olelo classes. As students proceed through the program, they will engage in 'Olelo and cultural experiences at more depth. In addition, all elementary students participate in biweekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal translation
- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

## ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O'Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

## SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)

Kindergarteners will explore the world around them through **Science, Environment, Engineering, and Design (SEED)** activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children's abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

## COMPUTER SCIENCE

ISLAND PACIFIC ACADEMY's Elementary Computer Science Program builds computational thinking skills. According to The International Society for Technology in Education (ISTE) and the Computer Science Teachers Association (CSTA), computational thinking is a problem-solving process that includes (but is not limited to) the following characteristics:

- Formulating problems in a way that enables us to use a computer and other tools to help solve them
- Logically organizing and analyzing data
- Representing data through abstractions such as models and simulation
- Automating solutions through algorithmic thinking (a series of ordered steps)
- Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources
- Generalizing and transferring this problem-solving process to a wide variety of problems

These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of computational thinking. These dispositions or attitudes include:

- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Tolerance for ambiguity
- The ability to deal with open ended problems
- The ability to communicate and work with others to achieve a common goal or solution

## PHYSICAL EDUCATION

An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition
- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

## **Nā Kau a Kau**

*Na Pumehana Silva me Melelani Spencer*

Kilo ka maka i uka i kai  
I Honouliuli a puni ē  
He nilu ka 'ikena, Ka mā'ama'ama  
Ua ao ē  
E ho'okele i ke ala 'imi na'auao  
E ho'okele i mua me ka ha'aheo  
Me ke aloha ka hō'ihi.  
Ka lokomaika'i, Ka mahalo ē  
I ola mau  
No nā kau a kau  
A pae aku

## **The IPA Navigator Song**

We are the Navigators and we lead the way  
Steering by the stars at night time  
Watching wind and waves by day  
Our wa'a sails across the ocean  
Flying colors blue and gold  
Na keiki of Hawaii nei and of the USA  
I Mua Me Ka Ha'aheo  
From our graduation day  
We know the world is ours tomorrow  
No matter if we leave or stay  
We will show Aloha spirit  
And we'll remember what we learned  
Whenever we can, Help  
Let's sail away  
'Til we meet again you'll have a friend at IPA

