

**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:**  
1. Demonstrate how to express emotions in healthy ways

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Identify a variety of emotions
- b. Identify appropriate ways to express and deal with emotions and feelings
- c. Demonstrate effective listening skills
- d. Describe and practice situations that require polite and empathetic responses such as please, thank you, and I'm sorry
- e. Cooperate and share with others
- f. Identify problem-solving strategies, and demonstrate the ability to make choices using those strategies

**Inquiry Questions:**

- 1. How does a person control their feelings?
- 2. Why is it important to be a good listener?
- 3. How can I show someone I am listening to them?

**Relevance and Application:**

- 1. People express their emotions in a variety of ways.
- 2. Playing games are one way to learn how to express emotions.

**Nature of Health:**

- 1. Expressing emotions in appropriate ways is a lifelong skill for school, work and family.

**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:**  
 1. Work independently and with others to complete work

**Evidence Outcomes**

**Students can:**

- a. Identify and demonstrate acceptable responses to challenges, successes, and failures
- b. Invite others to use equipment before repeating a turn
- c. Identify and demonstrate the attributes of being an effective partner or group member in physical activity
- d. Help another student share space effectively

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. What is the most important quality of a good partner, and why?
2. What makes you a good partner?
3. What is different about working with someone rather than working by yourself?
4. What does "help" look like? Express "help" without using words.

**Relevance and Application:**

1. Individuals share limited resources in a way that allows everyone access.
2. Individuals describe how to share technology with a partner.
3. Individuals include everyone in an activity such as inviting friends to participate in a game on the weekend.
4. Individuals can describe a tool that requires more than one person to operate such as a sailboat.

**Nature of Physical Education:**

1. Physical education provides opportunities to practice and reinforce positive social behaviors.
2. Physical education provides opportunities to demonstrate responsible social behavior.

**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:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Physical Education:**

- 1. 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.
- 2. 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: 4. Reflect, Connect, and Respond**

**Prepared Graduates:**

- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Respond to different dance styles using basic stylistic vocabulary

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ol style="list-style-type: none"><li>a. Observe a dance, and tell the story</li><li>b. Describe the movements and gestures that stand out in a particular dance work because they tell the story</li><li>c. Respond to a dance with language of dance symbols or other types of symbols, and relate them to a favorite movement in the dance</li></ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How does one describe his or her favorite movement in a dance?</li><li>2. Why are dances different from each other?</li><li>3. How does each style communicate its meaning?</li><li>4. How do the basic elements of dance communicate feelings and thoughts?</li></ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Recognizing simple dance symbols builds an understanding of symbolic language in other disciplines such as reading, music, history – and in environmental print such as road signs and public facilities signs.</li><li>2. Demonstrating the relationship between movement and storytelling builds a foundational awareness of how historical cultures preserved their traditions in the absence of the printed word.</li></ol>
	<p><b>Nature of Dance:</b></p> <ol style="list-style-type: none"><li>1. Dancers analyze and document dances and movement to capture their stories.</li></ol>

## Content Area: Drama and Theatre Arts

### Standard: 2. Perform

#### 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. Retell a short story or scene through **dramatic play**

#### Evidence Outcomes

##### Students can:

- a. Retell through drama and voice the plot of a short story, and highlight the beginning, middle and end using movement and voice
- b. Identify and demonstrate setting in a scene

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. Why is plot important to a story?
2. Do all stories have a beginning, middle, and end structure?
3. Why is the setting important to a story?
4. How are everyday situations different from imaginary situations?
5. Why are props important?

##### Relevance and Application:

1. Telling a story allows one to connect key aspects of literary elements and theatre elements.
2. Gaming software relies on environmental awareness to extend a story.
3. Understanding sequencing directly connects with ordinal numbers in mathematics.

