

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills related to health promotion, disease prevention, and health maintenance

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Demonstrate health enhancing behaviors to prevent unintentional injury or illness

Evidence Outcomes

Students can:

- Demonstrate ways to prevent harmful effects of the sun as well as hearing and vision loss
- Explain that germs cause disease
- Describe the symptoms that occur when a person is sick
- Demonstrate ways to prevent the spread of germs that cause common, infectious diseases
- Demonstrate proper steps for treating a wound to reduce chances of infection

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What makes some people more susceptible to Sun damage?
- What if we lived in a place that had loud noises all the time?
- How does a person get a cold?
- Why do surgeons scrub their hands and put on gloves prior to surgery?

Relevance and Application:

- Goggles and sun glasses help protect the eyes from injury and damage.
- The use of soaps and tissues help prevent the spread of germs.
- Scientists have developed products designed to limit sun exposure.
- Researchers study how germs spread locally and around the world.

Nature of Health:

- Strategies exist to prevent damage to the skin from the sun, hearing loss, and vision loss.
- A person can make positive decisions to protect themselves from getting sick.

Content Area: Comprehensive Health and Physical Education
Standard: 3. Emotional and Social Wellness in Physical Education

Prepared Graduates:
➤ Exhibit responsible personal and social behavior that respects self and others in physical activity settings

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Follow the rules of an activity

Evidence Outcomes

Students can:

- a. Perform a simple sequence of movements within given parameters and guidelines
- b. Develop rules for an activity, and participate in the activity while following the rules
- c. Follow the rules for simple games
- d. Accept responsibility for one's behavior in a game situation

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Which rules for good behavior would you most want to see in your physical education class, and why?
2. Why is it important to follow the rules?
3. What would happen if there were no rules when playing a game?
4. What game has too many rules?

Relevance and Application:

1. Individuals use technology to create a rules sheet for a game.
2. Individuals create games and physical activities that have rules.

Nature of Physical Education:

1. Respect for and commitment to rules is an underlying foundation of game play.
2. Rules are important for enjoying game play.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Demonstrate basic locomotor and nonlocomotor skills, and rhythmic and cross-lateral movements

Evidence Outcomes

Students can:

- a. Move in different directions and at high, medium, and low levels in space
- b. Demonstrate locomotor movements in a variety of pathways and levels
- c. Travel in forward and sideways directions using a variety of locomotor and nonlocomotor patterns, and change direction quickly in response to a signal
- d. Perform a simple dance step in keeping with a specific tempo
- e. Juggle three scarves using at least two different patterns
- f. Travel to a variety of rhythms changing time, force, and flow
- g. Manipulate objects such as jump ropes, scarves, hoops, and balls
- h. Balance at different levels on different body parts
- i. Demonstrate both static and dynamic balances
- j. Perform rhythmical movements using small musical aids
- k. Perform a singing dance in a group

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. If you were to invent a new locomotor movement, what would it look like, and what would you call it?
2. Why are dances like the "chicken dance," "bunny hop," and "electric slide" so popular at group gatherings such as wedding receptions?
3. Why would someone want to know how to do the same things in different ways?
4. What does it mean to have rhythm? How can one notice whether someone has it?

Relevance and Application:

1. Individuals move skillfully under a variety of movement conditions.
2. Individuals successfully ride a two-wheeled bike without training wheels.
3. Individuals ride a skateboard or skates.
4. Individuals participate in games that require movement such as playing basketball or tag.
5. Individuals participate in games that require the use of objects such as jump ropes and balls.

Nature of Physical Education:

1. Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
2. Movement to a beat or pattern activates the brain to facilitate learning.
3. Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Demonstrate fundamental manipulative skills

Evidence Outcomes

Students can:

- Juggle two scarves alternating hands, and use at least two different patterns
- Standing in place, dribble a ball five times with one's dominant hand
- Throw a ball while stepping forward in opposition
- Strike a stationary object
- Throw an object with an overhand and underhand motion
- Toss a ball to oneself using the underhand throw pattern, and catch it before it bounces
- Catch a thrown large object with both hands
- Kick a stationary object using a simple kicking pattern
- Use body parts and light implements to strike stationary and moving objects

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How does one get better at throwing a ball?
- What is the most effective way to throw a ball?
- When is striking used in games and sports?
- Is it easier to catch a bigger object or a smaller one? Why?

