

Content Area: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Health

Prepared Graduates:

- Apply personal safety knowledge and skills to prevent, and treat unintentional injury

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Demonstrate strategies to avoid hazards in the home and community

Evidence Outcomes

Students can:

- a. Identify safety hazards such as poison, fire, guns, water, playground equipment, and household products in the home and community
- b. Explain why household products are harmful if ingested or inhaled
- c. Describe how to safely ride a bike, skateboard, and scooter as well as use inline skates
- d. Identify safety rules for being around fire
- e. Demonstrate strategies to avoid fires and burns (Stop, drop, and roll)
- f. Demonstrate how to call 911 or other emergency numbers for help in a situation involving fires

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to know the difference between what we can and cannot eat?
2. Why is it important to know that certain items in the refrigerator and pantry cannot be eaten?
3. What could happen if you were camping, there was a campfire, and everyone decided to leave and go for a hike without putting the fire out first?

Relevance and Application:

1. Firefighters practice strategies to prevent fires from starting and to prevent fire from spreading.
2. Emergency responders practice how to quickly help anyone who ingests and or inhales something not safe.
3. Children in other countries or communities might need to be aware of different types of hazards.

Nature of Health:

1. Use concepts and skills to identify potential hazards and respond appropriately.

Content Area: Comprehensive Health and Physical Education
Standard: 2. Physical and Personal Wellness in Physical Education

Prepared Graduates:
 ➤ Achieve and maintain a health-enhancing level of physical fitness

Grade Level Expectation: First Grade

Concepts and skills students master:
 1. Identify the body's normal reactions to moderate and vigorous physical activity

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:

- a. Identify basic exercises that help to strengthen various muscles of the body
- b. Identify physical activities that require strong muscles
- c. Identify and perform specific exercises that can be done to improve the muscular strength and endurance of various muscle groups
- d. Identify activities that rely on muscular endurance and muscular strength for someone to be successful

Inquiry Questions:

1. Would you rather have strong arm and leg muscles, or a strong heart muscle? Why?
2. How could you work on improving your muscular strength and endurance?
3. Can one have muscular strength without muscular endurance? What about the other way around? Explain.

Relevance and Application:

1. Individuals can prevent injury by maintaining adequate muscular strength and endurance.
2. Individuals use a computer to find examples of safe exercises to improve muscular strength and endurance.
3. Individuals create an exercise program that improves their health-related fitness.
4. Individuals identify equipment in parks and playgrounds that helps to build muscles.

Nature of Physical Education:

1. Regular physical activity contributes to emotional well-being.
2. Taking responsibility for one's own health is an essential step toward developing and maintaining a healthy, active lifestyle.
3. Muscular strength and endurance are separate and equally important components of fitness.
4. The body reacts positively to physical exercise.

Content Area: Dance

Standard: 3. Historical and Cultural Context

Prepared Graduates:

- Explore and perform dance styles from various cultures and times

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Perform simple dances from various cultures

Evidence Outcomes

Students can:

- a. Demonstrate basic formations or pathways in selected social dances
- b. Learn the origins of the dances studied
- c. Recognize that different social dances use different kinds of costumes, masks, and headpieces

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is sound and music important to a dance?
2. How can a dance be performed without sound or music?
3. Why are the steps different in each dance?

Relevance and Application:

1. Identifying the origins of a dance leads to an understanding of the social and cultural background from which the dance comes, providing important information about a certain time in history or culture. For example, a variety of folk dances were brought to America through immigration.
2. Recognizing pathways and patterns in simple dances aids in sequencing and patterning in other disciplines.

