

Outcome: **SS.1.1** Students will examine the roles and responsibilities of community members and how they benefit from belonging to a group.

Components: **SS.1.1.1** – Identify rules and responsibilities they have as a community member and give examples of behavior that shows good citizenship.

SS.1.1.2 – Recognize that national holidays (Veteran’s Day, Columbus Day, Thanksgiving Day, Martin Luther King, Jr. Day and Presidents' Day) represent ideas and traditions of a community.

SS.1.1.3 – Explain how community members use voting to help make decisions.

SS.1.1.4 – Identify basic patriotic symbols that represent the United States (U.S. flag, Statue of Liberty, the American Eagle and White House).

Outcome: **SS.1.2** Students will discuss the similarities of celebrations in different cultures, including their own.

Components: **SS.1.2.1** – Identify family customs related to cultural holidays.

SS.1.2.2 – Identify common characteristics within celebrations (symbols, food, costumes, gifts and music).

SS.1.2.3 – Discuss similarities in cultures that unite us as community members.

Outcome: **SS.1.3** Students will apply their knowledge of basic maps skills to locate and describe oceans, the United States, Illinois, and their community.

Components: **SS.1.3.1** – Recognize elements of a map and explain their use (compass rose, map keys).

SS.1.3.2 – Locate Illinois on a United States map and then communicate and recognize that the United States is divided into states.

SS.1.3.3 – Locate the United States of America and North America on a world map.

Outcome: **SS.1.4** Students will examine the economics of our community and evaluate the connection between needs and wants.

Components: **SS.1.4.1** – Identify workers in the community.

SS.1.4.2 – Distinguish between goods and services.

SS.1.4.3 – Describe how people earn and trade money for goods and services.

SS.1.4.4 – Identify basic needs and distinguish between wants and needs.

SS.1.4.5 – Explain the importance of recycling and the impact on the community.

Focus: *Life Science*

Purpose: Students will identify, describe and compare how living things function, adapt, change and interact with each other and their environment.

Outcome: **S.1.1** Students will observe and compare plants and animals from fresh water pond and desert habitats.

Components: **S.1.1.1** – Identify non-living parts of a fresh water pond habitat. (**observation, using tools – hand lens**)

(12.B.1a)

S.1.1.2 – Identify plants and animals in a fresh water pond habitat. (**observation, classifying, data collection, interpretation**)

(12.A.1a)

S.1.1.3 – Identify non-living parts of a desert habitat. (**observation**)

(12.B.1a)

S.1.1.4 – Identify plants and animals in a desert habitat. (**observation, data collection, interpretation, using tools – hand lens**)

(12.B.1a)

S.1.1.5 – Describe basic needs of plants and animals in a fresh water pond habitat. (**data interpretation, concluding**)

(12.A.1a)

S.1.1.6 – Describe basic needs of plants and animals in a desert habitat. (**data interpretation, concluding**)

(12.A.1a)

S.1.1.7 – Examine one animal from a fresh water pond habitat (tadpole) with regards to size, color, family unit and shape and life cycle. (**observation, measure, classify, using tools – hand lens, data gathering, data display**)

(12.A.1b)

S.1.1.8 – Compare the characteristics of plants and animals in fresh water pond and desert habitats with regard to how they function, adapt, change, interact with each other and their environment. **(data interpretation)**

(12.B.1a)

Focus: ***Physical Science***

Purpose: Students will identify and compare concepts relating to:

Energy – Heat, light, sound

Force – Magnets push and pull

Motion

Outcome: **S.1.2** Students will examine and compare examples of the types of energy, forces and motion that make up our world.

Components: **S.1.2.1** – Identify three types of energy – heat, light, sound. **(observation)**

(12.C.1a)

S.1.2.2 – Identify observable forces in nature – push, pull. **(observation)**

(12.D.1b)

S.1.2.3 – Classify materials by their magnetic attraction or repulsion.
(classification, using tools – magnets)

(12.D.1b)

S.1.2.4 – Explain examples of simple inertia and momentum in the real world (classroom, playground, home.) **(observation, data collection, interpretation)**

(12.D.1a)

Focus: ***Earth Science***

Purpose: Students will identify and describe the features and processes of the Earth and its resources. They will describe the composition and structure of the solar system and the Earth's place in it.

