

FIRST GRADE

MATH

NUMBER CONCEPTS AND OPERATIONS

- 1.1 Apply number concepts and operations to real world situations.
 - 1.1.1 Read and write numbers to 99 to describe sets of concrete objects.
 - 1.1.2 Compare and order whole numbers to 99 using sets of concrete objects and pictorial models (less than, greater than, equal to).
 - 1.1.3 Understand and apply basic addition facts (sums to 18).
 - 1.1.4 Understand and apply basic subtraction facts (sums to 18).
 - 1.1.5 Create sets of tens and ones using concrete objects to describe, compare and order whole numbers.
 - 1.1.6 Recognize and solve problems in addition and subtraction of two-digit numbers without regrouping.
 - 1.1.7 Model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.
 - 1.1.8 Share a whole by separating it into equal parts and use appropriate language to describe the parts of a set (wholes, halves, fourths, thirds, sixths, eighths)
 - 1.1.9 Use appropriate language to describe part of a set (three out of the eight crayons are red).
 - 1.1.10 Write pairs of whole numbers to describe fractional parts of whole objects or sets of objects ($1/1$, $2/3$, $3/4$, $5/8$, $1/6$, $1/2$, etc.).
 - 1.1.11 Use words and numbers to describe the values of individual coins (penny, nickel, dime, and quarter).
 - 1.1.12 Select an appropriate problem-solving strategy including drawing a picture, looking for a pattern, estimating and checking, or acting it out to solve a problem.
 - 1.1.12 Use tools such as objects, manipulatives, calculators, and other technology to solve problems.

PROBABILITY AND STATISTICS

- 1.2 Gather, organize, display, and interpret data.
 - 1.2.1 Collect and determine classification of data.
 - 1.2.2 Use organized data to construct real object graphs, picture graphs and bar-type graphs.
 - 1.2.3 Draw conclusions and answer questions using information organized in real object graphs, picture graphs, and bar-type graphs.
 - 1.2.4 Identify an event related to gathered data as certain or impossible.

PATTERNS, FUNCTIONS, AND ALGEBRAIC THINKING

- 1.3 Use patterns as a tool for problem solving.
 - 1.3.1 Identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
 - 1.3.2 Use patterns to skip count by twos, fives, and tens.
 - 1.3.3 Find patterns in numbers (odd and even, 100s chart).
 - 1.3.4 Identify patterns in related addition and subtraction sentences for fact families to 18($2+3=5$, $3+2=5$, $5-2=3$, $5-3=2$).

GEOMETRY AND SPATIAL REASONING

- 1.4 Apply principles of geometry to the environment.
 - 1.4.1 Identify and describe objects in order to sort them according to a specific attribute.
 - 1.4.2 Describe and compare circles, ovals, triangles, and rectangles, including squares.
 - 1.4.3 Identify and describe cubes, cones, cylinders and spheres.
 - 1.4.4 Combine geometric shapes in order to form new geometric shapes using concrete models.
 - 1.4.5 Recognize that numbers can be represented by points on a line.

MEASUREMENT

- 1.5 Interpret real world situations using measurement concepts.
 - 1.5.1 Estimate and measure length, capacity, and weight of objects using nonstandard units.
 - 1.5.2 Describe the relationship between the size of the unit and the number of units needed in a measurement.
 - 1.5.3 Recognize temperature readings on a thermometer.
 - 1.5.4 Compare temperature readings (hotter or colder).
 - 1.5.5 Describe time on an analog and digital clock using hours and half hours.
 - 1.5.6 Order three or more events according to duration of time.
 - 1.5.7 Read a calendar using days, weeks, and months.

