

Tennessee English Language Arts Standards

Grade 1

Standard 1—Language

Conceptual Strand 1

Standard American English conventions and vocabulary are essential to effective communication and to success in college classrooms and workplaces.

Guiding Question 1

How does language usage reflect mastery of Standard American English and its conventions?

Grade Level Expectations

GLE 0101.1.1 Demonstrate control of basic Standard English usage, mechanics, spelling, and sentence structure.

GLE 0101.1.2 Employ a variety of strategies to decode words and expand vocabulary.

GLE 0101.1.3 Develop and maintain phonemic awareness.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.1.1** Identify and use adjectives (i.e., descriptive), nouns (i.e., singular and plural, possessive), pronouns (i.e., substitution for nouns), and verbs (i.e., tense, subject-verb agreement) correctly.
- ✓ **0101.1.2** Use capital letters correctly (i.e., in the first word of a sentence, first and last names, pronoun *I*, proper nouns).
- ✓ **0101.1.3** Identify and use correct punctuation at the end of declarative sentences and questions.
- ✓ **0101.1.4** Form contractions using apostrophes.
- ✓ **0101.1.5** Understand that some words sound the same but are spelled differently and mean different things (homophones-flower/flour).
- ✓ **0101.1.6** Understand that groups of words make sentences.
- ✓ **0101.1.7** Understand that word order determines the meaning of a sentence.
- ✓ **0101.1.8** Identify and write complete sentences correctly.

- ✓ **0101.1.9** Spell simple words using developing phonetic knowledge, sounds of the alphabet, and simple consonant/vowel patterns.
 - Spell high frequency words correctly (e.g., Dolch list, Dr. Fry list).
 - Spell three and four letter short and long vowel words, using basic CVC and CVVC patterns.
 - Alphabetize words to the first letter.

- ✓ **0101.1.10** Show evidence of expanding language through vocabulary growth.
 - Build vocabulary by reading, listening to, and discussing a variety of literature.
 - Use word families and word walls.
 - Read high frequency words in context.
 - Recognize and identify compound words, synonyms, and antonyms.
 - Identify positional words (e.g., inside, outside, beside, between).
 - Identify simple multi-meaning words in context (e.g., fly, pop, bat).
 - Use a picture dictionary/beginning dictionary to determine word meaning.

Phonemic Awareness

- ✓ **0101.1.11** Maintain phonemic awareness.
 - Understand that a phoneme is one distinct sound.
 - Use sound stretching of one syllable words to identify each phoneme.
 - Use sound blending of each separately spoken phoneme to make meaningful words.
 - Segment one-syllable words into individual sounds and blend the sounds into whole words.
 - Recognize and produce rhyming words.
 - Recognize words that have the same beginning, middle, and ending sounds.
 - Understand words are made up of one or more syllables (e.g., students clap syllables, move objects, etc. in words.)
 - Substitute targeted sounds to change words (e.g., bed to bad, hat to bat).
 - Change the letters of a given word to create new words (e.g., pan to nap, tent to net).

- ✓ **0101.1.12** Apply phonics generalizations in order to decode words.
 - Name all upper and lowercase letters of the alphabet.
 - Understand that the sequence of letters in a written word represents the sequence of sounds in a word.
 - Use letter-sound matches and structural analysis to decode grade level words.
 - Use parts of words (e.g., root/base words, compound words, contractions, prefixes, suffixes) to decode grade level words.
 - Apply long and short vowel rules when decoding text.
 - Use sounding out words, chunking words into smaller parts, looking for blends, digraphs, word families, etc. as a means of decoding unfamiliar words.
 - Continue to decode unknown words that are grade-level appropriate.

Standard 2—Communication

Conceptual Strand 2

Effective communication through clear and persuasive expression and attentive listening is necessary for success in school, the workplace, and the larger community.

Guiding Question 2

What communication skills are essential to achieve success in school, the workplace, and in leisurely pursuits?

Grade Level Expectations

GLE 0101.2.1 Develop critical listening skills essential for comprehension, problem solving, and task completion.

