

Grade One  
Parent Guide  
to  
Grade-Level Standards



Miami Shores Presbyterian Church School  
*Unleashing the Potential of Every Student*

602 NE 96<sup>th</sup> Street, Miami Shores, Florida 33138

# MSPC School Commission



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Carol Stanfill, Secretary

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Christopher Bellows, Personnel and Policy  
Mark Piper, Personnel and Policy  
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Hallie Hottle, Associate Pastor

Wei-en Chen, CPA/Accounting Manager  
David Kinchen, Staff  
Catherine Woods, Preschool Director  
Otis E. Wirth, Headmaster

## MISSION STATEMENT

To offer a Christ-inspired educational experience that empowers students to reach their full potential in life, where academic excellence is nurtured and students are treasured and respected.

## VISION STATEMENT

We believe all children are unique in the eyes of God. Therefore, our vision is to promote Spiritual knowledge, develop emotional growth and cultivate life readiness.

Promote Spiritual Knowledge by:

- appreciating the diversity of God's creation
- embracing the beauty of the world
- participating in Christ-inspired experiences

Develop Emotional Growth by:

- realizing we are part of a greater whole
- demonstrating respectful attitudes and behaviors
- understanding we gain strength and stamina by the grace of the Spirit

Cultivate Life Readiness by:

- seeing the importance of education
- experiencing continual learning and self-reflection
- gaining knowledge and skills for success

## SCHOOL GOALS

1. To provide a program of instruction that will foster student inquiry, critical thinking, and reflection in their pursuit of being a life-long learner.
2. To seek all opportunities to integrate The Arts - physical education, music, visual arts and foreign languages - within the core classroom curriculum.
3. To continue to grow the MSPCS family through positive word of mouth, participation in area activities, and advertisement.

*No person in this district, shall on the basis of race, national origin, sex, disability, marital status, religion, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in employment conditions or practices conducted by Miami Shores Presbyterian Church School.*

## UNDERSTANDING AND USING THIS BOOKLET

Use this booklet as a guide throughout the school year. It will help you work with your child to achieve the Common Core Standards. This brochure lists the essential skills and concepts in the CC Standards which students will be expected to be skillful with this year in English Language Arts and Mathematics. The standards are the expectations that represent what students are expected to know and be able to do as a result of the year in Grade One. At the end of the booklet are the Florida Sunshine State Standards for science, social studies, physical education, health, music, visual arts, and technology.

## GRADE ONE INFORMATION

*Instructional Approach:* Teachers use a variety of approaches to teaching and learning in order to meet the wide range of student needs within the classroom. These include whole group instruction, flexible grouping based on interest and/or ability and individual student work. The subject areas are integrated, including technology, as much as possible so that the students see the relationships among the subjects. Emphasis is placed on applying knowledge and skills learned to real world problems.

*Homework:* Homework is assigned at the discretion of the teacher. If homework is assigned, it should take no more than 30 minutes to complete. If you have any questions or find your child is struggling with the work, please contact the teacher.

*Assessment:* The primary purpose of assessment is the improvement of student learning. The assessment process will highlight and promote those practices that are most effective, determine action for improvement where needed and provide evidence of program quality and student learning.

Assessment is the ongoing process of:

- Establishing clear, measurable objectives (expected outcomes) of student learning.
- Ensuring that students have sufficient opportunities to achieve those outcomes.
- Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.

- Using the resulting information to understand and to improve student learning.  
(Linda Suskie, *Assessing Student Learning*, 2004)

Our beliefs on assessment:

Students should be given multiple opportunities to demonstrate “what they know” without penalty.  
The type of assessment tool should be determined by the learning outcomes it is designed to assess.  
Assessment results should be used regularly to inform and modify instruction.  
To be effective, assessment feedback should be as immediate as possible.

*Progress Reporting:* The purpose for grading and reporting is to present students and parents with frequent updates on individual progress. Progress is measured based upon the individual student’s performance of identified learning standards. Your child’s progress will be reported on a Standards–Based report quarterly. This report provides detailed information on how well your child is progressing toward the goals established for year-end standards in each subject area. All curricular areas report on the standards-based progress report. Effort, attitude and behavior are reported in a separate *Basic Values* and *Personal Growth* sections. Another purpose of progress reporting is to provide the school with data about our teaching practices and curriculum. We analyze the standards within the classroom, as well as throughout the school to determine what we are doing well and what needs to be adjusted.

Students meeting school expectations for Grade One will be promoted to second grade at the end of the year. Some students may need more time to develop these critical foundational skills and may be retained at the end of the year.