Relevance and Application:

- Individuals participate in activities that require patterned movements such as playing softball or basketball.
- Individuals recognize manipulative skills in games and sports by watching sporting events on television.
- Individuals recognize manipulative skills in games and sports by watching friends and family members participate in sports.
- Individuals demonstrate the skillful use of a variety of manipulatives.
- Individuals participate in activities that require the use of manipulatives.

Nature of Physical Education:

- Individuals who learn to move safely, effectively, and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Patterned, rhythmic movement activates the brain to facilitate learning.
- Many popular games and sports require the skillful manipulation of an object or objects.
- Repetition improves the performance of motor skills.

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	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> 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 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 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. <p>Relevance and Application:</p> <ul style="list-style-type: none"> 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. <p>Nature of Physical Education:</p> <ul style="list-style-type: none"> 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: Comprehensive Health and Physical Education

Standard: 4. Prevention and Risk Management in Physical Education

Prepared Graduates:
➤ Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade Level Expectation: First Grade

Concepts and skills students master:
1. Develop movement control for safe participation in games and sports

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
a. Recognize appropriate safety practices in general space by throwing balls only when others are not in the direct line of the throw
b. Demonstrate the ability to follow verbal and nonverbal instruction

Inquiry Questions:
1. If nonviolence and respect for others is so important, why do we play dodgeball?
2. Why does a person need to know how to follow directions if the directions are not given verbally?
3. Why should you not throw balls at other people?

Relevance and Application:
1. Individuals avoid injuring others when participating in physical activity.

Nature of Physical Education:
1. Following safety rules can prevent injury in physical education.

Content Area: Dance

Standard: 2. Create, Compose and Choreograph

Prepared Graduates: <ul style="list-style-type: none">➤ Improvise and create movement based on an intent or meaning➤ Demonstrate and use the principles and practices of choreography in the creative process

Grade Level Expectation: First Grade

Concepts and skills students master: <ul style="list-style-type: none">1. Use the dance elements to create a simple movement phrase based on personal ideas and concepts from other sources
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Create a simple movement phrase that has a beginning, middle, and an end during instructor-lead exerciseb. Experiment with tempo and timing changes. Walk and move on a beat in various ways such as moving for four beats and stopping for seven beatsc. Create shapes that relate to nature or an idea, and develop them into a simple phrase of movement, learning to compose a "one-part" phrase (beginning, middle, and end)d. Create a short movement phrase to express feelingse. Use movement symbols to create a movement phrase during instructor-lead exercise	Inquiry Questions: <ul style="list-style-type: none">1. Where do movement ideas come from?2. What does it mean to dance on beat?3. How does the movement of a particular dance make you feel?4. Why do some movements look better than others?5. Can you see the sounds in the movement of a particular dance?6. Does the movement pattern of a particular dance make sense?7. Does your dance have a beginning, middle, and an ending? Relevance and Application: <ul style="list-style-type: none">1. Promoting thinking through movements of the body demonstrates the body as a personal instrument of expression and ways to communicate without words.2. Connecting a simple dance phrase to a simple sentence provides a multi-modality approach to basic sentence structure.3. Awareness of similar patterns that happen in writing, reading, and moving pictures provides an understanding that people communicate in many ways. Nature of Dance: <ul style="list-style-type: none">1. Dance is a language of expression.2. Dance communicates ideas and stories.3. Dance is the human body moving in time and space – expressive movement.

Content Area: Drama and Theatre Arts

Standard: 1. Create

Prepared Graduates:

- Create drama and theatre by interpreting and appreciating theatrical works, culture, and experience through scenes and scenarios, improvisation, creating environments, purposeful movement, and research

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Create characters and environments through dramatic play

Evidence Outcomes

Students can:

- Demonstrate individual interpretations of a character's feelings through movement and voice
- Respond to verbal prompts to demonstrate feelings such as sad and happy
- Create animal and human characters in specific environments through improvisation

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How is creating an animal character different from creating a human character?
- Can animals have human feelings?
- When does creating a human character mimic real life?

