

Content Area: Comprehensive Health and Physical Education

Standard: 3. Emotional and Social Wellness in Health

Prepared Graduates:

- Utilize knowledge and skills to enhance mental, emotional, and social well-being

Grade Level Expectation: First Grade

Concepts and skills students master:

2. Identify parents, guardians, and other trusted adults as resources for information about health

Evidence Outcomes

Students can:

- Identify trusted adults at home and at school
- Identify trusted adults who promote health such as health care providers
- Identify the importance of talking about feelings with parents and other trusted adults
- Demonstrate the ability to ask for help from a trusted adults

21st Century Skills and Readiness Competencies

Inquiry Questions:

- Who are your trusted adults?
- Why should you ask an adult for help understanding health information?

Relevance and Application:

- School, health care sites, and community and belief centers are places where help might be found.

Nature of Health:

- Asking for help and health information is a lifelong skill

Content Area: Comprehensive Health and Physical Education

Standard: 2. Physical and Personal Wellness in Health

Prepared Graduates:

- Apply knowledge and skills to engage in lifelong healthy eating

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Eating a variety of foods from the different food groups is vital to promote good health

Evidence Outcomes

Students can:

- a. Categorize foods into the major food groups
- b. Identify a variety of foods in each of the food groups that are healthy choices
- c. Identify foods and beverages that are high in added sugar, and generate examples of healthy alternatives

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What makes some foods healthy and other foods unhealthy?
2. Why is it helpful to know which major food group a food belongs to?
3. What if all the foods you ate came from only one food group?
4. What if all foods looked and tasted exactly the same?

Relevance and Application:

1. The tastes, colors, smells, and textures of foods provide sensory experiences that add or take away from enjoying what we eat.

Nature of Health:

1. To maintain a health body, it is important to eat a variety of healthful foods.

Content Area: Comprehensive Health and Physical Education

Standard: 1. Movement Competence and Understanding in Physical Education

Prepared Graduates:

- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Establish a beginning movement vocabulary

Evidence Outcomes

Students can:

- Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide
- Respond appropriately to a variety of cues
- Recognize personal space, high and low levels, fast and slow speeds, light and heavy weights, balance, and twist
- Discuss personal space, general space, and boundaries

21st Century Skills and Readiness Competencies

Inquiry Questions:

- How can there be a game with no boundaries?
- What are some similarities in different types of locomotor movements?
- What makes a jog different from a run?
- Why is it important to have personal space?

Relevance and Application:

- Individuals perform movements safely on command.
- Individuals recognize when to jog, run, hop, jump, gallop, or slide in an activity performed at home.
- Individuals recognize when boundaries and personal space are needed in physical activities.

Nature of Physical Education:

- The knowledge and understanding of concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a variety of sports and activities.
- Individuals who learn the benefits of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

Content Area: Dance

Standard: 1. Movement, Technique, and Performance

Prepared Graduates:

- Understand that dance performance requires technical competency
- Demonstrate awareness of fitness, wellness, and the body's potential for movement

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Perform movement phrases alone and with others

Evidence Outcomes

Students can:

- a. Demonstrate control, coordination, balance, and elevation in the basic actions of travel, gesture, bend, turn, jump, stillness, and transference of weight
- b. Perform movement sequences alone and with others (leading-following, copying-mirroring, unison-canon, and meeting-parting); and use traveling patterns in space and time
- c. Demonstrate good posture and basic joint actions
- d. Demonstrate focus and concentration while moving
- e. Develop a one-part movement phrase with a beginning, middle, and an end
- f. Demonstrate a basic sense of rhythm in performance

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What is body awareness?
2. How do you move with rhythm changes?
3. What kind of body shapes do you see in others' dance?
4. How does the change in rhythm affect the way you feel?
5. How can you identify the levels and directions that you see in others' dance?

Relevance and Application:

1. Developing proper body control and posture leads to lifelong wellness.

Nature of Dance:

1. Dancers perform and appreciate dance in multiple ways.

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 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:

- Make claims about relationships among numbers, shapes, symbols, and data and defend those claims by relying on the properties that are the structure of mathematics

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Shapes can be described by defining attributes and created by composing and decomposing

Evidence Outcomes

Students can:

- a. Distinguish between defining attributes¹ versus non-defining attributes.² (CCSS: 1.G.1)
- b. Build and draw shapes to possess defining attributes. (CCSS: 1.G.1)
- c. Compose two-dimensional shapes³ or three-dimensional shapes⁴ to create a composite shape, and compose new shapes from the composite shape. (CCSS: 1.G.2)
- d. Partition circles and rectangles into two and four equal shares. (CCSS: 1.G.3)
 - i. Describe shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. (CCSS: 1.G.3)
 - ii. Describe the whole as two of, or four of the equal shares.⁵ (CCSS: 1.G.3)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What shapes can be combined to create a square?
2. What shapes can be combined to create a circle?

Relevance and Application:

1. Many objects in the world can be described using geometric shapes and relationships such as architecture, objects in your home, and things in the natural world. Geometry gives us the language to describe these objects.
2. Representation of ideas through drawing is an important form of communication. Some ideas are easier to communicate through pictures than through words such as the idea of a circle, or an idea for the design of a couch.