Outcome: **S.1.3** Students will identify and compare the Earth's land, water and atmospheric components. They will describe and compare the easily visible objects in the Solar System and what happens as a result of the Earth moving through space.

Components: **S.1.3.1** – Identify and classify land features (valleys, mountains, rivers, oceans, plains, ponds.) (**observation, classification**)

(12.E.1a)

S.1.3.2 – Identify and classify sources and uses of water; salt vs. fresh (rivers, oceans, ponds, lakes.) (**observation, classification**)

(12.E.1a)

S.1.3.3 – Sketch atmospheric features (clouds – water cycle.) (**diagramming, observation**)

(12.E.1a)

S.1.3.4 – Classify renewable and non-renewable resources. (Include discussion of: Wind power, Earth Day, ecology, recycling.) (**classification**)

(12.E.1c)

S.1.3.5 – Describe familiar objects of the solar system (sun, earth, moon, stars.) (**diagramming**)

(12.F.1a)

S.1.3.6 – Describe patterns of Earth's movement (day/night, year.) (**observation**)

(12.F.1b)

S.1.3.7 – Observe day and night sky (Star Lab.) (**observation, related**)

(12.F.1b)

Focus: Students will complete addition and subtraction facts (0-9), use units of time using instruments: calendars and clocks, identify and recognize coins, extend number and visual patterns.

Goal: ***Operations and Computation***

Outcome: **M.1.1** Students will compute whole numbers to determine addition and subtraction operations and demonstrate fluency counting coins.

Component: **M.1.1.1** – Identify and use the symbols of operations. (+,-,=)

8.C.1

M.1.1.2 – Demonstrate fluency of addition and subtraction facts 0-9.

8.C.1

M.1.1.3 – Identify and use single digit fact families.

8.C.1

M.1.1.4 – Identify and use strategies to solve number stories.

6.C.1a

M.1.1.5 – Create and identify compliments of ten. (Ex. $5+5=10$, $2+8=10$)

8.C.1

M.1.1.6 – Compare, count and exchange coins (penny, nickel, dime, quarter) with common denominations.

7.A.1c

Goal: ***Measurement and Reference Frames***

Outcome: **M.1.2** Students will tell time using a calendar and a clock to obtain information for real life purposes.

Component: **M.1.2.1** – Locate, label and identify the minute and hour hand on an analog clock.

7.A.1b

M.1.2.2 – State time to the hour and half hour on an analog and digital clock.

7.A.1b

M.1.2.3 – Tell time using a calendar identifying days, dates, weeks, months and year.

7.A.1b

M.1.2.4 – Sequence the days of the week.

7.A.1b

M.1.2.5 – Measure temperature in Fahrenheit to the nearest two degrees.

7.A.1d

M.1.2.6 – Identify an inch, foot, and centimeter as a unit of measure.

7.B.1d

M.1.2.7 – Identify inches and centimeters on a ruler.

7.A.1a

M.1.2.8 – Make a reasonable estimate of measurement using non standard units.

7.B.1a

M.1.2.9 – Identify values of pennies, nickels, dimes and quarters.

7.A.1c

Goal: ***Numeration***

Outcome: **M.1.3** Students will use and compare numbers up to 110 orally and in written form and identify equal and unequal parts.

Component: **M.1.3.1** – Compare and order numbers up to 110 in sequence and random order.

6.A.2

M.1.3.2 – Demonstrate fluency in counting by even numbers, 2's and 25's to 100 using a visual aid.

6.A.1a

M.1.3.3 – Identify place value up to the hundreds place and use manipulatives to model.

6.A.1a

M.1.3.4 – Use words and symbols to describe number relationships greater than, less than and equal to.

6.A.1a

M.1.3.5 – Identify whole and half using manipulatives.

6.A.1b

M.1.3.6 – Compare fractions using visual aids for a half and a whole.

6.A.1b

M.1.3.7 – Identify equal and unequal portions. (Ex. Cut an apple in half, recognizing if the parts are equal or unequal)

6.A.1b

M.1.3.8 – Identify and create patterns using odd and even numbers.

8.B.1

Goal: ***Geometry and Graphing***

Outcome: **M.1.4** Students will identify, compare and sort geometric shapes and utilize a graph for obtaining information.

Component: **M.1.4.1** – Identify, compare and sort two dimensional figures by similarities; triangle, square, trapezoid, rhombus, hexagon, circle and rectangle.

