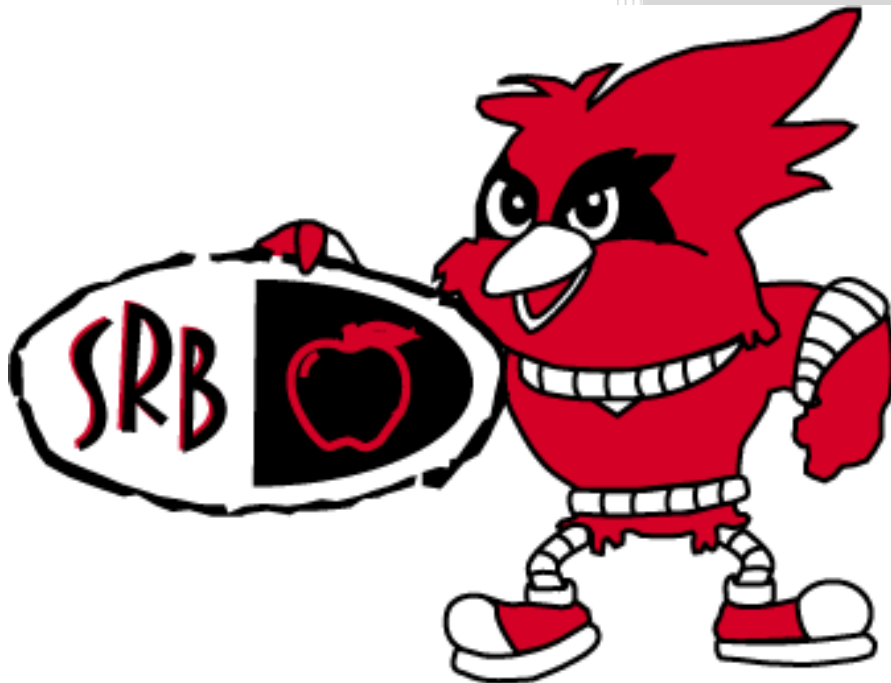


# Michigan GLCE First Grade Grade Level Content Expectations



*A Guide for Parents, Teachers and Students*

St. Robert Bellarmine School

## St. Robert Bellarmine School



Dear Parents, Teachers and Students:

The No Child Left Behind Act of 2001 called upon states to implement, by the 2005-2006 school year, grade level assessments based on "rigorous academic standards". Michigan's new Grade Level Content Expectations (GLCE) based on national standards have been created to provide schools, teachers, and parents with detailed information about what students are expected to know and be able to do at the end of each grade. Recently the Michigan Department of Education has released Grade Level Content Expectations for science and social studies. While these grade level outcomes highlight that which is essential for all students to learn, they are not intended to represent the entire richness of a district curriculum. The accompanying St. Robert Bellarmine School skill sheets are more inclusive and reflective of the breadth of our district's instruction for elementary students.

Parents can use the guide to:

- Learn what students should know and be able to do at the end of the school year according to State of Michigan expectations.
- Discuss student progress during Parent/Teacher Conferences.
- Explore ways to support learning in the classroom.
- Ask for strategies and learning tools to use at home to support what is being taught in the classroom.

We value and share your commitment to excellence in education. We look forward to working together to help your child achieve and succeed.