Relevance and Application:

- Following directions demonstrates understanding in listening skills.
- Creating simple characters in their environment can relate to actual scientific habitats.
- Simulating videos provides an opportunity to create characters that can express or demonstrate a multitude of feelings.

Nature of Drama and Theatre Arts:

- Using dramatic play as the catalyst for character creation allows for the developmentally appropriate acquisition of drama and theatre skills.

Content Area: Mathematics

Standard: 1. Number Sense, Properties, and Operations

Prepared Graduates:

- Understand the structure and properties of our number system. At their most basic level numbers are abstract symbols that represent real-world quantities

Grade Level Expectation: First Grade

Concepts and skills students master:

1. The whole number system describes place value relationships within and beyond 100 and forms the foundation for efficient algorithms

Evidence Outcomes

Students can:

- a. Count to 120 (CCSS: 1.NBT.1)
 - i. Count starting at any number less than 120. (CCSS: 1.NBT.1)
 - ii. Within 120, read and write numerals and represent a number of objects with a written numeral. (CCSS: 1.NBT.1)
- b. Represent and use the digits of a two-digit number. (CCSS: 1.NBT.2)
 - i. Represent the digits of a two-digit number as tens and ones.¹ (CCSS: 1.NBT.2)
 - ii. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (CCSS: 1.NBT.3)
 - iii. Compare two sets of objects, including pennies, up to at least 25 using language such as "three more or three fewer" (PFL)
- c. Use place value and properties of operations to add and subtract. (CCSS: 1.NBT)
 - i. Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten, using concrete models or drawings, and/or the relationship between addition and subtraction. (CCSS: 1.NBT.4)
 - ii. Identify coins and find the value of a collection of two coins (PFL)
 - iii. Mentally find 10 more or 10 less than any two-digit number, without counting; explain the reasoning used. (CCSS: 1.NBT.5)
 - iv. 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. (CCSS: 1.NBT.6)
 - v. Relate addition and subtraction strategies to a written method and explain the reasoning used. (CCSS: 1.NBT.4 and 1.NBT.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Can numbers always be related to tens?
2. Why not always count by one?
3. Why was a place value system developed?
4. How does a position of a digit affect its value?
5. How big is 100?

Relevance and Application:

1. The comparison of numbers helps to communicate and to make sense of the world. (For example, if someone has two more dollars than another, gets four more points than another, or takes out three fewer forks than needed.)

Nature of Mathematics:

1. Mathematics involves visualization and representation of ideas.
2. Numbers are used to count and order both real and imaginary objects.
3. Mathematicians reason abstractly and quantitatively. (MP)
4. Mathematicians look for and make use of structure. (MP)

¹ 10 can be thought of as a bundle of ten ones — called a “ten.” (CCSS: 1.NBT.2a)

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

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: 1.NBT.2c)

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:

- Represent and solve problems involving addition and subtraction. (CCSS: 1.OA)
 - Use addition and subtraction within 20 to solve word problems.¹ (CCSS: 1.OA.1)
 - 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)
- Apply properties of operations and the relationship between addition and subtraction. (CCSS: 1.OA)
 - Apply properties of operations as strategies to add and subtract.³ (CCSS: 1.OA.3)
 - Relate subtraction to unknown-addend problem.⁴ (CCSS: 1.OA.4)
- Add and subtract within 20. (CCSS: 1.OA)
 - Relate counting to addition and subtraction.⁵ (CCSS: 1.OA.5)
 - Add and subtract within 20 using multiple strategies.⁶ (CCSS: 1.OA.6)
 - Demonstrate fluency for addition and subtraction within 10. (CCSS: 1.OA.6)
- Use addition and subtraction equations to show number relationships. (CCSS: 1.OA)
 - Use the equal sign to demonstrate equality in number relationships.⁷ (CCSS: 1.OA.7)
 - 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:

- What is addition and how is it used?
- What is subtraction and how is it used?
- How are addition and subtraction related?

Relevance and Application:

- 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.
- Fluency with addition and subtraction facts helps to quickly find answers to important questions.