Nature of Mathematics:

1. Geometers use shapes to represent the similarity and difference of objects.
2. Mathematicians model with mathematics. (MP)
3. Mathematicians look for and make use of structure. (MP)

¹ e.g., triangles are closed and three-sided. (CCSS: 1.G.1)

² e.g., color, orientation, overall size. (CCSS: 1.G.1)

³ rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles. (CCSS: 1.G.2)

⁴ cubes, right rectangular prisms, right circular cones, and right circular cylinders. (CCSS: 1.G.2)

⁵ Understand for these examples that decomposing into more equal shares creates smaller shares. (CCSS: 1.G.3)

Content Area: Music**Standard: 3. Theory of Music****Prepared Graduates:**

- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

Grade Level Expectation: First Grade**Concepts and skills students master:****2. Aurally identify simple components of musical form**

Evidence Outcomes	21 st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Aurally identify introductionb. Aurally identify phrasec. Aurally and visually identify AB formd. Visually identify staff and repeat signs	Inquiry Questions: <ul style="list-style-type: none">1. What makes music interesting to listen to?2. How will being able to identify notational elements help in music-making?3. How are musical phrases and sentences similar or different?4. Why is using a repeat important when you can just copy the same section out?
	Relevance and Application: <ul style="list-style-type: none">1. Various musical styles (American folk music, marches, lullabies, holidays) use an AB pattern and/or introduction or phrases.2. Describing other disciplines that could have an AB patterns provides a connection to what a pattern is, how it is constructed, and where it can be found.
	Nature of Music: <ul style="list-style-type: none">1. Most musical compositions have a specific structure.

Content Area: Music

Standard: 3. Theory of Music

Prepared Graduates:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form

Grade Level Expectation: First Grade

Concepts and skills students master:

3. Comprehension of basic vocal and instrumental tone colors

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none">a. Identify pitched and non-pitched classroom instruments using sight and soundb. Identify and demonstrate singing, speaking, whispering, and shouting voices	Inquiry Questions: <ul style="list-style-type: none">1. Why do instruments sound different?2. Why do others have different music preferences?3. How is music used in community events and celebrations?4. How does music make you feel different?
	Relevance and Application: <ul style="list-style-type: none">1. Technology and mass media provide global examples of families of instruments and varying vocal and instrumental tone colors.2. Musicians and composers rely on varying tone colors to provide rich, layered effects for the listener.3. Similarities and differences can be identified between the use of color in visual arts and tone color and texture in music.
	Nature of Music: <ul style="list-style-type: none">1. Unique tone qualities are found in varying styles and genres of music.

Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates: <ul style="list-style-type: none"> ➤ Use language appropriate for purpose and audience ➤ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: First Grade

Concepts and skills students master: <ul style="list-style-type: none"> 1. Multiple strategies develop and expand oral vocabulary

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ul style="list-style-type: none"> 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. 	Inquiry Questions: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
 - Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
 - 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:

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

Relevance and Application:

- Poets blend words and phrases together to produce poems that *sound* like feelings.
- Audio and digital technologies assist students in identifying the differences among types of sounds.
- 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:

- Phonological and phonemic awareness prepares the brain for reading and spelling.
- The ability to notice and manipulate phonemes orally is essential for successful reading development.
- 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:

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

Evidence Outcomes	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> a. Use Key Ideas and Details to: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) <ul 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> <ul style="list-style-type: none"> 1. How does a reader picture the character? 2. How does a reader explain a character's actions? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 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. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 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	21 st Century Skills and Readiness Competencies
Students can: a. Use Key Ideas and Details to: 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 b. Use Craft and Structure to: 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) c. Use Integration of Knowledge and Ideas to: 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) d. Use Range of Reading and Level of Text Complexity to: i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.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. 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?
	Relevance and Application: 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.
	Nature of Reading, Writing, and Communicating: 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	21 st Century Skills and Readiness Competencies
<p>Students can:</p> <ol style="list-style-type: none"> a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies. (CCSS: L.1.4) <ol style="list-style-type: none"> 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., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (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) <ol style="list-style-type: none"> i. Sort words into categories (e.g., <i>colors, clothing</i>) 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 <i>duck</i> is a bird that swims; a <i>tiger</i> 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 <i>cozy</i>). (CCSS: L.1.5c) iv. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) 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., <i>because</i>). (CCSS: L.1.6) d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1) <ol style="list-style-type: none"> 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 	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 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 <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 1. Readers use language structure in oral and written communication.

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: 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

Students can:

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

21st Century Skills and Readiness Competencies

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: 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:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

- 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.
- Groups of individuals use similar tools for the organization of sequential information in order to communicate in a clear manner.

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: 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:

- 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:

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

21st Century Skills and Readiness Competencies

Inquiry Questions:

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

Relevance and Application:

- 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.
- 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:

- 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	21 st Century Skills and Readiness Competencies
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	Inquiry Questions: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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: <ol style="list-style-type: none">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: Visual Arts

Standard: 3. Invent and Discover to Create

Prepared Graduates:

- 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

Grade Level Expectation: First Grade

Concepts and skills students master:

1. Create art to communicate ideas, feelings, or emotions

Evidence Outcomes

Students can:

- a. Use art media and processes to express, ideas, feelings, and emotions
- b. Create an age appropriate plan to inform the art-making process
- c. Use various modalities to express feeling, ideas, and emotions
- d. Explain choices made in the art-making process
- e. Identify and discuss ways to express ideas in creating works of art

21st Century Skills and Readiness Competencies

Inquiry Questions:

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:

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:

1. Artists communicate ideas.