Nature of Dance:

1. Social and cultural dances represent a society's past, present, and future.

Content Area: Drama and Theatre Arts

Standard: 3. Critically Respond

Prepared Graduates:

- Demonstrate an understanding and appreciation of theatre history, dramatic structure, dramatic literature, elements of style, genre, artistic theory, script analysis, and roles of theatre practitioners through research and application

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Identify key aspects of theatre

Evidence Outcomes

Students can:

- a. Describe the difference between theatre and real life
- b. Describe the difference between theatre and other media such as television, movies, and books
- c. Describe the basic elements of a performance such as the stage, audience, performers, and set
- d. Ask questions based on discoveries while performing or viewing a performance

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes theatre a unique experience?
2. How are costumes and sets different from everyday clothing and furniture?
3. Why is an audience important to a performance?
4. Why is a stage space necessary?
5. How does pretending in play help in theatre?

Relevance and Application:

1. Recognizing the differences in types of media allows for a variety of inputs.
2. Understanding the difference between real life and theatrical performances helps differentiate fiction and nonfiction.
3. Connecting play and pretend allows one to discover the basic aspects of theatre.

Nature of Drama and Theatre Arts:

1. Elements are important aspects of theatrical productions.

Content Area: Mathematics
Standard: 3. Data Analysis, Statistics, and Probability

Prepared Graduates:

- Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Visual displays of information can be used to answer questions

Evidence Outcomes

Students can:

- a. Represent and interpret data. (CCSS: 1.MD)
 - i. Organize, represent, and interpret data with up to three categories. (CCSS: 1.MD.4)
 - ii. 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. (CCSS: 1.MD.4)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What kinds of questions generate data?
2. What questions can be answered by a data representation?

Relevance and Application:

1. People use graphs and charts to communicate information and learn about a class or community such as the kinds of cars people drive, or favorite ice cream flavors of a class.

Nature of Mathematics:

1. Mathematicians organize and explain random information
2. Mathematicians model with mathematics. (MP)

Content Area: Mathematics

Standard: 4. Shape, Dimension, and Geometric Relationships

Prepared Graduates:

- Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Measurement is used to compare and order objects and events

Evidence Outcomes

Students can:

- a. Measure lengths indirectly and by iterating length units. (CCSS: 1.MD)
 - i. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (CCSS: 1.MD.1)
 - ii. Express the length of an object as a whole number of length units.¹ (CCSS: 1.MD.2)
- b. Tell and write time. (CCSS: 1.MD)
 - i. Tell and write time in hours and half-hours using analog and digital clocks. (CCSS: 1.MD.3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can you tell when one thing is bigger than another?
- 2. Why do we measure objects and time?
- 3. How are length and time different? How are they the same?

Relevance and Application:

- 1. Time measurement is a means to organize and structure each day and our lives, and to describe tempo in music.
- 2. Measurement helps to understand and describe the world such as comparing heights of friends, describing how heavy something is, or how much something holds.

Nature of Mathematics:

- 1. With only a few words, mathematicians use measurable attributes to describe countless objects.
- 2. Mathematicians use appropriate tools strategically. (MP)
- 3. Mathematicians attend to precision. (MP)

¹ 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. (CCSS: 1.MD.2)

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Apply transformation to numbers, shapes, functional representations, and data

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Number relationships can be used to solve addition and subtraction problems

Evidence Outcomes

Students can:

- a. Represent and solve problems involving addition and subtraction. (CCSS: 1.OA)
 - i. Use addition and subtraction within 20 to solve word problems.¹ (CCSS: 1.OA.1)
 - ii. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.² (CCSS: 1.OA.2)
- b. Apply properties of operations and the relationship between addition and subtraction. (CCSS: 1.OA)
 - i. Apply properties of operations as strategies to add and subtract.³ (CCSS: 1.OA.3)
 - ii. Relate subtraction to unknown-addend problem.⁴ (CCSS: 1.OA.4)
- c. Add and subtract within 20. (CCSS: 1.OA)
 - i. Relate counting to addition and subtraction.⁵ (CCSS: 1.OA.5)
 - ii. Add and subtract within 20 using multiple strategies.⁶ (CCSS: 1.OA.6)
 - iii. Demonstrate fluency for addition and subtraction within 10. (CCSS: 1.OA.6)
- d. Use addition and subtraction equations to show number relationships. (CCSS: 1.OA)
 - i. Use the equal sign to demonstrate equality in number relationships.⁷ (CCSS: 1.OA.7)
 - ii. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.⁸ (CCSS: 1.OA.8)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. What is addition and how is it used?
- 2. What is subtraction and how is it used?
- 3. How are addition and subtraction related?