9.B.1a

M.1.4.2 – Create patterns with two dimensional shapes.

9.A.1a

M.1.4.3 – Identify and compare the three dimensional shapes: spheres, cylinders, cones and cubes.

9.A.1a

M.1.4.4 – Create and explore symmetry by completing half of a simple design.

9.B.1c

M.1.4.5 – Cover a defined area with geometric manipulatives without gaps.

7.C.1

M.1.4.6 – Gather and organize data for graphing.

10.A.1a

M.1.4.7 – Interpret and analyze data from a pictograph or bar graph.

10.B.1d

M.1.4.8 – Interpret tally charts and find corresponding information.

10.A.1b

Goal: ***Patterns, Functions and Algebra***

Outcome: **M.1.5** Students will use addition and subtraction and geometric shapes to identify, produce and extend patterns.

Component: **M.1.5.1** – Identify and extend number and visual patterns with geometric shapes and numbers.

8.A.1a

M.1.5.2 – Identify and describe missing units within a pattern using geometric shapes and numbers.

8.B.1

M.1.5.3 – Construct one and two step word problems.

6.B.1

M.1.5.4 – Create addition and subtraction number sentences to solve word problems.

8.A.1b

Purpose: Students will construct meaning of print through decoding skills, phonics, sight words, and comprehension strategies to build a reading foundation that develops independent readers.

Focus: **Vocabulary**

Outcome: **LA.1.1** Students will demonstrate the meaning of words.

Components: **LA.1.1.1** – Match antonyms and synonyms.

LA.1.1.2 – Locate and construct compound words.

LA.1.1.3 – Use a variety of resources (illustrations, glossary, dictionary) to determine the meaning of unfamiliar words. 1.A.1b

LA.1.1.4 – Locate homonyms.

Focus: **Word Analysis**

Outcome: **LA.1.2** Students will use phonics and sight words to develop a reading foundation.

Components: **LA.1.2.1** – Differentiate letter names from letter sounds at the beginning and end of words.

LA.1.2.2 – Recite blends and diagraphs. (see appendix D)

LA.1.2.3 – Identify CVC, CVCe, and CVVC rime patterns. (see appendix B)

LA.1.2.4 – Recognize other long vowel patterns.

LA.1.2.5 – Locate contractions in text. (see appendix E)

LA.1.2.6 – Analyze syllables within words.

LA.1.2.7 – Identify base words.

LA.1.2.8 – Introduce regular plural words.

LA.1.2.9 – Apply decoding strategies (visual, meaning, language structure) to recognize unfamiliar words in an appropriate text.

LA.1.2.10 – Identify 198/248 (80%) sight words and apply while reading. (see appendix C)

Focus: **Concepts of Print**

Outcome: **LA.1.3** Students will apply concepts of print while reading.

Components: **LA.1.3.1** – Distinguish vowels from consonants.

LA.1.3.2 – Demonstrate directionality (left to right, top to bottom, and return sweep).

LA.1.3.3 – Verify understanding of concepts of books (front and back, turning pages, knowing where a story starts, front and back cover, title of book).

LA.1.3.4 – Justify that print carries meaning and provides information.

LA.1.3.5 – Demonstrate one-to-one matching in a given text.

LA.1.3.6 – Apply punctuation and spacing between words.

Focus: Comprehension Skills and Strategies

Outcome: **LA.1.4** Students will apply reading skills to improve comprehension.

Components: **LA.1.4.1** – Choose appropriate material to read aloud with fluency and accuracy. 1.B.1d

LA.1.4.2 – Identify the main idea in a text.

LA.1.4.3 – Name the problem and solution of a story.

LA.1.4.4 – Identify sequential structure of a given passage. 1.C.1d

LA.1.4.5 – Recall the beginning, middle, and end elements of a story.

Outcome: **LA.1.5** Students will apply comprehension strategies to build a foundation in reading.

Components: **LA.1.5.1** – Identify the important events in a passage (determining importance).

LA.1.5.2 – Use pictures and words to infer meaning from text (inferring).

LA.1.5.3 – Make predictions before, during, and after reading. 1.B.1a

LA.1.5.4 – Identify and explain connections in both oral and written form using schema to gain meaning from text. 1.B.1a

LA.1.5.5 – Create sensory images to clarify meaning (visualizing).