READING/LANGUAGE ARTS

READING

- 1.1 Use strategies to decode and comprehend printed material.
 - 1.1.1 Use a variety of strategies to decode unknown words including picture clues, sound/symbol relationships, word families, syntax, semantics, skipping and returning.
 - 1.1.2 Apply phonetic analysis as a decoding strategy (i.e., consonants, vowels, digraphs, etc.).
 - 1.1.3 Apply structural analysis as a decoding strategy (i.e., compound words, contractions, plurals, possessives, base words and endings, etc.).
 - 1.1.4 Build a basic sight vocabulary.
 - 1.1.5 Use the prediction/confirming process and cueing systems to monitor reading.
 - 1.1.6 Apply self-correction strategies when reading does not make sense or sound right.
 - 1.1.7 Activate and utilize background knowledge to enhance comprehension.
 - 1.1.8 Determine a purpose for reading.
 - 1.1.9 Demonstrate expanded knowledge of story structure and elements.
 - 1.1.10 Infer meaning from context.
 - 1.1.11 Interpret meaning from a reading selection.
 - 1.1.12 Demonstrate comprehension of written material by retelling and other forms of literary response.
 - 1.1.13 Differentiate between fiction and non-fiction.
 - 1.1.14 Demonstrate understanding of punctuation and capitalization as aids to

- meaning.
- 1.1.15 Build expanded vocabulary (i.e., key selection vocabulary, multiple meaning words, homographs, synonyms, antonyms, etc.).
 - 1.1.16 Demonstrate an appreciation for reading through frequent, regular independent practice.
 - 1.1.17 Understand literature as an expression of human experience (cultural awareness, humor, human emotions, etc.).
 - 1.1.18 Develop awareness of figurative language (i.e., simile, metaphor, personification).
 - 1.1.19 Set and monitor personal reading goals with teacher guidance (time spent reading, strategies to use, plan for home reading, etc.).
 - 1.1.20 Create mental pictures for concrete information that has been read.
 - 1.1.21 Demonstrate a basic familiarity with selected fiction and poetry (including fairy tales and folk tales).

WRITING

- 1.2 Write a simple selection with a beginning, middle, and end.
 - 1.2.1 Use organization strategies to initiate the writing process (webbing, listing, peer conference, brainstorming, etc.).
 - 1.2.2 Incorporate understanding of concepts of print in writing (directionality, spacing, etc.).
 - 1.2.3 Use transitional spelling strategies to represent words.
 - 1.2.4 Develop conventional spelling strategies (word families, prefixes, suffixes, phonetic generalizations, etc.).
 - 1.2.5 Use correct spelling of core high frequency words in daily writing.
 - 1.2.6 Set and monitor personal writing goals with teacher guidance.
 - 1.2.7 Begin to develop modes of written expression (i.e., narrative, expository, and descriptive writing).
 - 1.2.8 Write legibly in manuscript form (letter formation, spacing).
 - 1.2.9 Use writing for many purposes (letters/notes, list making, labeling, story innovations, reports, creative expression).
 - 1.2.10 Write four or more related sentences with supporting information.
 - 1.2.11 Begin to identify and use forms of organization in stories (repetitive patterns, logical sequence, story innovations, etc.).
 - 1.2.12 Use knowledge of verbs, adjectives, and nouns to expand writing vocabulary.
 - 1.2.13 Begin to apply knowledge of grammar, punctuation, capitalization, and sentence structure to the revision/editing process.
 - 1.2.14 Share writing with an audience (i.e., author's chair, publishing, display, etc.).
 - 1.2.15 Demonstrate an appreciation for writing through frequent, regular practice.

LISTENING

- 1.3 Display purposeful listening skills for extended periods of time.
 - 1.3.1 Demonstrate positive receptive body language (eye contact, smiles, posture, attentiveness, etc.).
 - 1.3.2 Show respect for the ideas of others (avoid interruptions, negative comments).
 - 1.3.3 Differentiate between statements and questions.
 - 1.3.4 Respond appropriately to questions.
 - 1.3.5 Identify sound similarities and differences (phonemic awareness).

- 1.3.6 Distinguish between various types of oral language (jokes, directions, poetry, etc.).
- 1.3.7 Identify main idea of media presentations.
- 1.3.8 Demonstrate attention during presentations (oral reading, guest speakers, etc.).

SPEAKING

- 1.4 Share ideas and information orally.
 - 1.4.1 Use age appropriate vocabulary, grammar, and sentence structure.
 - 1.4.2 Participate in group sharing, discussions, and dramatic presentations (personal experiences, Show and Tell, Reader's Theater, story telling, author's chair, group presentations, etc.).
 - 1.4.3 Communicate oral information effectively (rate, tone, volume, organization, and expression).
 - 1.4.4 Retell key points from written or orally presented material.
 - 1.4.5 Tell a simple story with a beginning, middle and end.
 - 1.4.6 Recite simple selections from memory.
 - 1.4.7 Ask questions to gain information.