Nancy Kuszczak  
*Principal*

# 1<sup>st</sup> Grade English Language Arts ➤ Reading

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>  <input type="checkbox"/>	R.WS.01.01  R.WS.01.02	<b>Phonemic Awareness: Students will...</b> Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion. Recognize that words are composed of sounds blended together and carry meaning.
<input type="checkbox"/>  <input type="checkbox"/>	R.WS.01.03  R.WS.01.04	<b>Phonics: Students will...</b> Understand the alphabetic principle—that sounds in words are expressed by the letters of the alphabet. Use structural cues to recognize one-syllable words, blends, and consonant digraphs — letter/sound — onset and rimes — whole word chunks — word families — digraphs <i>th, ch, sh</i> .
<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	R.WS.01.05  R.WS.01.06  R.WS.01.07	<b>Word Recognition: Students will...</b> Recognize grade 1 frequently encountered words in print and out of context automatically. Be making progress in recognizing the 220 Dolch basic sight vocabulary and 95 common nouns. Use strategies to identify unknown words and construct meaning — letter- and word-level cues (i.e., prefixes, suffixes, rimes) more than other cues to — recognize the word — use semantic context cues (including pictures) and syntactic cues to check word recognition and construct the specific meaning intended (use context cues to select between alternative meanings).
<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	R.WS.01.08  R.WS.01.09  R.WS.01.10  R.WS.01.11  R.WS.01.12	<b>Vocabulary: Students will...</b> Use syntactic and semantic cues to determine the meaning of words in grade level appropriate texts. Know the meaning of words, encountered frequently in grade 1 reading and oral language contexts. Grade level vocabulary lists to be developed. In context, determine the meaning of words and phrases (objects, actions, concepts, content, and English language arts vocabulary) using strategies and resources. Use context clues, mental pictures, questioning.
<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	R.FL.01.01  R.FL.01.02  R.FL.01.03  R.FL.01.04	<b>Fluency in Reading: Students will...</b> Automatically recognize identified grade 1 high frequency words whether encountered in or out of context. Read aloud using intonation, pauses and emphasis. Use punctuation cues (periods and questions marks). Independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books.
<input type="checkbox"/>  <input type="checkbox"/>	R.NT.01.01  R.NT.01.02	<b>Narrative Text: Students will...</b> Recognize how various cultures and our common heritage are represented in classic and contemporary literature that is recognized for quality and literary merit. Identify and describe a variety of genre including — realistic fiction — fantasy — folktales

# 1<sup>st</sup> Grade English Language Arts ➤ Reading (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	R.NT.01.03	Identify — problem/solution — sequence of events — sense of story (beginning, middle, end).
<input type="checkbox"/>	R.NT.01.04	Identify how authors/illustrators use — illustrations to support story elements — transitional words (e.g., before, after, now, finally) to indicate a sequence of events and sense of story.
<input type="checkbox"/>	R.NT.01.05	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
<input type="checkbox"/>	R.IT.01.01	<b>Informational Text: Students will...</b> Identify and describe a variety of informational genre including — simple how-to books — science and social studies magazines.
<input type="checkbox"/>	R.IT.01.02	Discuss informational text patterns — sequential — enumerative.
<input type="checkbox"/>	R.IT.01.03	Explain how authors/illustrators use text features to enhance the understanding of key and supporting ideas — headings — titles — labeled photographs — illustrations.
<input type="checkbox"/>	R.IT.01.04	Respond to multiple texts read by discussing, illustrating, and/or writing to reflect, make connections, take a position, and share understanding.
<input type="checkbox"/>	R.CM.01.01	<b>Comprehension: Students will...</b> Activate prior knowledge.
<input type="checkbox"/>	R.CM.01.02	Connect personal knowledge and experience to ideas in texts.
<input type="checkbox"/>	R.CM.01.03	Retell up to three important ideas and details of familiar simple oral and written text in sequence.
<input type="checkbox"/>	R.CM.01.04	Make text-to-self and text-to-text connections and comparisons.
<input type="checkbox"/>	R.CM.01.05	Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.
<input type="checkbox"/>	R.CM.01.06	Map story elements across texts.
<input type="checkbox"/>	R.CM.01.07	Graphically represent key ideas and details across texts.
<input type="checkbox"/>	R.CM.01.08	Ask questions as they read.
<input type="checkbox"/>	R.CM.01.09	Acquire and apply significant knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.
<input type="checkbox"/>	R.MT.01.01	<b>Metacognition: Students will...</b> Self-monitor comprehension when reading grade level appropriate text.
<input type="checkbox"/>	R.MT.01.02	Recognize when meaning is breaking down.
<input type="checkbox"/>	R.MT.01.03	Use simple fix-up strategies to increase comprehension.
<input type="checkbox"/>	R.MT.01.04	Make credible predictions based on preview of book cover and pictures.
<input type="checkbox"/>	R.MT.01.05	Ask questions before, during, after reading.
<input type="checkbox"/>	R.MT.01.06	Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.
<input type="checkbox"/>	R.MT.01.07	Use a graphic organizer to sequence events in a story.
<input type="checkbox"/>	R.MT.01.08	Discuss most important ideas and themes in a text.
<input type="checkbox"/>	R.MT.01.09	Identify author's perspective.
<input type="checkbox"/>	R.MT.01.10	Sort and order information with teacher guidance.
<input type="checkbox"/>	R.MT.01.11	Discuss which comprehension strategies worked and did not work with extensive teacher guidance.