Relevance and Application:

- 1. Addition and subtraction are used to model real-world situations such as computing saving or spending, finding the number of days until a special day, or determining an amount needed to earn a reward.
- 2. Fluency with addition and subtraction facts helps to quickly find answers to important questions.

Nature of Mathematics:

- 1. Mathematicians use addition and subtraction to take numbers apart and put them back together in order to understand number relationships.
- 2. Mathematicians make sense of problems and persevere in solving them. (MP)
- 3. Mathematicians look for and make use of structure. (MP)

Standard: 1. Number Sense, Properties, and Operations

First Grade

¹ 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: 1.OA.1)

² e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (CCSS: 1.OA.2)

³ 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: 1.OA.3)

⁴ For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (CCSS: 1.OA.4)

⁵ e.g., by counting on 2 to add 2. (CCSS: 1.OA.5)

⁶ 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 $6 + 6 + 1 = 12 + 1 = 13$). (CCSS: 1.OA.6)

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: 1.OA.7)

⁸ For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \text{?} - 3$, $6 + 6 = \text{?}$. (CCSS: 1.OA.8)

Content Area: Music

Standard: 4. Aesthetic Valuation of Music

Prepared Graduates:

- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Identify music as an integral part of everyday life

Evidence Outcomes

Students can:

- a. Identify, discuss, and respond to music written for specific purposes (such as holiday, march, lullaby)
- b. Use a personal vocabulary to describe kinds of voices and instruments and their uses in diverse cultures, applying some specific labels and some specific cultural or geographical associations
- c. Use developmentally appropriate movements in responding to music from various genres, periods, and styles (rhythm, melody, form)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How does music that is composed for various purposes contribute to a specific experience?
2. What causes various instruments and voices to sound different from each other?
3. How does movement to music differ from one culture to another?

Relevance and Application:

1. Observing and imitating movement to a variety of musical styles including cultural and historical excerpts provide an understanding of the variety of ways people can express themselves through music and movement.
2. Using pictures and books to recognize various instruments used in different types of music develops an initial ability to identify the various shapes and sizes of instruments.
3. Using a common music vocabulary to describe instruments, voices, and musical styles helps people understand one another.

Nature of Music:

1. Music has many uses and functions in people's lives.
2. Different kinds of music are appropriate for different functions and events.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

Evidence Outcomes

Students can:

- a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)
- b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)
- c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)
- d. Give and follow simple two-step directions.

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to learn new words?
2. How is the meaning of a word demonstrated without speaking?
3. How do presenters decide which words to use when they speak?
4. What is the value of using different words in writing?

Relevance and Application:

1. Choose specific words to make communication clearer. (Storytellers select their words very carefully to express a thought or feeling clearly to the audience or reader.)
2. Use words to orally describe actions, people, places, things, and ideas. (Visual artists demonstrate the ability to express many words through a work of art. A picture is worth a thousand words.)
3. Increase exposure to words for use in speaking and writing.
4. Library database products can provide exposure to oral and written vocabulary.
5. Electronic drawing tools can be used to illustrate vocabulary.

Nature of Reading, Writing, and Communicating:

1. Good communicators use a variety of words when speaking and writing to demonstrate their understanding of a topic.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

Evidence Outcomes

Students can:

- a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
 - i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
 - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
 - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
 - iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why are phonemes (speech sounds) important?
2. What is the difference between phonemes (speech sounds) and other sounds?
3. How would English sound if we used letter sounds the same in every word?

Relevance and Application:

1. Poets blend words and phrases together to produce poems that *sound* like feelings.
2. Audio and digital technologies assist students in identifying the differences among types of sounds.
3. When learning a new language, students must learn how that language uses speech sounds before they can speak fluently.