GLE 0101.2.2 Develop critical speaking skills essential for effective communication.

Checks for Understanding (Formative/Summative Assessment)

Listening

- ✓ **0101.2.1** Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
- ✓ **0101.2.2** Listen attentively to speaker for specific information.
- ✓ **0101.2.3** Understand and follow simple two and three-step oral directions.
- ✓ **0101.2.4** Summarize what has been heard using the logical sequence of events.

Speaking

- ✓ **0101.2.5** Use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).
- ✓ **0101.2.6** Speak clearly, properly, and politely, and recognize the difference between formal and informal language.
- ✓ **0101.2.7** Give multi-step oral directions.
- ✓ **0101.2.8** Participate in group discussion.
 - Work productively in group discussion for a particular purpose (e.g., respond to literature, solve a problem).
 - Ask and respond to questions from teacher and other group members.
- ✓ **0101.2.9** Retell a story, describing the plot, characters, and setting.
- ✓ **0101.2.10** Recite poems, stories, and songs.

Standard 3—Writing

Conceptual Strand 3

The ability to write clearly and coherently for a variety of purposes to a variety of audiences is vital to individual success.

Guiding Question 3

How will students demonstrate their ability to write effectively for a variety of purposes and audiences?

Grade Level Expectations

GLE 0101.3.1 Compose simple stories with a clear beginning, middle, and end.

GLE 0101.3.2 Employ a variety of strategies to generate story ideas.

GLE 0101.3.3 Begin to develop topic sentences.

GLE 0101.3.4 Evaluate own and others' writing using a simple classroom rubric.

GLE 0101.3.5 Determine how, when, and whether to incorporate graphics in written work.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.3.1** Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- ✓ **0101.3.2** Utilize classroom resources to support the writing process (e.g., word walls, picture dictionaries).
- ✓ **0101.3.3** Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- ✓ **0101.3.4** Use temporary/creative spelling to spell independently as needed.
- ✓ **0101.3.5** Arrange events in a logical and sequential order when writing.
- ✓ **0101.3.6** Begin to add descriptive words and details to writing.
- ✓ **0101.3.7** Create legible documents for reading by forming legible upper and lower case letters utilizing correct spacing, writing from left to right and top to bottom, and tracing and reproducing letters and words correctly.
- ✓ **0101.3.8** Evaluate own and others' writing through small group discussion and shared work.

- ✓ **0101.3.9** Incorporate suggestions from teachers and peers.
- ✓ **0101.3.10** Use a simple rubric to evaluate writing.
- ✓ **0101.3.11** Illustrate written work with simple drawings.

Standard 4—Research

Conceptual Strand 4

Effective researchers have the ability to frame, analyze, and solve problems, while building on and evaluating the credibility of existing research.

Guiding Question 4

How can students develop the ability to find and incorporate reliable, valid research materials into their original work and give appropriate credit to sources?

Course Level Expectations

GLE 0101.4.1 Define and narrow a topic for research.

GLE 0101.4.2 Gather relevant information from a variety of sources.

GLE 0101.4.3 Prepare and deliver an oral research report.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Identify a grade-appropriate research question.
- ✓ **0101.5.2** Determine two resources to answer a research question.
- ✓ **0101.5.3** Use the family and community as resources for information.
- ✓ **0101.5.4** Visit the library as a resource of information for research.
- ✓ **0101.5.5** Locate a print source for research (e.g., magazine, book).
- ✓ **0101.5.6** Deliver an oral research report that demonstrates a gathering of information.

Standard 5—Logic

Conceptual Strand 5

Logic develops the skills of reasoning soundly, thinking critically, arguing persuasively, and concluding appropriately.

Guiding Question 5

How can students develop and demonstrate the ability to apply logic in a sound and systematic way?

Grade Level Expectations

GLE 0101.5.1 Further develop an understanding of sequential order.

GLE 0101.5.2 Recognize the relationship of actions and consequences.

GLE 0101.5.3 Make inferences and draw appropriate conclusions.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.5.1** Arrange four or more items or events in sequential order.
- ✓ **0101.5.2** Recognize logical decisions and choices in reading selections.
- ✓ **0101.5.3** Make and adjust predictions in a variety of written and oral contexts.
- ✓ **0101.5.4** Compare and contrast information and ideas.