## 1<sup>st</sup> Grade English Language Arts ➤ Reading (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	R.CS.01.01 R.CS.01.02	<b>Critical Standards: Students will...</b> Develop and discuss shared standards. Begin to self-assess the qualities of personal and other written text with teacher guidance.
<input type="checkbox"/> <input type="checkbox"/>	R.AT.01.01 R.AT.01.02	<b>Reading Attitude: Students will...</b> Be enthusiastic about reading and learning how to read. Do substantial reading and writing on their own during free time in school and at home.

## 1<sup>st</sup> Grade English Language Arts ➤ Writing

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.GN.01.01	<b>Writing Genre: Students will...</b> Write a personal narrative using illustrations and transitional words, (before, after, now, finally) to indicate <ul style="list-style-type: none"> <li>– sequence of events</li> <li>– sense of story (beginning, middle, end)</li> <li>– physical features of characters.</li> </ul>
<input type="checkbox"/>	W.GN.01.02	Approximate poetry based on reading a wide variety of grade level appropriate poetry.
<input type="checkbox"/>	W.GN.01.03	Write an informational piece that addresses a focus question (e.g., What is a family?) using <ul style="list-style-type: none"> <li>– descriptive</li> <li>– enumerative</li> <li>– sequence patterns</li> </ul> that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.
<input type="checkbox"/>	W.GN.01.04	Use a teacher-selected topic to <ul style="list-style-type: none"> <li>– write one research question</li> <li>– locate and begin to gather information from teacher-gathered sources</li> <li>– organize information</li> <li>– use steps in the writing process to approximate a published piece.</li> </ul>
<input type="checkbox"/>	W.PR.01.01	<b>Writing Process: Students will...</b> With teacher support, consider their audience and purpose for their writing as they begin to use specific strategies including graphic organizers when planning narrative and informational text.
<input type="checkbox"/>	W.PR.01.02	Write three or more connected sentences with grade level appropriate grammar usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.
<input type="checkbox"/>	W.PR.01.03	Incorporate literary language (i.e., once upon a time).
<input type="checkbox"/>	W.PR.01.04	Read drafts of their work to clarify meaning and attempt some revision.
<input type="checkbox"/>	W.PR.01.05	Reread their own work aloud and revise to clarify meaning (such as using strong verbs or precise nouns, adding needed information) for their intended audience.

## 1<sup>st</sup> Grade English Language Arts ➤ Writing (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	W.PR.01.06	Both individually and in groups, attempt to edit their writing/picture by using grade appropriate resources including – a word wall – a class-developed checklist.
<input type="checkbox"/>	W.PS.01.01	<b>Personal Style: Students will...</b> Develop personal style in oral, written, and visual messages – narrative – natural language, specific action, emotion – informational – sequence, specific vocabulary, visual representation.
<input type="checkbox"/>	W.GR.01.01	<b>Grammar and Usage: Students will...</b> In the context of writing, use complete simple sentences beginning with a capital letter and ending with a period, question mark, or exclamation point
<input type="checkbox"/>	W.SP.01.01	<b>Spelling: Students will...</b> In the context of writing, spell frequently encountered one-syllable words from common word families correctly. For other words, students will use – structural cues (letter/sound, rimes) – environmental sources (word walls, word lists).
<input type="checkbox"/>	W.SP.01.02	
<input type="checkbox"/>	W.HW.01.01	<b>Handwriting: Students will...</b> Write upper and lower case manuscript letters legibly.
<input type="checkbox"/>	W.AT.0101	<b>Writing Attitude: Students will...</b> Be enthusiastic about writing and learning how to write.