Nature of Reading, Writing, and Communicating:

1. Phonological and phonemic awareness prepares the brain for reading and spelling.
2. The ability to notice and manipulate phonemes orally is essential for successful reading development.
3. Good speakers notice and manipulate phonemes to make their presentation interesting and understandable to their audience.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:	
➤ Demonstrate comprehension of a variety of informational, literary, and persuasive texts	
Grade Level Expectation: First Grade	
Concepts and skills students master:	
2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers	
Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2) iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) iv. Activate schema and background knowledge to construct meaning <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4) ii. 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: RI.1.5) iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6) <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7) ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ol style="list-style-type: none"> i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10) <p>e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)</p> <ol style="list-style-type: none"> i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a) ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b) iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c) 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 1. What is the author saying with different punctuation marks? 2. How does a reader's voice change when a sentence uses a specific punctuation mark? 3. In informational text, why is the main idea important? How do the details support the main idea? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text. 2. Authors help readers make connections to the world. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Reading fluently helps people comprehend what they have read. 2. Readers can share facts after reading an informational text.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
 ➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: First Grade

Concepts and skills students master:
 4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

Evidence Outcomes | **21st Century Skills and Readiness Competencies**

Students can:

a. 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: L.1.4)

- i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
- ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
- iii. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (CCSS: L.1.4c)

b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)

- i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
- ii. 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: L.1.5b)
- iii. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (CCSS: L.1.5c)
- iv. 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: L.1.5d)

c. 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*). (CCSS: L.1.6)

d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)

- i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)
- ii. Create new words by combining base words with affixes to connect known words to new words
- iii. Identify and understand compound words

Inquiry Questions:

1. Why do readers call words with two words in them compound words?
2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?
3. If a reader wants to show more than one, what suffix does he/she use?

Relevance and Application:

1. Readers need to use a variety of strategies for reading unfamiliar words.
2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).
3. Using base words with affixes expands vocabulary knowledge.
4. Computer software and online games help one to understand word structure through the addition of multimedia and graphical representations of words and word families

Nature of Reading, Writing, and Communicating:

1. Readers use language structure in oral and written communication.

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: First Grade

Concepts and skills students master:

1. A variety of resources leads to locating information and answering questions of interest

Evidence Outcomes

Students can:

- a. Write or dictate questions for inquiry that arise during instruction
- b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
- c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What resources can students use to answer the question?
2. Why is it important to ask clear questions?
3. What are other uses of text features?
4. Why do authors use text features in their writing?
5. Which text feature do you find most useful?
6. How is using multiple resources helpful to readers or writers?
7. Why does society have such a variety of reading materials?

Relevance and Application:

1. Text features can help good readers when they are scanning material.
2. Good readers pose questions while they read.
3. Related questions occur when looking up your pet or selecting a new one.

Nature of Reading, Writing, and Communicating:

1. Researchers analyze critical questions and locate resources to answer the questions.
2. Readers use text features to help them before they begin reading.
3. Readers ask questions while they read to stay focused and help clarify thinking.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:
 ➤ Articulate the position of self and others using experiential and material logic

Grade Level Expectation: First Grade

Concepts and skills students master:
 2. Purpose, information, and questions about an issue are essential steps in early research

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
 a. 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: W.1.7)
 i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)
 b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)
 i. Evaluate information for clarity and accuracy

Inquiry Questions:

1. What is the purpose? Is the purpose clear? Is the purpose important in relation to the question at issue?
2. What is the question at issue? Is the question important and related to the purpose?
3. Is the information being gathering important to the question at issue and purpose?
4. Is the information free from error?
5. How do students improve their thinking?
6. Why is it important to be clear about the reason for studying a certain topic?
7. When people are learning new information, why is it important that the data is correct?
8. What might happen if people use incorrect or unsupported information?

Relevance and Application:

1. Before readers begin to read, they ask themselves purposeful questions. (What is the purpose for learning how to read? Am I clear on the purpose for reading? Is reading important?)
2. Zoologists know that new knowledge about animals and the discovery of new species require them to ask good questions every day.