##### Nature of Drama and Theatre Arts:

1. Theatre by its very nature enhances literacy.

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

**Prepared Graduates:**  
 ➤ Solve problems and make decisions that depend on understanding, explaining, and quantifying the variability in data

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

Evidence Outcomes	21 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Represent and interpret data. (CCSS: 1.MD)               <ul style="list-style-type: none"> <li>i. Organize, represent, and interpret data with up to three categories. (CCSS: 1.MD.4)</li> <li>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)</li> </ul> </li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. What kinds of questions generate data?</li> <li>2. What questions can be answered by a data representation?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Nature of Mathematics:</b></p> <ul style="list-style-type: none"> <li>1. Mathematicians organize and explain random information</li> <li>2. Mathematicians model with mathematics. (MP)</li> </ul>

## 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 attributes<sup>1</sup> versus non-defining attributes.<sup>2</sup> (CCSS: 1.G.1)
- b. Build and draw shapes to possess defining attributes. (CCSS: 1.G.1)
- c. Compose two-dimensional shapes<sup>3</sup> or three-dimensional shapes<sup>4</sup> 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.<sup>5</sup> (CCSS: 1.G.3)

##### 21<sup>st</sup> 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)

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

<sup>2</sup> e.g., color, orientation, overall size. (CCSS: 1.G.1)

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

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

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

**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	21 <sup>st</sup> Century Skills and Readiness Competencies
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**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.<sup>1</sup> (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)

**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)

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<sup>1</sup> 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.<sup>1</sup> (CCSS: 1.OA.1)
  - Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.<sup>2</sup> (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.<sup>3</sup> (CCSS: 1.OA.3)
  - Relate subtraction to unknown-addend problem.<sup>4</sup> (CCSS: 1.OA.4)
- Add and subtract within 20. (CCSS: 1.OA)
  - Relate counting to addition and subtraction.<sup>5</sup> (CCSS: 1.OA.5)
  - Add and subtract within 20 using multiple strategies.<sup>6</sup> (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.<sup>7</sup> (CCSS: 1.OA.7)
  - Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.<sup>8</sup> (CCSS: 1.OA.8)

##### 21<sup>st</sup> 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

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<sup>1</sup> 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)

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

<sup>3</sup> 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)

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

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

<sup>6</sup> 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)

<sup>7</sup> 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)

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

## Content Area: Music

### Standard: 4. Aesthetic Valuation of Music

#### Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

### Grade Level Expectation: First Grade

#### Concepts and skills students master:

2. Comprehension of the basic components of music and musical performances at a beginning level

#### Evidence Outcomes

##### Students can:

- a. Create movements to music that reflect focused listening
- b. Describe how ideas or moods are communicated through music

#### 21<sup>st</sup> Century Skills and Readiness Competencies

##### Inquiry Questions:

1. How can certain movements be more appropriate for one type of music than another?
2. What are some specific elements of music that can change the feelings that are communicated?
3. How do the basic elements of music communicate thoughts or emotions?

##### Relevance and Application:

1. Considering how the use of various instruments and/or voices changes the feelings that music conveys provides a fundamental understanding of how music communicates.
2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theatre, dance performances, commercials).

##### Nature of Music:

1. Music, like other art forms, exists to express thoughts and emotions as well as communicate how people perceive the world.
2. When people listen to music, they can perceive some of the thoughts and feelings of the musician who created it.

## Content Area: Reading, Writing, and Communicating

### Standard: 1. Oral Expression and Listening

#### Prepared Graduates:

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

#### Grade Level Expectation: First Grade

##### Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

##### Evidence Outcomes

###### Students can:

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

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

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

###### Relevance and Application:

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

###### Nature of Reading, Writing, and Communicating:

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

## Content Area: Reading, Writing, and Communicating

### Standard: 1. Oral Expression and Listening

#### Prepared Graduates:

- Use language appropriate for purpose and audience
- 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:

- a. 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)
  - i. 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)
  - ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
  - iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
- c. 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)