SCIENCE

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

LIFE SCIENCE

- 1.1 Understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.
 - 1.1.1 Classify a variety of organisms according to selected characteristics (backbone vs. no backbone, legs vs. no legs, type of habitat, reproduction, etc.).
 - 1.1.2 Compare living and non-living organisms.
 - 1.1.3 Identify characteristics of plants and animals that help them thrive in different environments.

EARTH SCIENCE

- 1.2 Understand the composition of the earth, its history, the natural processes that shape it, and its place in the universe.
 - 1.2.1 Describe existing weather conditions by collecting and recording weather data (i.e., temperature, precipitation, amount of cloud cover).
 - 1.2.2 Observe and describe properties of soil, rock and water.
 - 1.2.3 Identify major sources of water.
 - 1.2.4 Identify and describe the states (solid, liquid, gaseous) in which water can be found on earth.
 - 1.2.5 Explain the importance and uses of water.
 - 1.2.6 Describe the effect of clouds on weather and climate.

PHYSICAL SCIENCE

- 1.3 Understand common properties, forms, and changes in matter and energy.
 - 1.3.1 Demonstrate the properties of magnetism (attract, repel).
 - 1.3.2 Sort objects according to their properties of magnetism.
 - 1.3.3 Illustrate and describe magnetic fields.

- 1.3.4 Observe, measure, and record changes in size, mass, color, position, quantity, sound, and movement.

HEALTH

- 1.4 Understand how to maintain and promote personal health.
 - 1.4.1 Identify and share feelings in appropriate ways.
 - 1.4.2 Demonstrate behaviors that communicate care, consideration and respect for self and others.
 - 1.4.3 Classify foods and food combinations according to the food pyramid.
 - 1.4.4 Describe healthy dental care practices.
 - 1.4.5 Identify signs and symptoms of the common cold.
 - 1.4.6 Describe ways a person can prevent or reduce the risk of disease.

Focus: Family

SOCIAL STUDIES

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

HISTORY

- 1.1 Understand how major historical figures and events have influenced the community, state, and nation.
 - 1.1.1 Identify contributions of various historical figures.
 - 1.1.2 Understand the origins of customs, holidays and celebrations (i.e., Martin Luther King Jr. Day, Independence Day, Veteran’s Day, etc.)
 - 1.1.3 Compare the observance of holidays and celebrations, past and present.
- 1.2.0 Understand that each family has a unique past.
 - 1.2.1 Know, own family history through two generations (i.e.: family members and their connections).
 - 1.2.2 Explain personal family or cultural heritage through stories, songs, or celebrations, oral histories, etc.

GEOGRAPHY

- 1.3 Understand the characteristics and purposes of maps and globes.
 - 1.3.1 Create and use age-appropriate representational maps to identify the location of places in the classroom, school, community and beyond.
 - 1.3.2 Locate places using the four cardinal directions.
 - 1.3.3 Compare and contrast different types of maps.
 - 1.3.4 Locate and identify the major types of land forms and bodies of water on a map and globe.
- 1.4.0 Understand the various physical characteristics of the environment.
 - 1.4.1 Identify and describe the physical characteristics of places such as land forms, bodies of water, natural resources, and weather.
 - 1.4.2 Identify different types of natural resources and their uses.
 - 1.4.3 Identify man-made modifications to the environment.
 - 1.4.4 Describe the various factors that influence climate.

ECONOMICS

- 1.5 Define and distinguish between goods and services.
 - 1.5.1 Identify examples of goods and services in the home, school, and community.

- 1.5.2 Identify ways people exchange goods and services.
- 1.5.3 Identify the role of markets in the exchange of goods and services.
- 1.5.4 Describe how specialized jobs contribute to the production of goods and services.
- 1.6.0 Understand the concept of scarcity of resources.
- 1.6.1 Distinguish between the wants and needs of a family unit.
- 1.6.2 Give examples of decisions families make when choosing to buy goods and services.

CIVICS/GOVERNMENT

- 1.7 Understand the importance of rules and laws.
 - 1.7.1 Explain the need for rules and laws in the home, school, and community.
 - 1.7.2 Give examples of rules or laws that establish order, provide security, and manage conflict.