Nature of Reading, Writing, and Communicating:

1. People who reason understand that reasoning has a purpose, is based on information, and is an attempt to figure something out.
2. Curiosity and thinking help people to discover and understand things that puzzle them.

Content Area: Science
Standard: Earth Systems Science

Prepared Graduates:
 ➤ Describe how humans are dependent on the diversity of resources provided by Earth and Sun

Grade Level Expectation: First Grade

Concepts and skills students master:
 1. Earth’s materials can be compared and classified based on their properties

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Identify and represent similarities and differences such as the texture, size, color, and shape of various materials on Earth b. Sort, group, and classify Earth’s materials based on observations and explorations c. Make predictions about how a material on Earth might be useful based on its properties d. Communicate ideas about the differences between soils from different places e. Use a variety of tools to observe, analyze, record, and compare Earth’s materials f. Analyze the impact of reducing, reusing, and recycling various materials 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> • How are various materials on Earth similar and different? • How do the properties of various materials on Earth affect the way we can use them? • How does soil differ from different places? <p>Relevance and Application:</p> <ul style="list-style-type: none"> • Humans use natural resources in our daily lives and in a variety of ways. For example, wood for building and furniture. • There are limits on resources and materials extracted from the natural environment. <p>Nature of Science:</p> <ul style="list-style-type: none"> • The same materials can be sorted in a number of ways based on different characteristics. • Scientists make predictions based on what they know.

Content Area: Science

Standard: Life Science

Prepared Graduates:

- Analyze how various organisms grow, develop, and differentiate during their lifetimes based on an interplay between genetics and their environment

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Offspring have characteristics that are similar to but not exactly like their parents' characteristics

Evidence Outcomes

Students can:

- a. Use evidence to analyze similarities and differences between parents and offspring in a variety of organisms including both plants and animals
- b. Analyze and interpret data regarding the similarities and differences between parents and offspring
- c. Question peers about evidence used in developing ideas about similarities and differences between parents and offspring
- d. Interpret information represented in pictures, illustrations, and simple charts

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How are you like your parents?
- In what ways do offspring resemble their parents?

Relevance and Application:

- Diversity – or variation – exists within populations of living organisms.
- Family photographs often reveal similar physical traits.
- Parents eye color can be different their child's.

Nature of Science:

- Compare and contrast data, recognizing that this is a process scientists would do in their work.
- Question peers about the evidence used in developing their ideas about the similarities and differences between parents and offspring.

Content Area: Science

Standard: Physical Science

Prepared Graduates:

- Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Solids and liquids have unique properties that distinguish them

Evidence Outcomes

Students can:

- a. Analyze and interpret observations about solids and liquids and their unique properties
- b. Identify the similarities and differences of two or more groups of solids or liquids
- c. Classify solids and liquids based on their properties, and justify your choice based on evidence

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What do all liquids have in common? What are some differences they can have and still be considered liquids?
- What do all solids have in common? What are some differences they can have and still be considered solids?
- What properties of liquids can be used to sort them?
- What properties of solids can be used to sort them?

Relevance and Application:

- The properties of solids and liquids help us understand how to use matter. For example, we not build a bridge out of tissue because it is not strong enough.
- There are practical reasons for sorting liquids or solids.

Nature of Science:

- Share results of experiments with others.
- Recognize that observations are an important part of science.
- Conduct collaborative experiments.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Develop an understanding of how people view, construct, and interpret history

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Describe patterns and chronological order of events of the recent past

Evidence Outcomes

Students can:

- a. Arrange life events in chronological order
- b. Identify the components of a calendar. Topics to include but not limited to days of the week, months, and notable events
- c. Identify past events using a calendar
- d. Use words related to time, sequence, and change

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why is it important to know the order of events?
- 2. How are current patterns similar to and different from those experienced by people who lived in a community in the past?

