



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

# CURRICULUM SCOPE & SEQUENCE

**Grade 1**  
**2022 - 23**

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





At Island Pacific Academy we strive to educate the whole child. With the student at the center for all we do, the IPA Mission and Vision Statement serve as the guide for the educational program provided at IPA. As we work to prepare students for success in their future, we take seriously our responsibility to prepare students for careers that have yet to be created, to use technology that has yet to be invented, and to solve problems we don't know are problems yet. Helping students to develop the ideals and skills for our Learner Traits is key to this. Also, key is to help our students make meaning of and to apply their learning, which happens in our Thematic Units, the foundation of the learning experiences within which many skills are integrated. These skills are articulated in the the grade level Learning Goals which cover reading, writing, oral communication, and math. Our rich Specials program is also key to the experience at IPA, helping students to develop important skills, in addition to providing opportunities for students to practice or learn a new passion.

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 Kuahiwinui, 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. "The IPA Navigator Song" and "Hawaii Aloha" is sung at our Friday Aloha Assembly.

We are looking forward to working with you in support of your child and best wishes for a successful 2022-2023 school year.

## **MISSION**

Island Pacific Academy empowers students to discover 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.

## **VISION**

Island Pacific Academy inspires and enables our students to be Navigators of Change and "Go Forward with Confidence" (I Mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

## **COMPETENCY STATEMENT**

Island Pacific Academy is in the profession of educating students for careers and professions that have not been created yet, using technology that has not been invented yet, and to solve problems that we don't know are problems yet.

## **CORE VALUES**

1. The Power of Human Kindness: Whenever You Can, Help
2. Generosity of Spirit
3. Power of Yet
4. Commitment to Excellence
5. Ingenuity (Ingenious Mindset)

## **5 AGREEMENTS**

Our 5 Agreements are foundational and supports 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.

- Aloha: Mutual Respect
- Kuleana: Responsibility to Participate / Right to Pass
- Ho'olohe: Attentive Listening
- Mālama: Take Care of Each Other and This Place
- Pono: Do What is Right / Only Put-Ups

## 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 empower students to construct knowledge rather than merely consume knowledge. Our program 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.

At IPA we recognize that literacy is key to constructing new understandings. Our definition of literacy goes beyond reading and writing, and includes computational thinking and coding -- the new literacy. Computing devices are no longer merely information processors, but a powerful tool for creating, refining, and sharing ideas. Given that, we purposefully integrate our Computer Science curriculum into other areas of study where students can experience coding through meaningful, cross-curricular projects. We understand that learners persist and dig deeper when they are having fun and making a difference in their world.

Our curriculum is student-centered and place-based. Skills and concepts are grounded in the context of Hawai'i and a sustainable lifestyle. Students and teachers develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to sustaining our island resources. 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.

In addition, there is a focus on the social and emotional growth of our students. Students participate in learning experiences to help them to develop skills such as cooperation, collaboration, problem solving, and making helpful decisions and choices. We seek to develop and sustain 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.

## 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 One, 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. Students learn about various community helpers who strive to make our neighborhood a safe, healthy, and fun place to live. 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 the IPA school garden with a focus on learning from our local farmers. Through their work, students will develop an understanding of the origin of food and the benefits of eating whole foods. By making connections between our land and ocean food sources, students begin to develop stewardship for both the land and ocean. Recognizing that even the smallest of life forms are critically connected to our survival helps the 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

- Makes predictions about a story
- 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
- 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
- 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 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 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 responds to inquiries directed to themselves or to the class
- Uses appropriate grammar and grade-appropriate vocabulary in speech

## **MATHEMATIC STANDARDS**

### Numbers and Operations

- Counts objects using one-to-one correspondence up to 100
- Rote counts to 100, by fives, tens, and up to 30 by twos
- Counts forward from any given number (starting at 11 and ending at 120)
- Uses a written numeral to represent a counted set of objects up to 120
- Uses ordinal numbers (first through twentieth)
- Models, reads, writes, orders and compares whole numbers up to 100 in standard and expanded using the base ten place value system
- Adds and subtracts up to 20, using a variety of strategies and tools
- Adds and subtracts two digit numbers without regrouping
- Develops and uses strategies for addition and subtraction facts within 10
- Given a two digit number, mentally find 10 more or 10 less than a given number, up to 120

### Measurement

- Uses non-standard and standard measuring tools
- Measures the length of objects using non-standard units and tools
- Identifies coins and their values
- Adds together like coins
- Reads and writes time to the nearest hour and half hour

### Geometry

- Draws, labels, and describes 2D shapes
- Describes the characteristics of 3D shapes
- Creates new 2D shapes by composing other shapes and describes the new shape
- Understands that wholes can be partitioned into smaller pieces



### Patterns and Algebraic Thinking

- Creates, describes, and extends patterns in shapes and numbers (patterns within the hundred chart)
- Identifies odds and evens based on the ones place for a double digit number
- Extends, describes, and creates complex visual, rhythmic, and movement patterns
- Solve word problems involving addition and subtractions

### Data Handling

- Collects data in meaningful ways for vertical graphs (bar and pictographs) as a whole group and other supports
- Interprets different types of graphs for the purpose of answering question

## 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 Thematic Units, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

### 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

### CULTURE AND LANGUAGE

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

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiana and 'Ōlelo classes. As students proceed through the program, they will engage in 'Ōlelo Hawai'i and cultural experiences at more depth. In addition, all elementary students participate in weekly 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

## **DIGITAL INNOVATION**

Digital Innovation encompasses both computer science and graphic design. Topics that will be covered include:

- Computing systems
- Networks and the internet
- Data and analysis
- Algorithms and programming
- Impacts of computing
- Principles of good graphic design
- Design Thinking process

## **MUSIC**

Elementary Music Education at IPA fosters musical self-expression while working to build a foundation of music theory and skills relevant to our ever-changing lives. Student creativity and vocal expression develop as they explore world culture and integrated class themes that engage students to go forward with confidence. To help students emerge and explore their musical talents, our program covers:

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

## **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

## **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.

## **SUSTAINABILITY**

Through our school garden and sustainable practices, students learn about the world in which they live, exploring science, nutrition, social studies, math, art, language arts, and environmental stewardship. Students gain a living context in which to study principles including interdependence, diversity, cycles, structures and functions, energy and resources, and sustainability. Students' curiosity is nurtured as they are taught a hands-on process of growing healthy foods, and recognition of conservation and sustainable practices. They are encouraged to ask relevant questions; develop processes for critical thinking and searching for answers; and to communicate, work, and live cooperatively. In addition to teaching students basic academic skills, we incorporate learning processes that will help them be informed, knowledgeable, responsible citizens.

## **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