## 1<sup>st</sup> Grade English Language Arts ➤ Speaking

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.01.01	<b>Speaking Conventions: Students will...</b> Use singular and plural nouns. Use contractions ( <i>isn't, aren't, can't, won't</i> ). Use singular possessive pronouns ( <i>my/mine, his/her; hers, your/s</i> ). Use conjunctions to express relationships ( <i>because, if, after</i> ). Use inflected endings ( <i>-s, -es, -ing, -er, -est</i> ). Explore and use language to communicate with a variety of audiences and for different purposes – requests – problem-solve – look for solutions – construct relationships – courtesies.
<input type="checkbox"/>	S.CN.01.02	
<input type="checkbox"/>	S.CN.01.03	
<input type="checkbox"/>	S.CN.01.04	
<input type="checkbox"/>	S.CN.01.05	
<input type="checkbox"/>	S.CN.01.06	
<input type="checkbox"/>	S.CN.01.07	In spoken informational and narrative presentations – use props (photographs and illustrations) – maintain appropriate posture, eye contact, and position.
<input type="checkbox"/>	S.CN.01.08	Make presentations or reports in standard American English if it is their first language (students whose first language is not English will present their work in their developing version of standard American English).

## 1<sup>st</sup> Grade English Language Arts ➤ Speaking (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.CN.01.09	Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership (They can provide examples of language differences in storybooks and the classroom).
<input type="checkbox"/>	S.DS.01.01	<p><b>Spoken Discourse: Students will...</b></p> <p>Engage a substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in the context of literature discussions or paired conversations or other interactions.</p> <p>Tell/retell familiar stories (realistic fiction, fantasy, folktale) using</p> <ul style="list-style-type: none"> <li>— a problem solution pattern</li> <li>— appropriate story grammar</li> <li>— proper sequence</li> <li>— a prop</li> </ul> <p>while maintaining appropriate posture and eye contact.</p> <p>Respond to multiple text types by reflecting, making meaning, and making connections.</p> <p>Plan and deliver presentations or reports using</p> <ul style="list-style-type: none"> <li>— an informational, organizational pattern (descriptive, enumerative, or sequential)</li> <li>— appropriate text features (pictures or illustrations)</li> <li>— an appropriate prop</li> </ul> <p>providing several facts and details to make their point while maintaining appropriate posture and eye contact.</p>
<input type="checkbox"/>	S.DS.01.02	
<input type="checkbox"/>	S.DS.01.03	
<input type="checkbox"/>	S.DS.01.04	

## 1<sup>st</sup> Grade English Language Arts ➤ Listening & Viewing

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.CN.01.01	<p><b>Conventions: Students will...</b></p> <p>Give, restate, and follow two-step directions.</p> <p>Ask appropriate questions during a presentation or report.</p> <p>Understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).</p> <p>Listen to the comments of a peer and respond on topic and add a connected idea</p> <ul style="list-style-type: none"> <li>— eye contact</li> <li>— attentive</li> <li>— supportive.</li> </ul> <p>Use effective listening and viewing behaviors in large and small group settings.</p> <p>Experience messages from a variety of media and differentiate between sender, receiver, and message.</p>
<input type="checkbox"/>	L.CN.01.02	
<input type="checkbox"/>	L.CN.01.03	
<input type="checkbox"/>	L.CN.01.04	
<input type="checkbox"/>	L.CN.01.05	
<input type="checkbox"/>	L.CN.01.06	
<input type="checkbox"/>	L.RP.01.01	<p><b>Response: Students will.</b></p> <p>Listen to or view and discuss a variety of genres.</p> <p>Select, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>Respond to multiple text types listened to or viewed by discussing, illustrating, and/or writing in order to reflect, make meaning, and make connections.</p>
<input type="checkbox"/>	L.RP.01.02	
<input type="checkbox"/>	L.RP.01.03	