Standard 6—Informational Text

Conceptual Strand 6

Most texts are informational in nature and require a comprehensive set of skills different from those needed for recreational reading.

Guiding Question 6

What specific strategies and skills are required in order to understand and interpret various informational texts?

Grade Level Expectations

GLE 0101.6.1 Follow simple directions in a short informational text.

GLE 0101.6.2 Identify the main ideas and supporting details of informational text.

GLE 0101.6.3 Recognize that a variety of graphics can support informational text.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.6.1** Follow simple written directions to complete a task.
- ✓ **0101.6.2** Identify the main ideas and supporting details of informational texts.

- ✓ **0101.6.3** Explore a variety of informational texts (e.g., books, charts, newspapers, magazines).
- ✓ **0101.6.4** Recognize and use text features to comprehend informational texts (e.g., time lines, illustrations).

Standard 7—Media

Conceptual Strand 7

An ability to understand and analyze media and technology will be vital, ongoing life skills.

Guiding Question 7

What strategies will help students become thoughtful users of information coming from a wide variety of media?

Grade Level Expectations

GLE 0101.7.1 Explore a variety of media.

GLE 0101.7.2 Recognize the ability of media to inform, persuade, and entertain.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.7.1** Experience and respond to a variety of media (e.g., books, audio tapes, video, film, computer, illustrations).
- ✓ **0101.7.2** Visit libraries/media centers and regularly check out materials.
- ✓ **0101.7.3** Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- ✓ **0101.7.4** Enhance oral presentations with a visual medium.

Standard 8—Literature

Conceptual Strand 8

Educated members of adult society gain knowledge of themselves and others through the study of literature, thus becoming critical readers and lifelong members of literacy communities.

Guiding Question 8

What skills and strategies are necessary for students to understand literary text and to make appropriate connections among themselves, the text, and the human community?

Grade Level Expectations

GLE 0101.8.1 Explore and experience various literary genres.

GLE 0101.8.2 Employ a variety of basic reading comprehension strategies.

GLE 0101.8.3 Develop reading fluency and accuracy.

GLE 0101.8.4 Identify basic literary elements.

Checks for Understanding (Formative/Summative Assessment)

- ✓ **0101.8.1** Read picture books, alphabet and number books, rhyming books, story books, fairy tales, poetry, and nonfiction text.
- ✓ **0101.8.2** Distinguish between fiction and nonfiction and fantasy and reality.
- ✓ **0101.8.3** Identify parts of a book (e.g., front cover and back cover, table of contents, index, glossary, title page, author, illustrator).
- ✓ **0101.8.4** Make predictions about text.
- ✓ **0101.8.5** Participate in the creation of graphic organizers (KWL charts, diagrams).
- ✓ **0101.8.6** Derive meaning while reading by employing the following strategies:
 - Asking questions to clarify meaning.
 - Participating in discussions.
 - Predicting what will happen next.
 - Creating mental images.
 - Using illustrations to gain meaning.
 - Answering the Five W + H questions (i.e., Who, What, When, Where, How, Why).
 - Relating knowledge from personal experience, and/or other text.
- ✓ **0101.8.7** Identify the characters, plot, and setting of a story.
- ✓ **0101.8.8** Participate in shared reading and small group guided reading.
- ✓ **0101.8.9** Read simple text containing familiar letter-sound correspondence and high frequency words.
- ✓ **0101.8.10** Read orally with fluency and accuracy.