LA.1.5.6 – Produce questions about the text (questioning). 1.C.1a

LA.1.5.7 – Identify miscues that interfere with meaning and use rereading, reading ahead (skip and return) picture clues, and context clues to infer meaning from text. 1.B.1c

LA.1.5.8 – Respond to literary materials by connecting them to their own experiences, other literary materials, or real life situations. 2.B.1a, 2.B.1c

Focus: Literary Elements

Outcome: **LA.1.6** Students will demonstrate how literary elements support the meaning of a text.

Components: **LA.1.6.1** – Investigate a variety of self-selected and teacher-selected literature (fiction, nursery rhymes, poetry, nonfiction, and fairy tales).

LA.1.6.2 – Recognize the style of various authors and illustrators.

LA.1.6.3 – Explain the difference between an author and illustrator.

LA.1.6.4 – Identify the characters in a given passage.

LA.1.6.5 – List the elements of plot (character, setting, problem/solution).

LA.1.6.6 – Identify and use features of nonfiction text.

LA.1.6.7 – Describe the events in a passage (character, setting, problem, and solution).

LA.1.6.8 – Describe the difference between prose vs. poetry. 2.A.1c

LA.1.6.9 – Identify common themes in literature from a variety of eras. 2.B.1b

LA.1.6.10 – Use information presented in simple tables, maps, and charts to form an interpretation. 1.C.1f

LA.1.6.11 – Relate character, setting, plot to real life situations. 2.B.1c

LA.1.6.12 – Respond to literary materials by connecting them to their own experiences. 2.B.1a

Focus: Phonemic Awareness

Outcome: **LA.1.7** Students will orally demonstrate the ability to hear and manipulate sounds in spoken words.

Components: **LA.1.7.1** – Recognize and produce rhyming words.

- a. Recognize whether spoken words rhyme.
- b. Produce a word that rhymes with another.
- c. Identify the non-rhyming word out of a series of spoken rhyming words.

LA.1.7.2 – Demonstrate segmentation skills.

- a. Identify the number of syllables in a multisyllabic word.
- b. Recite syllables in a three or more syllable word.
- c. Segment individual sounds when given a 3- or 4- phoneme and one or two syllable word.
- d. Segment onset and rime when given a 1- syllable word.
- e. Segment individual words in compound words.

LA.1.7.3 – Demonstrate blending skills.

- a. Blend 3- or 4-syllables into a whole word.
- b. Blend onset with rime into a whole word.
- c. Blend 3 or more separate spoken phonemes into a one syllable word.
- d. Blend individual spoken words into compound words.

LA.1.7.4 – Demonstrate isolating skills.

- a. Identify the initial phoneme or onset in a 1-syllable spoken word.
- b. Identify the same initial phoneme or onset in a series of 1-syllable spoken words.
- c. Identify the medial phoneme in a 1-syllable word.
- d. Identify the same medial phoneme in a series of 1-syllable spoken words.
- e. Identify the final phoneme in a word.
- f. Identify the same final phoneme in a series of spoken words.
- g. Identify the same rime in a series of 1-syllable spoken words.

LA.1.7.5 – Demonstrate substituting skills.

- a. Substitute the initial phoneme or onset in a word.
- b. Substitute the medial phoneme in a 1-syllable word.
- c. Substitute the final phoneme in a word.
- d. Substitute the rime in a 1-syllable word.

LA.1.7.6 – Demonstrate skills in adding phonemes.

- a. Add the onset when given a rime in a 1-syllable word.
- b. Add the rime when given an onset in a 1-syllable word.
- c. Add a word to a spoken word to create a compound word.

LA.1.7.7 – Demonstrate skills in deleting phonemes.

- a. Delete the onset when given a 1-syllable word.
- b. Delete the rime when given a 1-syllable word.
- c. Delete one of the word parts when given a compound word.

Language Arts (Writing)
First Grade

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updated 9/29/09

Focus: **Conventions**

Outcome: **LAW.1.1** Students will use grade appropriate conventions in writing:

Components: **LAW.1.1.1** – Write correctly formed upper and lower case letters and words with spacing. 3.A.1

LAW.1.1.2 – Construct sentences using nouns, verbs, adverbs and adjectives. 3.A.1

LAW.1.1.3 – Construct multiple connected sentences.