Nature of Mathematics:

- Mathematicians use addition and subtraction to take numbers apart and put them back together in order to understand number relationships.
- Mathematicians make sense of problems and persevere in solving them. (MP)
- 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: 2. Creation of Music

Prepared Graduates:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Identify musical patterns

Evidence Outcomes

Students can:

- a. Create patterns using known rhythms and pitches
- b. Use iconic notation within the treble staff

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How does constructing something new help you create and express ideas?
- 2. Why is it important that you learn the notation of music that is performed?
- 3. Where else can you find patterns?
- 4. Why are patterns important in music?

Relevance and Application:

- 1. Young minds rely on patterns to interact with and understand the world around them.
- 2. Demonstrating how patterns change in various songs from different cultures, historical eras, styles, and genres builds a fundamental respect for differences.
- 3. Using iconic notation for what is heard in music is the first step in developing an understanding of the musical language just as invented spelling is used to identify what is heard in spoken language.

Nature of Music:

- 1. Music has many patterns.

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and prepared performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Expressively perform using simple techniques in **groups and independently**

Evidence Outcomes

Students can:

- a. Use the head voice to produce a light, clear sound
- b. Maintain steady beat
- c. **Respond to cues of a conductor for stopping and starting**

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to keep a steady beat?
2. How is singing similar to speaking?
3. What is the role of the conductor?

Relevance and Application:

1. Use of nursery rhymes, counting songs, spelling songs, celebration songs, holiday songs, and patriotic songs enables varying ways to teach content skills.
2. Singing songs focusing on phonemic awareness and songs that use cross body movements aid in the physiological needs of beginning reading skills.
3. Understanding responsible personal and social behaviors in musical settings gives insights to societal expectations in similar group settings.

Nature of Music:

1. Musicality is the ability to perform and respond to music in meaningful ways.

Content Area: Music

Standard: 1. Expression of Music

Prepared Graduates:

- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles


Grade Level Expectation: First Grade

Concepts and skills students master:

2. Perform basic rhythmic and melodic patterns

Evidence Outcomes

Students can:

- Perform four-beat patterns that include sol-mi-la or mi-re-do pitches
and 
- Play simple patterns

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do the beats in music relate to counting in math?
- Why is it important to follow music symbols when performing?

Relevance and Application:

- Simple songs can be used to teach content such as counting, spelling, literature sequencing, and scientific topics.
- Tracking music on a page aids in developing skills needed in beginning reading.
- Audio devices and music software can be used to demonstrate simple four-beat patterns.

Nature of Music:

- When performers respond to patterns and symbols of music, they are communicating a composer's message just as a reader is communicating an author's message.

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Verbal and nonverbal language is used to express and receive information

Evidence Outcomes

Students can:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
 - 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: SL.1.1a)
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
 - Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What does it mean to communicate courteously in conversations?
2. How can students ask for something without speaking out in class?
3. Why is it important for students to wait their turn before speaking?

Relevance and Application:

1. By listening, responding to others' ideas, and working together people can solve problems together that may not have been solved by an individual.
2. A variety of technology tools help people clarify a speaker's or author's meaning when listening or reading.

Nature of Reading, Writing, and Communicating:

1. Communicators can ask for things they need without being disruptive.
2. Communicators know how to communicate effectively with peers, teachers, and family members.

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:
 1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

Evidence Outcomes	21st Century Skills and Readiness Competencies
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- Students can:**
- a. Use Key Ideas and Details to:
 - i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)
 - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
 - iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
 - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why
 - b. Use Craft and Structure to:
 - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
 - ii. 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: RL.1.5)
 - iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)
 - iv. Follow and replicate patterns in predictable poems.
 - c. Use Integration of Knowledge and Ideas to:
 - i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
 - ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)
 - d. Use Range of Reading and Level of Text Complexity to:
 - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)
 - e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
 - 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)

- Inquiry Questions:**
1. How does a reader picture the character?
 2. How does a reader explain a character's actions?

- Relevance and Application:**
1. Readers can use a graphic organizer to sequence key events/details in a literary or informational text.
 2. Readers want to pay attention to punctuation marks to help them with the meaning of the story.

- Nature of Reading, Writing, and Communicating:**
1. Reading fluently helps people comprehend what they have read.
 2. Identifying the problem in a story also helps readers think about the solution.