Tennessee Mathematics Standards 2009-2010 Implementation

Grade One Mathematics

Standard 1 – Mathematical Processes

Grade Level Expectations:

- GLE 0106.1.1 Use mathematical language, symbols, and definitions while developing mathematical reasoning.
- GLE 0106.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.
- GLE 0106.1.3 Develop independent reasoning to communicate mathematical ideas and derive algorithms and/or formulas.
- GLE 0106.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.
- GLE 0106.1.5 Use mathematical ideas and processes in different settings to formulate patterns, analyze graphs, set up and solve problems and interpret solutions.
- GLE 0106.1.6 Read and interpret the language of mathematics and use written/oral communication to express mathematical ideas precisely.
- GLE 0106.1.7 Recognize the historical development of mathematics, mathematics in context, and the connections between mathematics and the real world.
- GLE 0106.1.8 Use technologies/manipulatives appropriately to develop understanding of mathematical algorithms, to facilitate problem solving, and to create accurate and reliable models of mathematical concepts.

Checks for Understanding (Formative/Summative Assessment):

- ✓ 0106.1.1 Describe the relationship between days and months.
- ✓ 0106.1.2 Read and write time to the hour, half-hour, and quarter-hour.
- ✓ 0106.1.3 Compare units of time.
- ✓ 0106.1.4 Count the value of a set of coins up to fifty cents.
- ✓ 0106.1.5 Use a thermometer to measure temperature.
- ✓ 0106.1.6 Recognize scales as a way of measuring weight.
- ✓ 0106.1.7 Apply spatial sense to recreate a figure from memory.
- ✓ 0106.1.8 Recognize the “word clues” and mathematical symbols for addition and subtraction.
- ✓ 0106.1.9 Use age-appropriate books, stories, and videos to convey ideas of mathematics.
- ✓ 0106.1.10 Match the spoken, written, concrete, and pictorial representations of whole numbers, one-half, and one-fourth.

Standard 2 – Number and Operations

Grade Level Expectations:

- GLE 0106.2.1 Understand and use number notation and place value to 100.
- GLE 0106.2.2 Compare and order whole numbers to 100.
- GLE 0106.2.3 Develop strategies for learning basic addition facts and related subtraction facts.
- GLE 0106.2.4 Use multiple representations (including groups of ten) to model two-digit addition and subtraction.

Checks for Understanding (Formative/Summative Assessment):

- ✓ 0106.2.1 Read and write numerals up to 100.
- ✓ 0106.2.2 Write numbers up to 10 in words.
- ✓ 0106.2.3 Count forward and backward by ones beginning with any number less than 100.
- ✓ 0106.2.4 Skip count by twos, fives, and tens.
- ✓ 0106.2.5 Order and compare (less than, greater than, or equal to) whole numbers to 100.
- ✓ 0106.2.6 Recognize the place value of numbers (tens, ones).
- ✓ 0106.2.7 Develop fluency with addition and subtraction facts of sums through ten.
- ✓ 0106.2.8 Relate “counting on” and “counting back” to addition and subtraction and understand them as inverse operations.
- ✓ 0106.2.9 Add three single-digit numbers.
- ✓ 0106.2.10 Use models (such as discrete objects, connecting cubes, and number lines) to represent “part-whole,” “adding to,” “taking away from,” and “comparing to” situations to develop understanding of the meaning of addition and subtraction.
- ✓ 0106.2.11 Recognize the “part-whole” relationship in representations of basic fractions such as $\frac{1}{2}$ and $\frac{1}{4}$.
- ✓ 0106.2.12 Use various models to develop strategies for solving arithmetic problems.
- ✓ 0106.2.13 Solve problems that require addition and subtraction of numbers through 100.
- ✓ 0106.2.14 Use composition and decomposition of numbers to identify and discuss patterns.
- ✓ 0106.2.15 Represent whole numbers between 10 and 100 in groups of tens and ones.
- ✓ 0106.2.16 Represent whole numbers up to 100 on a number line.
- ✓ 0106.2.17 Use the number line to create visual representations of sequences (such as even numbers, tens, multiples of five).

Standard 3 – Algebra

Grade Level Expectations:

- GLE 0106.3.1 Identify, describe, and extend simple number patterns to develop strategies for adding and subtracting whole numbers.
- GLE 0106.3.2 Understand that addition and subtraction are inverse operations.
- GLE 0106.3.3 Extend the strategies for basic facts to include other properties of number and operations.