# 1<sup>st</sup> Grade Mathematics ➤ Numbers & Operations

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	N.ME.01.01	<p><b>Counts, write and order numbers</b></p> <p>Count to 110 by 1's, 2's, 5's, and 10's, starting from any number in the sequence; count to 500 by 100s and 10s; use ordinals to identify position in a sequence, e.g., 1st, 2nd, 3rd.</p> <p>Read and write numbers to 110 and relate them to the quantities they represent.</p> <p>Order numbers to 110; compare using the phrases: same as, more than, greater than, fewer than; use = symbol. Arrange small sets of numbers in increasing or decreasing order, e.g., write the following from smallest to largest: 21, 16, 35, 8.</p> <p>Identify one more than, one less than, 10 more than, and 10 less than for any number up to 100.</p> <p>Understand that a number to the right of another number on the number line is bigger and that a number to the left is smaller.</p> <p>Count backward by 1's starting from any number between 1 and 100.</p>
<input type="checkbox"/>	N.ME.01.02	
<input type="checkbox"/>	N.ME.01.03	
<input type="checkbox"/>	N.ME.01.04	
<input type="checkbox"/>	N.ME.01.05	
<input type="checkbox"/>	N.ME.01.06	
<input type="checkbox"/>	N.ME.01.07	<p><b>Explore place value</b></p> <p>Compose and decompose numbers to 30, including using bundles of tens and units, e.g., recognize 24 as 2 tens and 4 ones, 10 and 10 and 4, 20 and 4, and 24 ones.</p>
<input type="checkbox"/>	N.ME.01.08	<p><b>Add and subtract whole numbers</b></p> <p>List number facts (partners inside of numbers) for 2 through 10, e.g., <math>8 = 7 + 1 = 6 + 2 = 5 + 3 = 4 + 4</math>; <math>10 = 8 + 2 = 2 + 8</math>.</p> <p>Compare two or more sets in terms of the difference in number of elements.</p> <p>Model addition and subtraction for numbers less than 20 for a given contextual situation using objects or pictures; explain in words; record using numbers and symbols; solve.</p> <p>Understand the inverse relationship between addition and subtraction, e.g., subtraction "undoes" addition: if <math>3 + 5 = 8</math>, we know that <math>8 - 3 = 5</math> and <math>8 - 5 = 3</math>; recognize that some problems involving combining, "taking away", or comparing can be solved by either operation.</p> <p>Know all addition facts up to <math>10 + 10</math>, and solve the related subtraction problems fluently.</p> <p>Apply knowledge of fact families to solve simple open sentences for addition and subtraction, such as: <math>\_\_\_ + 2 = 7</math> and <math>10 - \_\_\_ = 6</math>.</p> <p>Know all the addition facts up to <math>10 + 10</math>, and solve the related subtraction problems fluently.</p> <p>Add three one-digit numbers.</p> <p>Calculate mentally sums and differences involving: a two-digit number and a one-digit number without regrouping, a two-digit number and a multiple of 10.</p> <p>Compute sums and differences up to two-digit numbers using number facts and strategies, but no formal algorithm.</p>
<input type="checkbox"/>	N.MR.01.09	
<input type="checkbox"/>	N.MR.01.10	
<input type="checkbox"/>	N.MR.01.11	
<input type="checkbox"/>	N.MR.01.12	
<input type="checkbox"/>	N.MR.01.13	
<input type="checkbox"/>	N.FL.01.21	
<input type="checkbox"/>	N.FL.01.14	
<input type="checkbox"/>	N.FL.01.15	
<input type="checkbox"/>	N.FL.01.16	