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:

3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

Evidence Outcomes

Students can:

- Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
 - Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
 - Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
 - Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)
 - Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)
 - Read words with inflectional endings. (CCSS: RF.1.3f)
 - Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)
 - Use onsets and rimes to create new words (ip to make dip, lip, slip, ship)
 - Accurately decode unknown words that follow a predictable letter/sound relationship

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How do phonemes (speech sounds) connect to graphemes (letters and letter clusters)?
- What new words can readers make from the rime /ip/? What blends can readers use to build new words?
- What new game can you make with short vowels and closed syllables?

Relevance and Application:

- Readers can read and spell many new words using regular phoneme/grapheme correspondences.
- Software games can offer practice with the alphabet, sounds of letters, and letter combinations to decode words.
- Readers recognize common words that do not fit regular spelling patterns.
- The spelling of a suffix connects to its meaning, not its sound. (suffix -s = /z/ in dogs; -ed = /t/ in missed)

Nature of Reading, Writing, and Communicating:

- Readers use phonemes, graphemes (letters), and morphemes (suffixes) in an alphabetic language.
- Readers accurately read high-frequency words in connected text.
- Readers read grade-appropriate, decodable text.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: First Grade

Concepts and skills students master:
1. Exploring the writing process develops ideas for writing texts that carry meaning

Evidence Outcomes

Students can:

- a. 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: W.1.1)
- b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)
- c. 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. (CCSS: W.1.3)
- d. 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: W.1.5)
- e. Use pictures or graphic organizers to plan writing
- f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How can thoughts and ideas be organized to prepare for writing?
- 2. Why is it important to plan before beginning to write?
- 3. How can a graphic organizer help writers plan their writing?

Relevance and Application:

- 1. Graphic organizers help to plan writing projects.
- 2. Simple sentences can be expanded using adjectives or phrases. (The boy plays. The strong boy plays. The strong boy plays in the sandbox.)
- 3. Well-written thoughts are shared in a variety of ways (online communities, magazines, news stories).

Nature of Reading, Writing, and Communicating:

- 1. Writers use language that has a clear beginning, middle, and end.
- 2. Writers must express ideas clearly because the reader cannot ask the author for clarification.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
 ➤ Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: First Grade

Concepts and skills students master:
 2. Appropriate spelling, conventions, and grammar are applied when writing

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

a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)

- i. Print all upper- and lowercase letters. (CCSS: L.1.1a)
- ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)
- iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)
- iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)
- v. 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: L.1.1e)
- vi. Use frequently occurring adjectives. (CCSS: L.1.1f)
- vii. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (CCSS: L.1.1g)
- viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)
- ix. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (CCSS: L.1.1i)
- x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)

- i. Write complete simple sentences.
- ii. Capitalize dates and names of people. (CCSS: L.1.2a)
- iii. Use end punctuation for sentences. (CCSS: L.1.2b)
- iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
- v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
- vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Inquiry Questions:

1. How do phonemes (speech sounds) map to graphemes (letters and letter clusters) to form words?
2. How do punctuation marks show expression and pauses in writing?
3. How do capital letters show importance?
4. How can a writer show excitement in a sentence? (exclamation mark)

Relevance and Application:

1. Question marks are often used in children's games.
2. Phonetic patterns are the bases of nursery rhymes and children's songs.

Nature of Reading, Writing, and Communicating:

1. Writers know how to spell many words.
2. Writers hold their pencil correctly.
3. Writers use capital letters at the beginning of sentences.

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	21 st 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: Life Science

Prepared Graduates:

- Analyze the relationship between structure and function in living systems at a variety of organizational levels, and recognize living systems' dependence on natural selection

Grade Level Expectation: First Grade

Concepts and skills students master:

2. An organism is a living thing that has physical characteristics to help it survive

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

- a. Identify organisms and use evidence based scientific explanations for classifying them into groups
- b. Analyze and interpret data about the needs of plants and animals
- c. Use direct observations and other evidence to support ideas concerning physical characteristics that help plants and animals survive

Inquiry Questions:

- How do the needs of plants and animals differ?
- What helps a specific plant or animal survive?

Relevance and Application:

- Animals and plants have characteristics that help them survive in the local environment. For example, the thick fur of animals such as raccoons, bears, and mule deer helps them survive the cold winters in Colorado.
- A living thing can be harmed if needed resources are lacking.