##### 21<sup>st</sup> 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: 1. Oral Expression and Listening

#### Prepared Graduates:

- Use language appropriate for purpose and audience

#### Grade Level Expectation: First Grade

##### Concepts and skills students master:

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

##### Evidence Outcomes

###### Students can:

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

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

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

###### Relevance and Application:

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

###### Nature of Reading, Writing, and Communicating:

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

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

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

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

<b>Prepared Graduates:</b>	
➤ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary	
<b>Grade Level Expectation: First Grade</b>	
<b>Concepts and skills students master:</b>	
4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <p>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)</p> <ol style="list-style-type: none"> <li>i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)</li> <li>ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)</li> <li>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)</li> </ol> <p>b. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)</p> <ol style="list-style-type: none"> <li>i. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)</li> <li>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)</li> <li>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)</li> <li>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., large, gigantic) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)</li> </ol> <p>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)</p> <p>d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)</p> <ol style="list-style-type: none"> <li>i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)</li> <li>ii. Create new words by combining base words with affixes to connect known words to new words</li> <li>iii. Identify and understand compound words</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do readers call words with two words in them compound words?</li> <li>2. When readers sort words, what are some ways to sort them (types of concepts, attributes, initial sounds)?</li> <li>3. If a reader wants to show more than one, what suffix does he/she use?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Readers need to use a variety of strategies for reading unfamiliar words.</li> <li>2. When they recognize a compound word, readers can find the two words in it (such as hotdog, baseball, newspaper, pigpen, sandbox).</li> <li>3. Using base words with affixes expands vocabulary knowledge.</li> <li>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</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Readers use language structure in oral and written communication.</li> </ol>

**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)

**21<sup>st</sup> 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 <sup>st</sup> Century Skills and Readiness Competencies
<p><b>Students can:</b></p> <p>a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)</p> <ul style="list-style-type: none"> <li>i. Print all upper- and lowercase letters. (CCSS: L.1.1a)</li> <li>ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)</li> <li>iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)</li> <li>iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)</li> <li>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)</li> <li>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</li> <li>vii. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (CCSS: L.1.1g)</li> <li>viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)</li> <li>ix. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). (CCSS: L.1.1i)</li> <li>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</li> </ul> <p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p> <ul style="list-style-type: none"> <li>i. Write complete simple sentences.</li> <li>ii. Capitalize dates and names of people. (CCSS: L.1.2a)</li> <li>iii. Use end punctuation for sentences. (CCSS: L.1.2b)</li> <li>iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)</li> <li>v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)</li> <li>vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do phonemes (speech sounds) map to graphemes (letters and letter clusters) to form words?</li> <li>2. How do punctuation marks show expression and pauses in writing?</li> <li>3. How do capital letters show importance?</li> <li>4. How can a writer show excitement in a sentence? (exclamation mark)</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Question marks are often used in children's games.</li> <li>2. Phonetic patterns are the bases of nursery rhymes and children's songs.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Writers know how to spell many words.</li> <li>2. Writers hold their pencil correctly.</li> <li>3. Writers use capital letters at the beginning of sentences.</li> </ol>

**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

**21<sup>st</sup> 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: 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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Science:**

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

**Content Area: Science**  
**Standard: Physical Science**

**Prepared Graduates:**  
➤ Apply an understanding of atomic and molecular structure to explain the properties of matter, and predict outcomes of chemical and nuclear reactions

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**  
1. Solids and liquids have unique properties that distinguish them

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Science:**

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

**Content Area: Social Studies**

**Standard: 1. History**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> 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:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

- 1. 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.
- 2. 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:**

- 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: 2. Geography**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Geography:**

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

**Content Area: Social Studies**

**Standard: 2. Geography**

**Prepared Graduates:**

- Examine places and regions and the connections among them

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Geography:**

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

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Economics:**

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

**Content Area: Social Studies**

**Standard: 3. Economics**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

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

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

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

**Relevance and Application:**

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

**Nature of Economics:**

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

**Content Area: Social Studies**

**Standard: 4. Civics**

**Prepared Graduates:**

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

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Effective groups have responsible leaders and team members

**Evidence Outcomes**

**Students can:**

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

**21<sup>st</sup> 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

**21<sup>st</sup> 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 4<sup>th</sup> parades celebrate our nation's independence.