## 1<sup>st</sup> Grade Mathematics ➤ Measurement

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.UN.01.01	<b>Estimate and measure length</b> Measure the lengths of objects in non-standard units, (e.g., pencil lengths, shoe lengths) to the nearest whole unit. Compare measured lengths using the words shorter, shortest, longer, longest, taller, tallest, etc.
<input type="checkbox"/>	M.UN.01.02	
<input type="checkbox"/>	M.UN.01.03	<b>Tell time</b> Tell time on a twelve-hour clock face to the hour and half-hour.
<input type="checkbox"/>	M.UN.01.04	<b>Work with money</b> Identify the different denominations of coins and bills. Match one coin or bill of one denomination to an equivalent set of coins/bills of other denominations, e.g., 1 quarter = 2 dimes and 1nickel. Add and subtract money in dollars only or in cents only. Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols (\$) and ¢).
<input type="checkbox"/>	M.UN.01.05	
<input type="checkbox"/>	M.PS.01.06	
<input type="checkbox"/>	M.UN.01.07	

## 1<sup>st</sup> Grade Mathematics ➤ Geometry

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	M.PS.01.08	<b>Solve Problems</b> Solve one-step word problems using addition and subtraction of length, money and time, including “how much more/less”, without mixing units.
<input type="checkbox"/>	G.GS.01.01	<b>Create and describe shapes</b> Create common two-dimensional and three-dimensional shapes and describe their physical geometric attributes, such as color and shape. Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.
<input type="checkbox"/>	G.LO.01.02	
<input type="checkbox"/>	G.SR.01.03	<b>Create and describe patterns involving geometric objects</b> Create and describe patterns, such as repeating patterns and growing patterns using number, shape, and size. Distinguish between repeating and growing patterns.
<input type="checkbox"/>	G.SR.01.04	

## 1<sup>st</sup> Grade Mathematics ➤ Data & Probability

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	G.SR.01.05	<b>Predict and describe patterns</b> Predict the next element in a simple repeating pattern. Describe ways to get to the next element in simple repeating patterns.
<input type="checkbox"/>	G.SR.01.06	
<input type="checkbox"/>	D.RE.01.01	<b>Use pictographs</b> Collect and organize data to use in pictographs. Read and interpret pictographs. Make pictographs of given data using both horizontal and vertical forms of graphs; scale should be in units of one and include symbolic representations, e.g., ☺ represents one child.
<input type="checkbox"/>	D.RE.01.02	
<input type="checkbox"/>	D.RE.01.03	

## 1<sup>st</sup> Grade Social Studies ➤ History

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p><b>Living and Working Together in Families and Schools</b>  <i>Use historical thinking to understand the past.</i></p>
<input type="checkbox"/>	1 – H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
<input type="checkbox"/>	1 – H2.0.2	Use a calendar to distinguish among days, weeks, and months.
<input type="checkbox"/>	1 – H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
<input type="checkbox"/>	1 – H2.0.4	Retell in sequence important ideas and details from stories about families or schools.
<input type="checkbox"/>	1 – H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.
<input type="checkbox"/>	1 – H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.
<input type="checkbox"/>	1 – H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents’ Day).

## 1<sup>st</sup> Grade Social Studies ➤ Geography

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<p><b>The World in Spatial Terms</b>  <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></p>
<input type="checkbox"/>	1 – G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.
<input type="checkbox"/>	1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).
<input type="checkbox"/>	1 – G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.
<input type="checkbox"/>	1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.
		<p><b>Places and Regions</b>  <i>Understand how regions are created from common physical and human characteristics.</i></p>
<input type="checkbox"/>	1 – G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.
<input type="checkbox"/>	1 – G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).
		<p><b>Human Systems</b>  <i>Understand how human activities help shape the Earth’s surface.</i></p>
<input type="checkbox"/>	1 – G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.
		<p><b>Environment and Society</b>  <i>Understand the effects of human-environment interactions.</i></p>
<input type="checkbox"/>	1 – G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