Relevance and Application:

- 1. Events are recorded in sequential order to increase understanding, see relationships, understand cause and effect, and organize information. For example, scientists record information about experiments in sequential order so they can replicate them, and law enforcement re-creates timelines to find missing people or solve crimes.
- 2. Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner.

Nature of History:

- 1. Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.
- 2. Historical thinkers use chronology to sequence events.

Content Area: Social Studies

Standard: 1. History

Prepared Graduates:

- Analyze key historical periods and patterns of change over time within and across nations and cultures

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Family and cultural traditions in the United States in the past

Evidence Outcomes

Students can:

- Identify similarities and differences between themselves and others
- Discuss common and unique characteristics of different cultures using multiple sources of information
- Identify famous Americans from the past who have shown courageous leadership

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are national symbols and their relationship to traditions in the United States?
- What are family and cultural traditions and how have they changed over time?
- How have individuals made a difference in their community?

Relevance and Application:

- The understanding of family and cultural traditions informs decisions and creates knowledge that is used throughout life. For example, Uncle Sam is used by political cartoonists to represent the United States.
- Knowledge of cultural traditions of various groups helps to gain insight, have new experiences, and collaboratively interact with society. For example, bowing is a sign of respect that American businesspersons would use when working in Japan.

Nature of History:

- Historical thinkers understand the importance of comparing and contrasting in identifying patterns and trends.
- Historical thinkers use chronology to sequence events.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Develop spatial understanding, perspectives, and personal connections to the world

Grade Level Expectation: First Grade

Concepts and skills students master:

1. **Geographic tools such as maps and globes represent places**

Evidence Outcomes

Students can:

- a. Explain that maps and globes are different representations of Earth
- b. Use terms related to directions - forward and backward, left and right – and distance – near and far – when describing locations
- c. Recite address including city, state, and country and explain how those labels help find places on a map
- d. Distinguish between land and water on a map or globe
- e. Create simple maps showing both human and natural features

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How would an individual describe how to get somewhere without an address?
2. What if we had no geographic tools?
3. How could a flat map truly represent a round globe?
4. Why do people not carry globes to help find their way?

Relevance and Application:

1. People use geographic terms, tools, and technology in work and play to describe and find places. For example, pilots use maps to make flight plans, hikers use compasses to determine directions, and vacationers use maps to find unfamiliar places.
2. Individuals create and memorize addresses to help locate places. For example, knowing an address is necessary for an ambulance to find it or for an individual to receive mail.

Nature of Geography:

1. Spatial thinkers use geographic tools to study and represent places.

Content Area: Social Studies

Standard: 2. Geography

Prepared Graduates:

- Examine places and regions and the connections among them

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. People in different groups and communities interact with each other and with the environment

Evidence Outcomes

Students can:

- a. Identify examples of boundaries that affect family and friends
- b. Give examples of how people use and interrelate with Earth's resources
- c. Identify how community activities differ due to physical and cultural characteristics
- d. Give examples of how schools and neighborhoods in different places are alike and different
- e. Identify cultural and family traditions and their connections to other groups and the environment

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How are places like communities similar to and different from where you live?
- 2. How do people celebrate traditions?
- 3. What celebration or tradition would you create?
- 4. How do people use resources in the local community?
- 5. How do individuals in the community use the environment?

Relevance and Application:

- 1. Maps change over time.
- 2. People from various cultures are both similar and different and these differences are reflected in clothing, language, culture influencing social interactions.
- 3. Boundaries and the need for boundaries affect everyday life. For example, boundary lines determine who owns a piece of property.

Nature of Geography:

- 1. Spatial thinkers study resources, their availability, and use as a key to understanding human interactions with their environment and each other.
- 2. Spatial thinkers study human and environmental interactions and consequences of those interactions.

Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Grade Level Expectation: First Grade

Concepts and skills students master:

1. People work at different types of jobs and in different types of organizations to produce goods and services and receive an income

Evidence Outcomes

Students can:

- a. Give examples of different types of business and the goods and services they produce for the community
- b. Give examples of types of jobs people in your family have
- c. Recognize that people have a choice about what kinds of jobs they do

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What kinds of jobs do people that you know perform?
2. Where do they go to do those jobs?
3. Why do people choose different jobs?
4. What do workers receive for their work?
5. What types of businesses are in the community?
6. What is the difference between income and money?

Relevance and Application:

1. Different forms of technology are used to perform jobs such as scanners for the market checkers, GIS for geographers, machines for industrial work, and computers in offices.
2. Individuals make decisions about careers or jobs based on factors such as education, skills, and interests.

Nature of Economics:

1. Economic thinkers investigate the influence of different jobs and businesses in their community.
2. Economic thinkers study the choices about what kinds of jobs people perform.

Content Area: Social Studies

Standard: 3. Economics

Prepared Graduates:

- Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)

Grade Level Expectation: First Grade

Concepts and skills students master:

- 2. Identify short-term financial goals (PFL)

Evidence Outcomes

Students can:

- a. Define a short-term financial goal
- b. Identify examples of short-term financial goals
- c. Discuss sources of income needed to meet short-term goals such as but not limited to gifts, borrowing, allowances, and income

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does an individual earn money to meet a goal?
- 2. Why do people donate to charity?
- 3. How does an individual know a good short-term goal?
- 4. Why is personal financial goal setting important?

Relevance and Application:

- 1. Short-term financial goals can be met through planning. For example, an individual divides income between current expenses, saving for the future, and philanthropic donations.
- 2. Individuals and organizations track their progress toward meeting short-term financial goals. For example, the food bank creates a chart tracking how much food has been donated toward reaching its goal.

Nature of Economics:

- 1. Financially responsible individuals create goals and work toward meeting them.
- 2. Financially responsible individuals understand the cost and the accountability associated with borrowing.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze and practice rights, roles, and responsibilities of citizens

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Effective groups have responsible leaders and team members

Evidence Outcomes

Students can:

- a. Describe the characteristics of responsible leaders
- b. Identify the attributes of a responsible team member
- c. Demonstrate the ability to be both a leader and team member

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do you know if you are a responsible team member?
2. How do you know if you are a responsible leader?
3. What qualities make a responsible leader and can they change?
4. How do you know when you are working with an effective team?

Relevance and Application:

1. Groups work as a team toward a collective goal that honors the views of its members. For example, a family decides to save money toward a vacation or a student cleans the house to help the family.
2. Good leadership skills involve being able to plan, collaborate, investigate, listen, and problem solve. For example, teachers listen to the needs of students when trying to make a decision about what is best for the class and a student is able to help mediate a conflict between two friends.

Nature of Civics:

1. Responsible community members know how to be a good leader and good team member.

Content Area: Social Studies

Standard: 4. Civics

Prepared Graduates:

- Analyze origins, structure, and functions of governments and their impacts on societies and citizens

Grade Level Expectation: First Grade

Concepts and skills students master:

2. **Notable people, places, holidays and patriotic symbols**

Evidence Outcomes

Students can:

- a. Give examples of notable leaders of different communities leaders to include but not limited to the president, mayor, governor, and law enforcement
- b. Give examples of various patriotic symbols to include but not limited to the flag, bald eagle, Uncle Sam, the Capitol, the White House and the national anthem
- c. Identify significant places. Places to include but not limited to the Statue of Liberty, Capitol, White House, and important community sites
- d. Identify significant civic holidays
- e. Identify the American flag and the Colorado flag

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. Why do we have national, community, and local celebrations and holidays?
- 2. Who are important people in the development of our country?
- 3. How are new national symbols, songs, or holidays created?

Relevance and Application:

- 1. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation. For example, the Pledge of Allegiance is said on various occasions, individuals may salute the flag of their country, and patriotic songs are sung at sporting events and July 4th parades celebrate our nation's independence.

Nature of Civics:

- 1. Responsible community members understand the responsibilities of being a member of a community.
- 2. Responsible community members see communities as multi-dimensional entities.
- 3. Responsible community members investigate responsibility as a central part of group membership.