**Nature of Civics:**

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



**Content Area: Visual Arts**

**Standard: 2. Envision and Critique to Reflect**

**Prepared Graduates:**

- Recognize, articulate, and implement critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Visual arts provide opportunities to respond to personal works of art and the art of others

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Discuss the personal stories portrayed in a work of art</li><li>b. Express the ways art provokes feeling</li><li>c. Imitate stories portrayed in a work of art through multiple modalities</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What are the stories that art tells?</li><li>2. How do you determine the feeling a work of art portrays?</li><li>3. How is art like the narrator of a play?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Expression in a work of art distinguishes the senses-based feeling of art-making such as the physical nature of art materials, paint, finger paint, inks, and drawing, or the tactile nature of art processes, sculpting, throwing on a wheel, and hand building.</li><li>2. The ability to draw conclusions from visual narratives is enabled and depicted in works of art.</li><li>3. Mass media use familiar stories and images to tell stories and communicate. People think in pictures more often than in words, which prompted visual icons on computers.</li><li>4. Art connects visual stories with literary stories.</li></ul>
	<p><b>Nature of Visual Arts:</b></p> <ul style="list-style-type: none"><li>1. Imagination can be used to see reality</li></ul>

**Content Area: Visual Arts**

**Standard: 1. Observe and Learn to Comprehend**

**Prepared Graduates:**

- Recognize, articulate, and debate that the visual arts are a means for expression

**Grade Level Expectation: First Grade**

**Concepts and skills students master:**

1. Works of art express feelings

**Evidence Outcomes**

**Students can:**

- a. Provide explanations for how works of art provoke specific feelings
- b. Identify personal feelings motivated by works of art using grade appropriate language and concepts
- c. Locate and discuss the characteristics and expressive features of art and design in a work of art that initiate specific feelings and/or emotions

**21st Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. How do sensory qualities and expressive features guide feelings in works of art?
2. How does the use of color or pattern create feelings in a work of art?

**Relevance and Application:**

1. Emotion can be conveyed in a work of art.
2. Art can be expressed through different modalities such as nonverbal, kinesthetic, and interdisciplinary.
3. Technology can help to explore ways that mass media create viewer response.

**Nature of Visual Arts:**

1. Art is an emotional experience that is mindful of our personal perspectives and feelings.

## Content Area: World Languages

### Standard: 1. Communication in Languages Other Than English

#### Prepared Graduates:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

#### 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. Communicate about very familiar topics (written or oral) using isolated words and high-frequency phrases (interpersonal mode)

#### Evidence Outcomes

##### Students can:

- a. Copy and exchange simple messages
- b. Imitate modeled words and phrases using intonation and pronunciation
- c. Form simple sentences on very familiar topics using learned vocabulary and high-frequency phrases
- d. Use words and phrases without awareness of grammatical structures
- e. Answer simple questions about very familiar topics

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. How do people show that they do not understand?
3. How does one know they are understood?

##### Relevance and Application:

1. Simple surveys on websites appear in multiple languages.
2. Exchanging words, phrases, and short messages with people from different cultures creates positive personal connections around the world.

##### Nature of World Languages:

1. Language learners start with words to make meaning.
2. Language learners acquire and retain.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Prepared Graduates:**  
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)

**Range Level Expectation: Novice-Low**

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

**Concepts and skills students master:**

- 2. Comprehend isolated learned words and high-frequency phrases (written or oral) on very familiar topics (interpretive mode)

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"><li>a. Understand short, simple conversations and narratives when using objects, visuals, and gestures</li><li>b. Respond to questions seeking clarification (for example, do you understand? What is this?)</li><li>c. Follow simple commands</li><li>d. Recognize the symbols of the target language writing system</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?</li><li>2. Why do cognates exist?</li><li>3. Why are there many languages in the world?</li></ul>
	<p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Information on writing systems for languages around the world is available on web pages.</li><li>2. Understanding basic questions and commands in different languages helps people from different cultures create positive personal connections.</li></ul>
	<p><b>Nature of World Languages:</b></p> <ul style="list-style-type: none"><li>1. Language learners start with words to make meaning.</li><li>2. Language learners acquire and preserve connections.</li></ul>