## 1<sup>st</sup> Grade Social Studies ➤ Civics and Government

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	1 – C1.0.1	<b>Purposes of Government</b> <i>Explain why people create governments.</i> Identify some reasons for rules in school (e.g., provide order, predictability, and safety). Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules). Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).
<input type="checkbox"/>	1 – C1.0.2	
<input type="checkbox"/>	1 – C1.0.3	
<input type="checkbox"/>	1 – C2.0.1	<b>Values and Principles of American Democracy</b> <i>Understand values and principles of American constitutional democracy.</i> Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules). Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).
<input type="checkbox"/>	1 – C2.0.2	
<input type="checkbox"/>	1 – C5.0.1	<b>Roles of the Citizen in American Democracy</b> <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others). Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).
<input type="checkbox"/>	1 – C5.0.2	

## 1<sup>st</sup> Grade Social Studies ➤ Economics

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	1 – E1.0.1	<b>Market Economy</b> <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> Distinguish between producers and consumers of goods and services. Describe ways in which families consume goods and services. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice). Describe reasons why people voluntarily trade. Describe ways in which people earn money (e.g., providing goods and services to others, jobs). Describe how money simplifies trade.
<input type="checkbox"/>	1 – E1.0.2	
<input type="checkbox"/>	1 – E1.0.3	
<input type="checkbox"/>	1 – E1.0.4	
<input type="checkbox"/>	1 – E1.0.5	
<input type="checkbox"/>	1 – E1.0.6	

## 1<sup>st</sup> Grade Social Studies ➤ Public Discourse, Decision Making, And Citizen Involvement

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	1 – P3.1.1	<b>Identifying and Analyzing Public Issues</b> <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> Identify public issues in the school community. Use graphic data to analyze information about a public issue in the school community. Identify alternative resolutions to a public issue in the school community.
<input type="checkbox"/>	1 – P3.1.2	
<input type="checkbox"/>	1 – P3.1.3	

## 1<sup>st</sup> Grade Social Studies ➤ Public Discourse, Decision Making,

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	1 – P3.3.1	<b>Persuasive Communication About a Public Issue</b> <i>Communicate a reasoned position on a public issue.</i> Express a position on a public policy issue in the school community and justify the position with a reasoned argument.
<input type="checkbox"/>	1 – P4.2.1	<b>Citizen Involvement</b> <i>Act constructively to further the public good.</i> Develop and implement an action plan to address or inform others about a public issue. Participate in projects to help or inform others.
<input type="checkbox"/>	1 – P4.2.2	

## 1<sup>st</sup> Grade Science ➤ Science Processes

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	S.IP.01.11	<b>Inquiry Process</b> <i>S.IP.E.1. Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.</i> Make purposeful observation of the natural world using the appropriate senses. Generate questions based on observations. Plan and conduct simple investigations. Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection. Make accurate measurements with appropriate (non-standard) units for the measurement tool. Construct simple charts from data and observations.
<input type="checkbox"/>	S.IP.01.12	
<input type="checkbox"/>	S.IP.01.13	
<input type="checkbox"/>	S.IP.01.14	
<input type="checkbox"/>	S.IP.01.15	
<input type="checkbox"/>	S.IP.01.16	
<input type="checkbox"/>	S.IA.01.12	<b>Inquiry Analysis and Communication</b> <i>S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.</i> Share ideas about science through purposeful conversation. Communicate and present findings of observations. Develop strategies for information gathering (ask an expert, use a book, Make observations, conduct simple investigations, and watch a video).
<input type="checkbox"/>	S.IA.01.13	
<input type="checkbox"/>	S.IA.01.14	
<input type="checkbox"/>	S.RS.01.11	<b>Reflection and Social Implications</b> <i>S.RS.E.1 Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history.</i> Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities. Recognize that science investigations are done more than one time.
<input type="checkbox"/>	S.RS.01.12	

## 1<sup>st</sup> Grade Science ➤ Physical Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	P.PM.01.11	<b>Properties of Matter</b> <i>P.PM.E.1 Physical Properties - All objects and substances have physical properties that can be measured.</i> Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.