Content Area: Visual Arts

Standard: 1. Observe and Learn to Comprehend

Prepared Graduates:
➤ Recognize, articulate, and debate that the visual arts are a means for expression

Grade Level Expectation: First Grade

Concepts and skills students master:
2. Art represents and renders the stories of people, places, or things

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none">a. Connect the stories in works of art to the cultures they representb. Retell a story from a work of art in a different modality such as singing, dancing, acting, drawing, painting, or actingc. Respectfully discuss cultural and ethnic influences in works of art	<p>Inquiry Questions:</p> <ul style="list-style-type: none">1. How do artists make choices about subject matter?2. Why is it important to know a subject's "story" when discussing works of art?
	<p>Relevance and Application:</p> <ul style="list-style-type: none">1. Underlying structures in art can be found via close observation and questioning.2. Technology such as the Internet, blogs, social networking in cyberspace, and virtual museums increase our ability to experience different cultures and stories.
	<p>Nature of Visual Arts:</p> <ul style="list-style-type: none">1. Personal cultural relevance can be influenced by family, school, and community norms.

Content Area: World Languages

Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture

Prepared Graduates:

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

2. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture

Evidence Outcomes

Students can:

- Identify the relationship between cultural perspectives and expressive products (music, visual arts, age level forms of literature) of the target culture(s) and their own
- Recognize an understanding of the form, meaning, and importance of certain practices in the target culture(s) and their own
- Identify and compare tangible products (toys, sports equipment, food) and intangible products (concept of time, daily routine, peer relationships, holidays, traditions) of the target culture(s) to those of their own
- Recognize the contributions of the target cultures to the student's culture and vice versa

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- How does knowledge of another language enhance people's understanding of culture and society in general?
- How can the recognition of diverse cultures cultivate an understanding and appreciation of the multilingual world?
- How does language study increase a student's understanding and appreciation of his/her own culture?

Relevance and Application:

- Understanding games and songs around the world can help people working or traveling in other cultures to make friends.
- People who buy or sell things in other cultures need to understand differences and similarities in products and perspectives between cultures.

Nature of World Languages:

- Language learners identify cultural similarities.
- Language learners recognize and list significant cultural differences.

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Prepared Graduates:

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

2. Use authentic resources to locate basic information

Evidence Outcomes

Students can:

- Extract main ideas and key words from authentic resources
- Use knowledge obtained from authentic resources to apply to new topics

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

- How does an understanding of another language and culture broaden people's ability to access information and to appreciate a variety of distinctive viewpoints?
- Where can people find a target language outside of the classroom?
- Why is using background knowledge important?

Relevance and Application:

- International examples of search engines both enlarge one's perspectives but also permit one to better access a target language. Studying another language will promote increased cultural awareness.

Nature of World Languages:

- Language learners realize that there are other languages and cultures different from their own.

Content Area: World Languages

Standard: 2. Knowledge and Understanding of Other Cultures

Prepared Graduates:

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

Range Level Expectation: Novice-Low

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for novice-mid expectations.

Concepts and skills students master:

2. Identify common products of the target cultures studied

Evidence Outcomes

Students can:

- a. Use language resources, including authentic materials, to identify daily products that are unique to the target culture and common to other cultures (such as food, clothes, and transportation)
- b. Use language resources, including authentic materials, to identify common expressive products that are unique to the target culture and common to other cultures (songs, artwork, crafts, etc.)

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. How does a student develop cultural understanding by examining the products of another culture?
3. How is the culture of a people reflected in its expressive products?
4. Why are certain foods popular or staples in some cultures, but never have that status in others (such as crumpets)?

Relevance and Application:

1. Dancers' and mimes' costumes and performances reflect elements of their culture.
2. Every culture produces a variety of tangible and expressive products.

Nature of World Languages:

1. Language learners understand that products vary among cultures.
2. Language learners point out products that are different from their own cultural experiences.