LAW.1.1.4 – Identify nouns in plural form. 3.A.1

LAW.1.1.5 – Write in past and future tense. 3.A.1

LAW.1.1.6 – Use beginning capitalization and end punctuation (period, exclamation mark, and question mark) in simple sentences. 3.A.1

LAW.1.1.7 – Use capital letters in the beginning position in a known proper noun. 3.A.1

LAW.1.1.8 – Locate a statement (telling), question (asking) and exclamatory sentence. 3.A.1

LAW.1.1.9 – Apply developmental spelling to spell words with beginning, middle and ending sounds in connected text. 3.A.1

LAW.1.1.10 – Use developmental spelling and correct spelling of high frequency words. 3.A.1

LAW.1.1.11 – Identify titles. 3.A.1

Focus: **Composition**

Outcome: **LAW.1.4** Students will compose pieces using the steps of the writing process.

Components: **LAW.1.4.1** – Introduce appropriate prewriting strategies to formulate ideas (e.g., brainstorming, graphics organizers). 3.B.1a, 3.B.1b

LAW.1.4.2 – Write a rough draft with a focused idea. 3.A.1a, 3.B.1b

LAW.1.4.3 – Revise draft to clarify meaning. 3.A.1a, 3.B.1b

LAW.1.4.4 – Edit draft for conventions. 3.A.1a, 3.B.1b

LAW.1.4.5 – Create a final product. 3.A.1a, 3.B.1b

Outcome: **LAW.1.2** Students will compose an organized and coherent piece of writing.

Components: **LAW.1.2.1** – Organize a sentence with a focused idea. 3.B.1a, 3.B.1b

LAW.1.2.2 – Use word choice to create detailed writing. 3.B.1a

LAW.1.2.3 – Use voice to write in the way one would speak about an experience. 3.B.1b

LAW.1.2.4 – Vary sentence structure in length. 3.B.1b

LAW.1.2.5 – Create a focused story that has a beginning, a series of events happening and an ending. 3.B.1a, 3.B.1b

LAW.1.2.6 – Write an organized paragraph with a beginning, middle and end for an appropriate purpose. 3.B.1a, 3.B.1b

LAW.1.2.7 – Use details in a writing piece. 3.B.1a, 3.B.1b

LAW.1.2.8 – Create illustrations to convey meaning in a written piece. 3.B.1a, 3.B.1b

Focus: **Writing for a Purpose**

Outcome: **LAW.1.3** Students will write for a variety of purposes.

Components: **LAW.1.3.1** – Experiment with different forms of creative writing (e.g., poetry, letters, journal, fiction, descriptive). 3.C.1a

LAW.1.3.2 – Use the writing process for an expository and personal narrative composition. 3.C.1a

LAW.1.3.3 – Create a written response to the text. 3.C.1a

LAW.1.3.4 – Construct a list for multiple purposes. 3.C.1a

LAW.1.3.5 – Use available technology to design, produce, and present compositions and multimedia works. 3.C.1b

Focus: **Information**

Outcome: **LAW.1.4** Students will be able to find, evaluate, and use information to communicate ideas.

Components: **LAW.1.4.1** – Identify reference material and learning aids in the classroom (e.g., dictionary, maps, globes, text, charts). 5.A.1b, 5.C.1b

LAW.1.4.2 – Locate and organize information using a variety of resources (e.g., graphic organizers, text). 5.A.1a, 5.B.1a, 5.C.1a, 5.C.1b

LAW.1.4.3 – Display focus when communicating information written or orally (e.g., letters, reports, stories). 5.C.1a

LAW.1.4.4 – Cite reference material used. 5.B.1b

Focus: **Speaking**

Outcome: **LAW.1.5** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.1.5.1** – Use appropriate language and vocabulary when speaking. 4.B.1a

LAW.1.5.2 – Use statements and questions appropriate to the situation. 4.B.1b

LAW.1.5.3 – Present a variety of information orally to various audiences. 4.B.1a, 4.B.1b

LAW.1.5.4 – Use details to explain events.

LAW.1.5.5 – Use appropriate speaking skills. (e.g., look at the audience while speaking, speak at appropriate rate to be understood, use expression when speaking at appropriate volume, speak clearly and in complete sentences). 4.B.2b

LAW.1.5.6 – Integrate new vocabulary when conveying information. 4.B.2b

Focus: **Listening**

Outcome: **LAW.1.6** Students will listen effectively in formal and informal situations.