## 1<sup>st</sup> Grade Science ➤ Physical Science (continued)

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	P.PM.01.21 P.PM.01.22	<p><i>P.PM.E.2 States of Matter - Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.</i></p> <p>Demonstrate that water as a solid keeps its own shape (ice).                      Demonstrate that water as a liquid takes on the shape of various containers.</p>
<input type="checkbox"/> <input type="checkbox"/>	P.PM.01.31 P.PM.01.32	<p><i>P.PM.E.3 Magnets - Magnets can repel or attract other magnets. Magnets can also attract certain non-magnetic objects at a distance.</i></p> <p>Identify materials that are attracted by magnets.                      Observe that like poles of a magnet repel and unlike poles of a magnet attract.</p>

## 1<sup>st</sup> Grade Science ➤ Life Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/>	L.OL.01.13	<p><b>Organization of Living Things</b>  <i>L.OL.E.1 Life Requirements - Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.</i></p> <p>Identify the needs of animals.</p>
<input type="checkbox"/>	L.OL.01.21	<p><i>L.OL.E.2 Life Cycles - Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.</i></p> <p>Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.</p>
<input type="checkbox"/> <input type="checkbox"/>	L.HE.01.11 L.HE.01.12	<p><b>Heredity</b>  <i>L.HE.E.1 Observable Characteristics - Plants and animals share many, but not all, characteristics of their parents.</i></p> <p>Identify characteristics (for example: body coverings, beak shape, number of legs, body parts) that are passed on from parents to young.                      Classify young animals based on characteristics that are passed on from parents (for example: dogs/puppies, cats/kittens, cows/calves, chicken/chicks).</p>

## 1<sup>st</sup> Grade Science ➤ Earth Science

✓	GLCE #	GRADE LEVEL CONTENT EXPECTATION
<input type="checkbox"/> <input type="checkbox"/>	E.ES.01.11 E.ES.01.12	<p><b>Earth Systems</b>  <i>E.ES.E.1 Solar Energy - The sun warms the land, air and water and helps plants grow.</i></p> <p>Identify the sun as the most important source of heat which warms the land, air, and water of the Earth.                      Demonstrate the importance of sunlight and warmth in plant growth.</p>

## 1<sup>st</sup> Grade Science ➤ Earth Science (continued)

√	GLCE #	GRADE LEVEL CONTENT EXPECTATION
		<i>E.E.S.2 Weather - Weather changes from day to day and over the seasons.</i>
<input type="checkbox"/>	E.ES.01.21	Compare daily changes in the weather related to temperature (cold, hot, warm, cool); cloud cover (cloudy, partly cloudy, foggy) precipitation (rain, snow, hail, freezing rain); wind (breezy, windy, calm).
<input type="checkbox"/>	E.ES.01.22	Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.
<input type="checkbox"/>	E.ES.01.23	Describe severe weather events.
<input type="checkbox"/>	E.ES.01.24	Describe precautions that should be taken for human safety during severe weather conditions (thunderstorms, lightning, tornadoes, high winds, blizzards, hurricanes).
<input type="checkbox"/>	E.ES.01.31	<i>E.E.S.3 Weather Measurement - Scientists use tools for observing, recording, and predicting weather changes.</i> Identify the tools that might be used to measure temperature, precipitation, cloud cover and wind.
<input type="checkbox"/>	E.ES.01.32	
<input type="checkbox"/>	E.SE.01.12	<b>Solid Earth</b> <i>E.SE.E.1 Earth Materials - Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.</i> Describe how Earth materials contribute to the growth of plant and animal life.