Checks for Understanding (Formative/Summative Assessment):

- ✓ 0106.3.1 Find repeating patterns on the number line, addition table, and hundreds chart.
- ✓ 0106.3.2 Determine a reasonable next term in a given sequence and describe the rule.
- ✓ 0106.3.3 Use objects to illustrate the commutative property with basic facts and show that subtraction is not commutative.
- ✓ 0106.3.4 Demonstrate understanding of the basic equation $a + b = c$ by using objects to illustrate the number sentences (fact families) associated with any particular sum.
- ✓ 0106.3.5 Use various strategies to find unknowns in problems involving addition and subtraction.
- ✓ 0106.3.6 Use objects to demonstrate the inverse relationship between addition and subtraction.
- ✓ 0106.3.7 Use the inverse relation between addition and subtraction to check arithmetic problems.
- ✓ 0106.3.8 Determine whether a number is odd or even by pairing objects.
- ✓ 0106.3.9 Recognize that zero is the identity element for addition.

Standard 4 – Geometry and Measurement

Grade Level Expectations:

- GLE 0106.4.1 Recognize, describe, and draw geometric figures.
- GLE 0106.4.2 Compose and decompose geometric shapes.
- GLE 0106.4.3 Use non-standard units in linear measurement.

Checks for Understanding (Formative/Summative Assessment):

- ✓ 0106.4.1 Recognize and describe similarities and differences between 2-dimensional figures (geometric attributes and properties).
- ✓ 0106.4.2 Recognize 2- and 3-dimensional figures from different perspectives and orientations.
- ✓ 0106.4.3 Model part-whole relationships and properties of plane and solid figures by combining two or more shapes to make a larger shape or by breaking apart an object into its smaller shapes.
- ✓ 0106.4.4 Identify 2-dimensional shapes as faces of 3-dimensional figures.
- ✓ 0106.4.5 Estimate and measure length using non-standard units (counting by using groups of tens and ones) to represent addition.
- ✓ 0106.4.6 Recognize the essential role of units in measurement, and understand the difference between standard and non-standard units.
- ✓ 0106.4.7 Understand and use comparative words such as long, longer, longest; short, shorter, shortest; tall, taller, tallest; high, higher, highest.

Standard 5 – Data, Probability and Statistics

Grade Level Expectations:

- GLE 0106.5.1 Use various representations to display and compare data.

Checks for Understanding (Formative/Summative Assessment):

- ✓ 0106.5.1 Represent measurements and discrete data using concrete objects, picture graphs, and bar graphs.
- ✓ 0106.5.2 Represent data in both horizontal and vertical form.
- ✓ 0106.5.3 Display data using appropriate titles and labels.
- ✓ 0106.5.4 Count and compare collected data.

Tennessee Science Standards

Grade 1 : Inquiry

Conceptual Strand

Understandings about scientific inquiry and the ability to conduct inquiry are essential for living in the 21st century.

Guiding Question

What tools, skills, knowledge, and dispositions are needed to conduct scientific inquiry?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p>GLE 0107.Inq.1 Observe the world of familiar objects using the senses and tools.</p> <p>GLE 0107.Inq.2 Ask questions, make logical predictions, plan investigations, and represent data.</p> <p>GLE 0107.Inq.3 Explain the data from an investigation.</p>	<p>✓0007.Inq.1 Use senses and simple tools to make observations.</p> <p>✓0007.Inq.2 Communicate interest in simple phenomena and plan for simple investigations.</p> <p>✓0007.Inq.3 Communicate understanding of simple data using age-appropriate vocabulary.</p> <p>✓0007.Inq.4 Collect, discuss, and communicate findings from a variety of investigations.</p>	

Grade 1 : Technology & Engineering

<p>Conceptual Strand <i>Society benefits when engineers apply scientific discoveries to design materials and processes that develop into enabling technologies.</i></p>		
<p>Guiding Question <i>How do science concepts, engineering skills, and applications of technology improve the quality of life?</i></p>		
<p>Grade Level Expectations</p>	<p>Checks for Understanding</p>	<p>State Performance Indicators</p>
<p>GLE 0007.T/E.1 Recognize that both natural materials and human-made tools have specific characteristics that determine their use.</p> <p>GLE 0007.T/E.2 Apply engineering design and creative thinking to solve practical problems.</p>	<p>✓0007.T/E.1 Explain how simple tools are used to extend the senses, make life easier, and solve everyday problems.</p> <p>✓0007.T/E.2 Invent designs for simple products.</p> <p>✓0007.T/E.3 Use tools to measure materials and construct simple products.</p>	

Grade 1 - Life Science

Grade 1 : Standard 1 - Cells

Conceptual Strand 1

All living things are made of cells that perform functions necessary for life.