Components: **LAW.1.6.1** – Follow oral instructions accurately. 4.A.1c

LAW.1.6.2 – Complete a two or three step task based on oral instructions. 4.A.1c

LAW.1.6.3 – Ask and respond to questions from a variety of audiences. 4.A.1b

LAW.1.6.4 – Utilize “active listening” skills (facing the speaker, making eye contact, paraphrasing what is said, choral answers, gestures, questions, retelling). 4.A.1a

LAW.1.6.5 – Tell the main idea of what is heard. 4.A.1c

LAW.1.6.6 – Identify qualities of sound (e.g., tone, loud vs. soft, pleasant vs. unpleasant). 4.A.1a

LAW.1.6.7 – Respond to visually oriented and auditorily based media. 4.A.1d

Technology

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1st Grade

Focus: Use of a networked PC for personal communication and productivity.

Purpose: Students will refine basic operational use of the keyboard, and demonstrate proficiency in hand placement and log-in procedures and implement ISAFE Curriculum.

Outcome: **T.1.1** Students will demonstrate basic computer operating procedures.

Components: **T.1.1.1** – Follow school rules for computer use. 61.A.1

T.1.1.2 – Be able to log on and off the system properly. 60.A.1e, 60.A.1a

T.1.1.3 – Demonstrate proper keyboard hand and finger placement and posture. 60.A.1d

T.1.1.4 – Identify and use: Enter key, delete key, arrow keys and backspace key correctly. 60.A.1c

T.1.1.5 – Use basic commands—open file, print, close. 60.B.1

T.1.1.6 – Insert and launch a CD-ROM. 60.A.1e

Outcome: **T.1.2** Students will demonstrate guided use of productivity software.

Components: **T.1.2.1** – Create a word processing document. 61.A.1, 62.A.1

T.1.2.2 – Use drawing tools to create a picture. 62.A.1

T.1.2.3 – Participate as teacher models use of a slideshow in a class project. 62.A.1

T.1.2.4 – Participate as teacher models the creation of a chart and graph. 62.B.1

T.1.2.5 – Import clipart. 63.B.1

T.1.2.6 – Choose best technology tool for a given task. 64.B.1

Outcome: **T.1.3** Students will review communications technologies and their appropriate use.

Components: **T.1.3.1** – Describe the use of various technologies for communication - TV, Radio, DVD, CD, Internet, etc. 61.A.1

T.1.3.2 – Participate as teacher models correct use of a search engine - forward, back, and home. 61.C.1, 63.A.1, 64.A.1

T.1.3.3 – Participate as teacher models correct use of the Internet as a research and information gathering tool. 61.C.1, 63.A.1, 64.A.1

Outcome: **T.1.4** Students will gain an understanding of the importance of having adult assistance when using the internet and email safety basics.

Components: **T.1.4.1** – Discuss the concept of safety while online, including e-mail at home.

T.1.4.2 – Reinforce that students should have adult assistance when using the internet.

T.1.4.3 – Evaluate student knowledge of Internet safety.

Grades K-1

Outcome: **A.1** Students will recognize and identify basic visual elements.

Components: **A.1.1** – Identify primary and secondary colors.

25.A.1d

A.1.2 – Identify patterns in art and the environment.

26.B.2d

A.1.3 – Identify line.

25.A.1d

- Organic
- Geometric
- Line movement and characteristics

A.1.4 – Identify basic shapes.

25.A.1d

- Geometric
- Organic

Outcome: **A.2** Students will demonstrate basic skills in manipulating art materials.

Components: **A.2.1** – Demonstrate proper use of paints and brushes.

26.A.1e

A.2.2 – Demonstrate proper use of scissors and glue.

26.A.1e

A.2.3 – Demonstrate proper use of various drawing utensils.

26.A.1e

- Pencil
- Marker
- Oil pastels
- Colored pencil

A.2.4 – Demonstrate proper use of clay and other 3-D materials.

26.A.1e

Outcome: **A.3** Through their creative output, students will demonstrate an understanding of art in the world around them.

Components: **A.3.1** – Respond to art with historical or cultural themes.

27.A.1b

A.3.2 – Respond to art with universal themes.