*Family/School Connection:* We welcome your visits and phone calls. You are encouraged to make the most of all opportunities to be involved in your child’s educational experience. One of the most critical factors to success in school is parent interest and involvement. It is a good idea to discuss your child’s activities at school, go over all homework and assignments, and read with your child. Call the school to learn how to become involved in the Parent Association.

## **GRADE ONE EXPECTATIONS**

English Language Arts and Mathematics are COMMON CORE STANDARDS.

Science, Social Studies, Art, Music, Health and Physical Education are FLORIDA SUNSHINE STATE STANDARDS (shown with this unique font).

## **ENGLISH LANGUAGE ARTS**

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:  
**LITERATURE**

*Key Ideas and Details*

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

*Craft and Structure*

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

*Integration of Knowledge and Ideas*

CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

(RL.1.8 not applicable to literature)

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

*Range of reading and Level of Text Complexity*

CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:  
**INFORMATIONAL TEXT**

*Key Ideas and Details*

CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

*Craft and Structure*

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

*Integration of Knowledge and Ideas*

CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

*Range of Reading and Level of Text Complexity*

CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

**THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:**  
**FOUNDATIONAL SKILLS**

*Print Concepts*

CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

*Phonological Awareness*

CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Phonics and Word Recognition*

CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

*Fluency*

CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:

**WRITING**

*Text Types and Purposes*

CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

*Production and Distribution of Writing*

(W.1.4 begins in grade 3)

CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

*Research to Build and Present Knowledge*

CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(W.1.9 begins in grade 4)

*Range of Writing*

(W.1.10 begins in grade 3)

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:  
LISTENING

*Comprehension and Collaboration*

CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

*Presentation of Knowledge and Ideas*

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

THE PRACTICE OF READING: ENGLISH LANGUAGE ARTS:  
LANGUAGE

*Conventions of Standard English*

CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.

CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.

CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.

CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).

CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).

CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).

CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people.

CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences.

CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series.

CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

*Knowledge of Language*

(L.1.3 begins in grade 2)

*Vocabulary Acquisition and Use*

CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## MATHEMATICS

In Grade One, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

1. Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

2. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

3. Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement.<sup>1</sup>

4. Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

## Grade 1 Overview

### *Operations and Algebraic Thinking*

Represent and solve problems involving addition and subtraction.  
Understand and apply properties of operations and the relationship between addition and subtraction.  
Add and subtract within 20.  
Work with addition and subtraction equations.

### *Number and Operations in Base Ten*

Extend the counting sequence.  
Understand place value.  
Use place value understanding and properties of operations to add and subtract.

### *Measurement and Data*

Measure lengths indirectly and by iterating length units.  
Tell and write time.  
Represent and interpret data.

### *Geometry*

Reason with shapes and their attributes.

### *Mathematical Practices*

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

**THE PRACTICE OF MATHEMATICS:  
OPERATIONS & ALGEBRAIC THINKING**

*Represent and solve problems involving addition and subtraction.*

CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

CCSS.Math.Content.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Understand and apply properties of operations and the relationship between addition and subtraction.

CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract.2 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)

CCSS.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.  
Add and subtract within 20.

CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

*Work with addition and subtraction equations.*

CCSS.Math.Content.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

CCSS.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .

THE PRACTICE OF MATHEMATICS:  
**NUMBER & OPERATIONS IN BASE TEN**

*Extend the counting sequence.*

CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

*Understand place value.*

CCSS.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”

CCSS.Math.Content.1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

CCSS.Math.Content.1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .

*Use place value understanding and properties of operations to add and subtract.*

CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

CCSS.Math.Content.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

THE PRACTICE OF MATHEMATICS:  
**MEASUREMENT & DATA**

*Measure lengths indirectly and by iterating length units.*

CCSS.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

*Tell and write time.*

CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

*Represent and interpret data.*

CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

## THE PRACTICE OF MATHEMATICS: GEOMETRY

*Identify and describe shapes.*

CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

CCSS.Math.Content.1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

# SCIENCE

## THE PRACTICE OF SCIENCE

## **SCIENCE**

Applies the practices of science working with a partner to ask questions, collect information, make and record observations. The student:

- raises questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
- uses the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
- keeps records as appropriate - such as pictorial and written records - of investigations conducted.
- asks "how do you know?" in appropriate situations.