Guiding Question 1

How are plant and animals cells organized to carry on the processes of life?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p>GLE 0107.1.1 Recognize that living things have parts that work together.</p> <p>GLE 0107.1.2 Use tools to examine major body parts and plant structures.</p>	<p>✓0107.1.1 Combine pictures of major body parts to assemble a complete animal.</p> <p>✓0107.1.2 Communicate the effect of using tools like magnifiers when examining different body parts.</p> <p>✓0107.1.3 Make diagrams to record and communicate observations.</p>	

Grade 1 : Standard 2 - Interdependence**Conceptual Strand 2**

All life is interdependent and interacts with the environment.

Guiding Question 2

How do living things interact with one another and with the non-living elements of their environment?

Grade Level Expectations	Checks for Understanding	State Performance Indicators

<p>GLE 0107.2.1 Distinguish between living and non-living things in an environment.</p>	<p>✓0107.2.1 Identify the basic characteristics of living things.</p> <p>✓0107.2.2 Record information about living or non-living objects in local environments.</p> <p>✓0107.2.3 Sort and classify a variety of living and non-living materials based on their characteristics.</p>	
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<h2 style="text-align: center;">Grade 1 : Standard 3 - Flow of Matter and Energy</h2>		
<p>Conceptual Strand 3 <i>Matter and energy flow through the biosphere.</i></p>		
<p>Guiding Question 3 <i>What scientific information explains how matter and energy flow through the biosphere?</i></p>		
<p style="text-align: center;">Grade Level Expectations</p>	<p style="text-align: center;">Checks for Understanding</p>	<p style="text-align: center;">State Performance Indicators</p>
<p>GLE 0107.3.1 Recognize that plants and animals are living things that grow and change over time.</p>	<p>✓0107.3.1 Conduct investigations and record data about the growth of different plants under varying conditions.</p> <p>✓0107.3.2 Describe what plants and animals need in order to grow and remain healthy.</p>	

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Grade 1: Standard 4 - Heredity

Conceptual Strand 4

Plants and animals reproduce and transmit hereditary information between generations.

Guiding Question 4

What are the principal mechanisms by which living things reproduce and transmit information between parents and offspring?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
GLE 0107.4.1 Observe and illustrate the life cycle of animals. GLE 0107.4.2 Describe ways in which animals closely resemble their parents.	✓ 0107.4.1 Observe, describe, and record the life cycle of a particular animal. ✓ 0107.4.2 Match pictures of parents and related offspring by identifying common characteristics.	

Grade 1 : Standard 5 - Biodiversity and Change

Conceptual Strand 5

A rich variety of complex organisms have developed in response to a continually changing environment.

Guiding Question 5

How does natural selection explain how organisms have changed over time?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
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<p>GLE 0107.5.1 Investigate how plants and animals can be grouped according to their habitats.</p> <p>GLE 0107.5.2 Recognize that some organisms which formerly lived are no longer found on earth.</p>	<p>✓0107.5.1 Observe plants and animals on the school grounds and group them according to where they are found.</p> <p>✓0107.5.2 Create a chart of different habitats and match animals to specific locations.</p> <p>✓0107.5.3 Sort pictures or illustrations of animals into groups that are extinct and those that still exist and offer possible explanations for extinction.</p>	
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Grade 1 - Earth and Space Science

Grade 1 : Standard 6 - The Universe

Conceptual Strand 6

The cosmos is vast and explored well enough to know its basic structure and operational principles.