SOCIOLOGY/ANTHROPOLOGY

- 1.8 Understand how families meet basic human needs.
 - 1.8.1 Describe ways that families meet basic human needs.
 - 1.8.2 Compare/contrast the ways families meet basic human needs.
 - 1.9.0 Understand the importance of family beliefs, customs, language, and traditions.
 - 1.9.1 Explain ways families share their beliefs and values (i.e. oral traditions, literature, songs, art, religion, community celebrations, mementos, food, language, etc.).
 - 1.9.2 Compare/contrast family life today, in the recent past, and family life long ago (i.e. roles, jobs, clothes, food, homes, school experiences, etc.).
 - 1.9.3 Describe a variety of family structures (nuclear, extended, etc.)

MUSIC

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

- 1.1 The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:
 - 1.1.1 Identify voices and selected instruments from various musical families.
 - 1.1.2 Use basic musical terminology in describing musical sounds.
 - 1.1.3 Identify repetition and contrast in music examples.
- 1.2 The student performs a varied repertoire of music. The student is expected to:
 - 1.2.1 Sing or play classroom instruments independently or in groups.
 - 1.2.2 Sing songs from diverse cultures and styles.
- 1.3 The student reads and writes music notation. The student is expected to:
 - 1.3.1 Read simple examples of music notations.
 - 1.3.2 Write simple examples of music notation.
- 1.4 The student relates music to history, to society, and to culture. The student is expected to:
 - 1.4.1 Sing songs and play musical games from different cultures.
 - 1.4.2 Identify simple relationships between music and other subjects.
- 1.5 The student responds to and evaluates music and musical performance. The student is expected to:
 - 1.5.1 Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower,

and same/different in musical performances.

1.5.2 Begin to practice appropriate audience behavior during live performances.

PHYSICAL EDUCATION

The three basic concepts addressed in the physical education standards are movement, physical activity /health and social development.

- 1.1 The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - 1.1.1 Demonstrate an awareness of personal and general space while moving at different directions and levels, such as high, medium, and low.
 - 1.1.2 Demonstrate proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding.
 - 1.1.3 Demonstrate control in balancing and traveling activities.
 - 1.1.4 Clap in time to a simple rhythmic beat.
 - 1.1.5 Jump a long rope
 - 1.1.6 Demonstrate key elements in manipulative skills such as; overhand throw, underhand throw, and catch.
- 1.2 The student applies movement concepts and principals to the learning and development of motor skills. The student is expected to:
 - 1.2.1 Recognize that motor skill development requires correct practice.
 - 1.2.2 Demonstrate a base of support and explain how it affects balance.
- 1.3 The student exhibits a health enhancing, physically–active lifestyle that improves health and provides opportunities for enjoyment and challenge. The student is expected to:
 - 1.3.1 Describe and select physical activities that provide opportunities for enjoyment and challenge;
 - 1.3.2 Participate in moderate to vigorous physical activities on a daily basis that cause an increased heart rate, breathing rate, and perspiration.
 - 1.3.3 Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping.
 - 1.3.4 Participate in appropriate exercises for flexibility in shoulders, legs, and trunk.
- 1.4 The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. The student is expected to:
 - 1.4.1 Distinguish between active and inactive lifestyles.
 - 1.4.2 Describe the location and function of the heart.
 - 1.4.3 Describe how muscles and bones work together to produce movement.
 - 1.4.4 Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and thought processes (i.e. learning).
- 1.5 The student understands safety practices associated with physical activity and space. The student is expected to:
 - 1.5.1 Use equipment and space properly.
 - 1.5.2 Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.
 - 1.5.3 Describe how to protect themselves from harmful effects of the sun.
 - 1.5.4 Describe appropriate reactions to emergency situations common to physical activity settings such as calling 911.
- 1.6 The student understands basic components such as strategies and rules of structured

- physical activities including, but not limited to, games, sports and dance. The student is expected to:
- 1.6.1 Demonstrate starting and stopping signals.
 - 1.6.2 Explain boundaries and rules for simple games.
- 1.7. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- 1.7.1 Follow directions and apply safe movement practices.
 - 1.7.2 Interact, cooperate, and respect others.
 - 1.7.3 Resolve conflicts in socially acceptable ways such as talking and asking the teacher for help.