## **EARTH IN SPACE AND TIME**

Demonstrates an understanding of Earth and space in time. The student:

- observes and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
- explores the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.
- investigates how magnifiers make things appear bigger and help people see things they could not see without them.
- identifies the beneficial and harmful properties of the Sun.

## **EARTH STRUCTURES**

Describes the characteristics of the Earth's surface. The student:

- recognizes that water, rocks, soil, and living organisms are found on Earth's surface.
- describes the need for water and how to be safe around water.
- recognizes that some things in the world around us happen fast and some happen slowly.

## **PROPERTIES OF MATTER**

Demonstrates an understanding of the properties of matter. The student:

- sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

## **MOTION OF OBJECTS**

Describes movement of objects and the forces that affect the movement. The student:

- demonstrates and describes the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

### ***FORCES & CHANGES IN MOTION***

Describes movement of objects and the forces that affect the movement. The student:

- demonstrates that the way to change the motion of an object is by applying a push or a pull.

### ***ORGANIZATION & DEVELOPMENT OF LIVING ORGANISMS***

Applies knowledge of the organization and development of living organisms. The student:

- makes observations of living things and their environment using the five senses.
- identifies the major parts of plants, including stem, roots, leaves, and flowers.
- differentiates between living and nonliving things.

### ***HEREDITY & REPRODUCTION***

The student:

- makes observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

### ***INTERDEPENDENCE***

Explains the basic needs of living plants and animals. The student:

- through observation, recognizes that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

## **SOCIAL SCIENCE (STUDIES)**

### ***AMERICAN HISTORY***

Describes why we celebrate national holidays. Uses calendar time to explain changes in a community. The student:

- develops an understanding of a primary resource.
- understands how to use the media center/other sources to find answers to questions about a historical topic.
- understands how history tells the story of people and events of other times and places.
- compares life now with life in the past.

- identifies celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
- identifies people from the past who have shown character ideals and principles including honesty, courage, and responsibility
- distinguishes between historical fact and fiction using various materials.
- uses terms related to time to sequentially order events that have occurred in school, home, or community.
- creates a timeline based on the student's life or school events, using primary resources.

## ***GEOGRAPHY***

Identifies our state, community, the continents and oceans. Demonstrates basic map skills. The student:

- uses physical and political/cultural maps to locate places in Florida.
- identifies key elements (compass rose, cardinal direction, title, key/legend with symbols) of maps and globes.
- constructs a basic map using key elements including cardinal directions and map symbols.
- identifies a variety of physical features using a map and globe.
- locates on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
- describes how location, weather, and physical environment affect the way people live in our community.

## ***CIVICS AND GOVERNMENT***

Explains the purpose of rules and laws in the community. The student:

- explains the purpose of rules and laws in the school and community.
- gives examples of people who have the power and authority to make and enforce rules and laws in the school and community.
- gives examples of the use of power without authority in the school and community.
- explains the rights and responsibilities students have in the school community.
- describes the characteristics of responsible citizenship in the school community.
- identifies ways students can participate in the betterment of their school and community.

- explains how decisions can be made or how conflicts might be resolved in fair and just ways.
- recognizes symbols and individuals that represent American constitutional democracy.

## ***ECONOMICS***

Explains how people need to make choices because of scarce resources. The student:

- recognizes that money is a method of exchanging goods and services.
- defines opportunity costs as giving up one thing for another.
- distinguishes between examples of goods and services.
- distinguishes people as buyers, sellers, and producers of goods and services.
- recognizes the importance of saving money for future purchases.

# **PHYSICAL EDUCATION**

## ***MOVEMENT SKILLS***

Performs basic movement skills. The student:

- travels using various locomotor skills while changing directions, pathways, and speeds.
- strikes an object upward using body parts.
- strikes a lightweight object upward continuously using a paddle.
- strikes a stationary object a short distance using a modified long-handled implement so that the object travels in the intended direction.
- dribbles an object with hands or feet while demonstrating control in general space.
- demonstrates a variety of basic water skills.
- moves in different directions to catch a variety of self-tossed objects.
- demonstrates an underhand throwing motion for accuracy using correct technique.
- demonstrates an overhand throwing motion for distance using correct technique.
- performs a self-designed creative movement/dance sequence with a clear beginning shape, use of one movement concept, and a different and clear ending shape.
- demonstrates a sequence of a balance, a roll, and a different balance.
- demonstrates the ability to take weight onto hands.
- chases, flees, and dodges to avoid or catch others.
- uses a variety of takeoff and landing patterns to jump, hop, and leap safely in relation to various types of equipment.