Nature of Science:

- Ask testable questions about the needs of an organism.
- Predict the outcome for an organism if a need is removed.

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
 - Identify and explain the meaning of American national symbols. Symbols to include but not limited to the American flag, bald eagle, Statue of Liberty, Uncle Sam, the Capitol, and the White House

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:

- 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: 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, 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: World Languages

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

Prepared Graduates:

- Demonstrate understanding of the nature of language through comparisons of the language 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:

1. Identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied

Evidence Outcomes

Students can:

- a. Recognize basic vocabulary in both the native language and their own language to make comparisons
- b. Recognize some simple structures in the target language that differ from their own language
- c. Recognize different pronunciation and intonation of individual words and basic phrases
- d. Recognize features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does knowledge of another language enhance people's understanding of the essentials of language in general?
2. How does a student identify most basic vocabulary and language patterns within his/her own language and the language studied?
3. How does the study of another language develop an individual's ability to identify and understand critical thinking skills?

Relevance and Application:

1. Linguists use databases, dictionaries, and interviews to analyze the meanings of words and phrases in a variety of languages.
2. Language researchers study word games (such as tongue twisters) in a variety of languages to learn about sounds and word structures.

Nature of World Languages:

1. Language learners experiment with a new language.
2. Language learners are eager to learn a language.

Content Area: World Languages

Standard: 3. Connections with Other Disciplines and Information Acquisition

Prepared Graduates:

- Reinforce and further their knowledge of other disciplines through the foreign language

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:

1. Identify information that can be gathered from target language resources connected to other content areas

Evidence Outcomes

Students can:

- a. Identify resources connected to other content areas in the target language (i.e.: math systems, maps, weather patterns and forecasts)
- b. Identify concepts, information and vocabulary in target language resources which incorporate knowledge in other content areas

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of another language and culture increase people's ability to function in a variety of content areas in an interdisciplinary manner?
2. How does studying a language help?
3. How does one acquire a language?

Relevance and Application:

1. Learning a different language leads to greater understanding of an individual's own language.
2. Websites provide information on geographical and weather maps for areas in all parts of the world.

Nature of World Languages:

1. Language learners realize there are resources available in the target language about topics they study in other classes.

Content Area: World Languages

Standard: 2. Knowledge and Understanding of Other Cultures

Prepared Graduates:

- Demonstrate an understanding of the relationship between the practices 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:

1. Identify common practices within the target cultures studied

Evidence Outcomes

Students can:

- a. Acknowledge and imitate basic greetings and gestures
- b. Identify some common social practices at home and school
- c. Identify a few major traditions and celebrations

21st Century Skills and Postsecondary and Workforce Readiness

Inquiry Questions:

1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
2. What do greetings and gestures say about a culture?
3. What attitudes and values are reflected in traditions and celebrations?

Relevance and Application:

1. Websites and video clips provide information on communicative gestures, traditions, and celebrations in other cultures.
2. People from different cultures can interact with each other in multiple ways.
3. A variety of societal norms and behaviors exist in cultures throughout the world.

Nature of World Languages:

1. Language learners begin to see that differences exist among cultures.
2. Language learners begin to learn about traditions and celebrations.

Content Area: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates: <ul style="list-style-type: none">➤ Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research➤ Develop and build appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive features of art and design
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Grade Level Expectation: First Grade

Concepts and skills students master:
1. Create art to communicate ideas, feelings, or emotions

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Use art media and processes to express, ideas, feelings, and emotionsb. Create an age appropriate plan to inform the art-making processc. Use various modalities to express feeling, ideas, and emotionsd. Explain choices made in the art-making processe. Identify and discuss ways to express ideas in creating works of art	Inquiry Questions: <ul style="list-style-type: none">1. Why did you choose to use _____ to convey your intent?2. How do artists make art?3. Why do artists make art?4. What do artists make art about?5. How does art make the viewer feel?
	Relevance and Application: <ul style="list-style-type: none">1. Technology can be used to create works of art.2. Artists can use a variety of tools and materials to create art.3. Art exists in all subject matters.
	Nature of Visual Arts: <ul style="list-style-type: none">1. Artists communicate ideas.