27.B.1

- Family/Self
- Seasons/Holidays
- Animals/Nature

1st Grade

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate one and 2 sounds/beat.

Students will use song, speech, movement and instruments to explore and demonstrate so, mi and la.

Focus: One and 2 sounds per beat and silent beat (quarter notes, eighth notes, quarter rest).

Pitches so and mi (also la).

Outcome: **M.1.1** Students will create a rhythm piece in AB form by constructing two 8 beat patterns, using quarter-notes, eighth-notes and quarter rests, to show how a turtle would move and to show how a rabbit would move and will compare the sounds per beat in each example.

Components: **M.1.1.1** – Show how a turtle would move.

25.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

M.1.1.2 – Show how a rabbit would move.

25.A.1c, 26.A.1c, 26.B.1c, 27.A.1b, 27.B.1

M.1.1.3 – Explain the difference between the movement of a turtle and a rabbit.

25.A.1c, 26.A.1d, 27.A.1b, 27.B.1

M.1.1.4 – Perform various 8 beat patterns combining quarter-notes, eighth-notes and quarter-rests.

25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

M.1.1.5 – Identify the longer sounds (quarter-notes) and the shorter sounds (eighth-notes) and the silences (quarter-rest).

25.A.1c, 26.A.1d, 27.B.1

M.1.1.6 – Arrange sounds to represent a turtle.

25.A.1c, 26.A.1d, 27.A.1b, 27.B.1

M.1.1.7 – Arrange sounds to represent a rabbit.

25.A.1c, 26.A.1d, 27.A.1b, 27.B.1

M.1.1.8 – Compare the number of sounds in each example and the number of beats in each example.

25.A.1c, 26.A.1d

M.1.1.9 – Decide whether each example fits better with a turtle or a rabbit.

25.A.1c, 26.A.1c, 26.A.1d, 27.A.1b, 27.B.1

Outcome: **M.1.2** Students will improvise 4 beat patterns using mi, so, and la, to create a B section for a familiar song.

Using traditional, ethnic, or folk song:

Components: **M.1.2.1** – Identify mi, so, and la using hand signs and body pitches.

25.A.1c, 26.A.1d

M.1.2.2 – Locate mi, so, and la on staff.

25.A.1c, 26.A.1d

M.1.2.3 – Create using icons/notes on staff, 4 beat patterns using mi, so, and la.

25.A.1c, 26.A.1d

M.1.2.4 – Demonstrate the 4 beat patterns using hand signs/body pitches.

25.A.1c, 26.A.1d

M.1.2.5 – Perform pattern using singing voice.

25.A.1c, 26.A.1d, 26.B.1c

M.1.2.6 – Improvise a new 4 beat pattern of mi, so, and la using body pitches/hand signs.

25.A.1c, 26.A.1d, 26.B.1c

M.1.2.7 – Show your new pattern by placing icons/notes on the staff.

25.A.1c, 26.A.1d

M.1.2.8 – Create a B section for our familiar song by combining your 4 beat pattern with a partner's 4 beat pattern. (use **abab** phrase form)

25.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

Outcome: **M.1.3** Students will analyze a musical performance according to the following criteria:

Components: **M.1.3.1** – Identify the rhythm patterns as short or long.

25.A.1c, 26.A.1d

M.1.3.2 – Identify the form as same or different.

25.A.1c

M.1.3.3 – Identify the melody as higher or lower.

25.A.1c

M.1.3.4 – Identify the dynamics as loud or soft.

25.A.1c

M.1.3.5 – Identify the tempo as fast or slow.

25.A.1c

1st Grade

Focus: Self Care

Purpose: Students will demonstrate how to take care of themselves at home and at school. Student will identify basic parts of the human body.

Outcome: Students will use basic health and safety habits.

Components: **H.1.1.1** – Describe ways to prevent the spread of germs. 22.A.1b

H.1.1.2 – Describe what children should do if they have signs of illness including fever, pain, and discomfort. 22.A.1a

H.1.1.3 – Demonstrate personal hygiene skills. 22.A.1b

H.1.1.4 – Demonstrate proper technique for brushing teeth.