## ***COGNITIVE ABILITIES***

Uses/comprehends vocabulary associated with movement skills. The student:

- identifies the critical elements of locomotor skills.
- identifies safety rules and procedures for selected physical activities.
- identifies technologies that can be utilized to enhance physical activity.
- identifies the rules for safe water activities and understand the importance of a lifeguard in a swimming facility.
- names examples of warm-up and cool-down exercises.
- recognizes the importance of practicing to improve performance.
- uses skill cues to improve performance.
- identifies one's own dominant hand/foot for use with dribbling/striking skills.
- identifies movement concepts.

## ***LIFETIME FITNESS***

The student:

- participates in moderate to vigorous physical activity on a daily basis.
- demonstrates involvement in physical activities both during and after the school day.
- sets physical activity goals.
- recognizes that there are opportunities for physical activity outside of school.
- identifies the health benefits of physical activity.
- identifies edges, pedestrians, vehicles, and traffic.
- describes the benefit of strengthening muscles.
- recognizes that health-related physical fitness consists of different components.
- identifies the physiological signs of physical activity.
- compares and contrast changes in heart rate before, during, and after physical activity.
- recognizes his or her heart beats faster during more intense physical activity.
- explains the cardiorespiratory benefit of regular participation in physical activity.
- properly flexes and extends body parts to promote flexibility.
- names the food groups.

## ***RESPONSIBLE BEHAVIOR AND VALUES***

Interacts cooperatively with others. Demonstrates safety practices/rules. Uses feedback/redirection to improve skills. The student:

- chooses playmates without regard to personal differences.
- appreciates the benefits that accompany cooperation and sharing.

- follows directions during a large group activity.
- uses equipment and space safely and properly.
- displays consideration of others while participating on the playground.
- identifies feelings resulting from participation in physical activity.
- identifies physical activity preferences.
- likes the challenge of learning new movement skills.

## HEALTH EDUCATION

### *HEALTH ENHANCEMENT AND DISEASE PREVENTION CONCEPTS*

Identifies healthy behaviors and rules. The student:

- identifies healthy behaviors.
- recognizes the physical and mental/emotional dimensions of health.
- describes ways to prevent common communicable diseases.
- identifies ways to prevent childhood injuries.
- identifies health-care providers.
- emphasizes the correct names of human body parts.
- identifies how children learn health behaviors from family and friends.
- identifies what the school and community does to support personal health practices and behaviors.
- recognizes health consequences for not following rules.
- names examples of media messages that relate to health behaviors.

### *RESPONSIBLE BEHAVIORS*

Demonstrates healthy practices and behaviors. The student:

- identifies trusted adults and professionals who can help promote health.
- determines the meaning of warning labels and signs on hazardous products and places.
- gives examples of advertisements for health products.
- identifies healthy ways to express needs, wants, and feelings.
- describes good listening skills to enhance health.
- tells about ways to respond when in an unwanted, threatening, or dangerous situation.
- practices ways to tell a trusted adult if threatened or harmed.

- describes situations when a health-related decision can be made individually or when assistance is needed.
- identifies healthy options to health-related issues or problems.
- explains the consequences of not following rules/practices when making healthy and safe decisions.

### ***PROMOTING HEALTH***

The student:

- demonstrates good personal health habits.
- tells about behaviors that avoid or reduce health risks.
- encourages others to make positive health choices

## **MUSIC**

### ***CRITICAL THINKING AND REFLECTION***

Uses appropriate music vocabulary when describing music. The student:

- responds to specific, teacher-selected musical characteristics in a song or instrumental piece.
- responds to music from various sound sources to show awareness of differences in musical ideas.
- classifies instruments into pitched and unpitched percussion families.
- differentiates between music performed by one singer and music performed by a group of singers.
- identifies the similarities and differences between two performances of a familiar song.
- Shares different thoughts or feelings people have about selected pieces of music.

### ***SKILLS, TECHNIQUES, AND PROCESSES***

Sings a varied repertoire of songs with appropriate pitch and rhythm. Performs a varied repertoire of music on instruments using correct rhythm and techniques. Uses appropriate music vocabulary when describing music. The student:

- improvises a four-beat response to a musical question sung or played by someone else.
- creates short melodic and rhythmic patterns based on teacher-established guidelines.
- sings or plays songs, which may include changes in verses or repeats, from memory.
- sings simple songs in a group, using head voice and maintaining pitch.

- plays three- to five- note melodies and/or accompaniments on classroom instruments.
- sings simple la-sol-mi patterns at sight.
- matches simple aural rhythm patterns in duple meter with written patterns.
- shows visual representation of simple melodic patterns performed by the teachers or a peer.