VISUAL ARTS

Please see the [Core Knowledge Sequence](#) that is used in this area for additional curriculum standards and information.

- 1.1 Develop perceptions to increase visual awareness and sensitivity to surroundings. The student develops and organizes ideas from the environment. The student is expected to:
 - 1.1.1 Identify similarities, differences, and variations among subjects, using the senses.
 - 1.1.2 Identify color, texture, form, line, and emphasis in nature and in the human-made environment.
- 1.2 Expresses thoughts and ideas creatively, using a variety of media with appropriate skill. The student is expected to:
 - 1.2.1 Invent images that combine a variety of colors, forms, and lines.
 - 1.2.2 Place forms in orderly arrangement to create designs.
 - 1.2.3 Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions.
- 1.3 Demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:
 - 1.3.1 Select artworks that show families and groups.
 - 1.3.2 Identify the use of art in everyday life.
 - 1.3.3 Identify simple ideas expressed in artworks through different media.
 - 1.3.4 Makes informed judgments about personal artworks and the works of others.
The student is expected to:
 - 1.3.5 Express ideas about personal artwork.

FOREIGN LANGUAGE

Language study is best begun in kindergarten (or earlier) and continued without interruption through grade 12 and beyond. Research confirms that children easily and naturally acquire language at an early age. The degree of proficiency is directly proportional to the amount of time spent by students in meaningful study. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

- 1.1 The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
 - 1.1.1 Students listen to and derive meaning from a variety of foreign language sources. In order to meet this standard the student will:
 - Recognize common expressions;
 - Obtain meaning from diverse listening sources;

- Demonstrate comprehension through appropriate responses; and
 - Engage in a variety of listening situations.
 - Comprehend common memorized words, expressions, and cognates (a word related to one in another language) when hearing the foreign language spoken from a variety of sources;
 - Demonstrate comprehension of everyday conversations including familiar situations and simple instructions.
- 1.1.2 Students speak in a foreign language for a variety of purposes and for diverse audiences. In order to meet this standard, a student will:
- Apply pronunciation rules and intonation patterns;
 - Use vocabulary, grammatical forms, and structures of the target language to convey meaning;
 - Apply knowledge of cultural practices to spoken language;
 - Express needs, tell stories, obtain and convey information, explain concepts and procedures, and persuade; and
 - Interact with speakers of the language in a variety of venues: personal, business, dramatic presentations.
 - Use learned pronunciation and intonation patterns;
 - Speak in predictable, familiar situations using learned vocabulary and phrases;
 - Express personal opinions and desires with learned phrases;
 - Describe everyday topics using appropriate vocabulary and grammatical structures;
 - Ask and answering simple questions.
- 1.1.3 Students read and derive meaning from a variety of materials written in a foreign language. In order to meet this standard, students will;
- Recognize words, phrases, idiomatic expressions, and grammatical structures;
 - Demonstrate comprehension of reading materials written for a variety of purposes;
 - Use and apply the information gained from reading;
 - Respond to the cultural elements contained in reading materials of the language.
 - Recognize and understand cognates (a word related to one in another language) and expressions;
 - Infer meaning of unfamiliar words from context;
 - Show comprehension of reading materials;
 - Identify cultural elements found in reading materials.
- 1.1.4 Students write in a foreign language for a variety of purposes and for diverse audiences. In order to meet this standards, students will;
- Write for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading;
 - Write for audiences such as peers, teachers, and community members;
 - Plan, draft, revise, proof read, and edit written communications;
 - Use correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning;
 - Write about everyday topics and express personal opinions and desires using

learned vocabulary phrases and grammatical structures;

- Obtain and report information for a variety of audiences
- Proofread and rewrite their own work;
- Use appropriate grammar, spelling, capitalization, and punctuation;

2.1 The student gains knowledge and understanding of other cultures. The student is expected to:

- Demonstrate knowledge of aspects of foreign cultures such as daily life, education, history, geography, government, economics, and the arts;
- Apply knowledge of cultural practices when communicating in a foreign language;
- Use the foreign language to access cultural information available only in that language.
- Observe and identify everyday cultural practices (what people do).
- Use culturally appropriate gestures and oral expressions for common or familiar classroom interactions.
- Listen to or read materials in the language from the cultures being studied.