H.1.1.5 – Demonstrate safety skills needed to avoid injury (when playing, riding a bicycle, seat belt & fire safety). 22.A.1c

H.1.1.6 – Explain the meaning of basic signs, symbols, and warning labels (warning signs flashcards – WARNING, DANGER, HAZARD, FLAMMABLE, skull and crossbones). 22.A.1c

H.1.1.7 – Identify responsible health behaviors (Say “NO” to Drugs, Exercise, Nutrition, appropriate food portions). 22.B.1 SES1.B.1a

Outcome: Students will integrate useful communication skills for the enhancement of their own well-being.

Components: **H.1.2.1** – Distinguish between verbal and nonverbal communication (use of words vs. gestures, facial expressions). 24.A.1b SES 2.C1b

H.1.2.2 – Describe characteristics needed to be a responsible friend and family member (helping, sharing, listening). 24.A.1a SES2.A1b

H.1.2.3 – Demonstrate refusal skills to enhance health (how to say “no”, suggest an alternative, say ‘no’ again, walk away). 24.C.1 SES 3A1b

H.1.2.4 – Demonstrate positive ways to resolve conflicts. 24.A.1a, 24.A.1b SES 3A1b, SES2D1b

H.1.2.5 – Demonstrate the ability to apply a decision-making process to health issues and problems (what could happen as a result of each choice, make healthy choice). 24.B.1 SES 2D1b

Outcome: Students will identify basic human body parts and their functions.

Components: **H.1.3.1** – Identify basic body parts and their purpose and location (wrists, hips, ankles, elbow, knee, chest etc.). 23.A.1

H.1.3.2 – Demonstrate the basic structure and functions of the skeletal system and large muscle groups. 23.A.1

H.1.3.3 – Identify actions that affect the functions of the human body. (Cleanliness, exercise, diet) 23.B.1

P.E
Grades K-1

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Purpose: Students will demonstrate an understanding of rules & safety during physical activity, and an overall awareness of their physical environment. They will distinguish the effect of cardiovascular activity on the body.

Outcome: Students will demonstrate knowledge of both rules and safety by being assessed through observation. 19.A.1, 19.C.1, 21.A.1a, 21.A.1b

Components: **1.1** – Follow simple directions and rules when first directed for all activities. 21.A.1a

- Respond to teacher’s signals or verbal instructions.

1.2 – Demonstrate an ability to perform safely using spatial awareness within the environment. 21.A.1b, 19.C.1

- Change speed and direction without collision
- Move within defined personal space.
- Use best body movement for desired results.

1.3 – Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills as well as combinations and sequences in each area. 19.A.1

- Demonstrate the ability to perform locomotor (walk, run, traveling actions) and non-locomotor (bend, swing, movement in place) skills upon teacher request.
- Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort (Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in different activities).

Outcome: Students will demonstrate an ability to recognize the changes their bodies go through during cardiovascular activity. 20.A.1b, 20.B.1

Components: **2.1** – Demonstrate the ability to locate their heart beat with hand on chest area and compare the difference between resting heart rate and exercise induced heart rate. 20.A.1b

- Demonstrate how increasing the intensity of activity will increase their heart rate (Participate in “Hit the Gym Running” activities with the teacher controlling the intensity of the activity with teacher guidance. They cease activity and feel the beating of their hearts. They are asked to describe differences between resting heart rate and active heart rate. They will show how fast the heart is beating by a predetermined hand signal).

2.2 – Demonstrate the ability to explain some simple physiological changes the body incurs during physical activity. 20.A.1b

- Identify different parts of the body that are affected by exercise (Move a particular body part on the command of the teacher, ie. Lift arm above head, feel skin on forehead for perspiration, etc).
- Identify activities that increase cardio (heart and lungs) endurance. (Bring in pictures of individuals participating in activities that would enhance their cardio endurance.

Outcome: Students will react appropriately to the differences that arise within their physical environment. 19.B.1, 21.A.1a, 21.A.1c, 21.B.1

Components: **3.1** – Demonstrate the ability to react to both verbal and non-verbal cues. 21.A.1a

- Work cooperatively with other students regardless of personal differences. 21.A.1c, 21.B.1
- Choose classmate without regard for individual differences and play easily with others (ie. Students choose a partner or group for activities with no regard for gender or athletic ability).

3.2 – Demonstrate the ability to appropriately use an assortment of equipment. 19.B.1

- Game equipment (Balls, flags, hoops, ropes, etc.)
- Spatial equipment (Cones, poly spots, carpet squares, etc.)