### ***ORGANIZATIONAL STRUCTURE***

Uses appropriate music vocabulary when describing music. The student:

- responds to contrasts in music as a foundation for understanding structure.
- identifies patterns of a simple, four-measure song or speech piece.
- responds to changes in tempo and/or dynamics within musical pieces.

### ***HISTORICAL AND GLOBAL CONNECTIONS***

Sings a varied repertoire of songs with appropriate pitch and rhythm. Performs a varied repertoire of music on instruments using correct rhythm and techniques. Uses appropriate music vocabulary when describing music. The student:

- performs simple songs, dances and musical games from a variety of cultures.
- explains the work of a composer.
- identifies and perform folk music used to remember and honor America and its cultural heritage.
- explores the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants.

### ***INNOVATION, TECHNOLOGY, AND THE FUTURE***

Sings a varied repertoire of songs with appropriate pitch and rhythm. Performs a varied repertoire of music on instruments using correct rhythm and techniques. Uses appropriate music vocabulary when describing music. The student:

- creates sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements.
- describes how he or she likes to participate in music.
- demonstrates appropriate manners and teamwork necessary for success in a music classroom.

# **VISUAL ARTS**

## ***CRITICAL THINKING AND REFLECTION***

Recognizes and uses the elements of art and the principles of design. Understands and uses art vocabulary. The student:

- creates and discusses works of art that convey personal interests.
- gathers clues to help interpret and reflect on works of art.
- describes visual imagery used to complete artwork.
- uses various media or techniques to learn how changes affect the completed artwork.
- identifies vocabulary that is used in both visual art and other contexts.
- distinguishes between artwork, utilitarian objects, and objects from nature.

## ***SKILLS, TECHNIQUES, AND PROCESSES***

Develops beginning skills in the use of tools and techniques. Understands and uses art vocabulary. The student:

- experiments with art processes and media to express ideas.
- uses varied processes to develop artistic skills when expressing personal thoughts, feelings, and experiences.
- creates works of art to tell a personal story.
- uses accurate art vocabulary to communicate ideas about art.
- practices correct use of tools with various art media, techniques, and processes.
- describes the steps used in art production.
- practices skills and techniques to create with two- and/or three- dimensional media.
- discusses the qualities of good craftsmanship.
- demonstrates safety procedures for using art tools and materials.
- identifies and be respectful of artwork that belongs to others and represents their ideas.

## ***ORGANIZATIONAL STRUCTURE***

Recognizes and uses the elements of art and the principles of design. The student:

- identifies and use the structural elements of art and organizational principles of design to support artistic development.
- creates imagery and symbols to express thoughts and feelings.
- uses personal symbols in artwork to document surroundings and community.

## ***HISTORICAL AND GLOBAL CONNECTIONS***

Understands and uses art vocabulary. Recognizes and uses the elements of art and the principles of design. The student:

- discusses how different works of art communicate information about a particular culture.
- discusses suitable behavior expected of audience members.
- describes ways in which artists use their work to share knowledge and life experiences.
- compares artworks from different cultures, created over time, to identify differences in style and media.
- identifies objects of art that are used every day for utilitarian purposes.
- identifies places in which artworks may be viewed by others.
- identifies connections between visual art and other content areas.

### ***INNOVATION, TECHNOLOGY, AND THE FUTURE***

Recognizes and uses the elements of art and the principles of design. Develops beginning skills in the use of tools and techniques. The student:

- uses various art media and real or imaginary choices to create works of art.
- identifies how classmates solve artistic problems.
- explains how artists impact the appearance of items for sale in stores.
- describes the use of art to share community information.
- follows directions for completing classroom tasks in a specified timeframe to show early development of 21st century skills.

## **INSTRUCTIONAL TECHNOLOGY**

### ***TECHNOLOGY OPERATIONS AND CONCEPTS***

Understands and applies technology concepts, systems and operations. The student:

- demonstrates basic technology operations .
- locates District standard software to complete tasks and projects.
- utilizes District standard software to complete tasks and projects.
- demonstrates how to be a responsible and safe digital citizen.

### ***RESEARCH AND INFORMATION FLUENCY***

Applies technology research skills to gather, evaluate and use information. The student:

- utilizes web resources assigned by the teacher for learning.

### ***CREATIVITY AND INNOVATION***

Demonstrates creative thinking, constructs knowledge and develops innovative products and processes using technology. The student:

- creates a simple project.