Guiding Question 6

What big ideas guide human understanding about the origin and structure of the universe, Earth's place in the cosmos, and observable motions and patterns in the sky?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
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<p>GLE 0107.6.1 Compare and describe features of the day and night sky.</p>	<p>✓0107.6.1 Create a chart of things that can be observed in the day and night sky.</p>	
<p>GLE 0107.6.2 Realize that the sun can only be seen during the day, while the moon can be seen at night and sometimes during the day.</p>	<p>✓0107.6.2 Identify objects in the sky and describe their observable similarities and differences.</p>	

Grade 1 : Standard 7 – The Earth

Conceptual Strand 7
Major geologic events that occur over eons or brief moments in time continually shape and reshape the surface of the Earth, resulting in continuous global change.

Guiding Question 7
How is the earth affected by long-term and short term geological cycles and the influence of man?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p>GLE 0107.7.1 Realize that water, rocks, soil, living organisms, and man-made objects make up the earth’s surface.</p> <p>GLE 0107.7.2 Classify earth materials according to their physical properties.</p>	<p>✓0107.7.1 Create a diagram of the school grounds to identify where water, rocks, soil, living organisms, and man-made objects are found.</p> <p>✓0107.7.2 Sample areas of the school grounds to identify where different materials are found.</p> <p>✓0107.7.3 Use bagged samples of earth materials or pictures from different areas to classify materials according to their use.</p>	

Grade 1 : Standard 8 - The Atmosphere

Conceptual Strand 8

The earth is surrounded by an active atmosphere and an energy system that controls the distribution life, local weather, climate, and global temperature.

Guiding Question 8

How do the physical characteristics and the chemical makeup of the atmosphere influence surface processes and life on Earth?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
GLE 0107.8.1 Gather and interpret daily weather data.	✓0107.8.1 Collect daily weather information to predict what conditions might occur on the following day. ✓0107.8.2 Discuss what makes a weather prediction accurate or inaccurate.	

Grade 1 - Physical Science

Grade 1 : Standard 9 - Matter

Conceptual Strand 9

The composition and structure of matter is known, and it behaves according to principles that are generally understood.

Guiding Question 9

How does the structure of matter influence its physical and chemical behavior?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p>GLE 0107.9.1 Classify objects according to their physical properties.</p> <p>GLE 0107.9.2 Distinguish between the properties of solids and liquids.</p> <p>GLE 0107.9.3 Predict the changes that may occur when different materials are mixed.</p>	<p>✓0107.9.1 Classify solids according to their size, shape, color, texture, hardness, ability to change shape, magnetic attraction, whether they sink or float, and use.</p> <p>✓0107.9.2 Compare liquids according to their color, ability to flow, solubility in water, and use.</p> <p>✓0107.9.3 Investigate and describe the results of mixing different substances such as salt and pepper, water and sand, water and oil, and water and salt.</p>	

Grade 1 : Standard 10 - Energy

Conceptual Strand 10

Various forms of energy are constantly being transformed into other types without any net loss of energy from the system.

Guiding Question 10

What basic energy related ideas are essential for understanding the dependency of the natural and man-made worlds on energy?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
<p>GLE 0107.10.1 Investigate the effect of the sun on land, water, and air.</p>	<p>✓0107.10.1 Predict and determine what happens over the course of a school day when containers of sand, soil, and water with thermometers are placed in a sunny window.</p> <p>✓0107.10.2 Predict and determine what happens over the course of a school day when containers of sand, soil and water with thermometers are placed in a shady location.</p> <p>✓0107.10.3 Compare the temperature at different places around the school such as black top driveway, lawn, concrete areas, side of the building, under a shade tree, wet area, in the ground.</p>	

Grade 1 : Standard 11 - Motion

Conceptual Strand 11

Objects move in ways that can be observed, described, predicted, and measured.

Guiding Question 11

What causes objects to move differently under different circumstances?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
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GLE 0107.11.1 Investigate how forces (push, pull) can move an object or change its direction.	✓0107.11.1 Use familiar objects to explore how the movement can be changed. ✓0107.11.2 Investigate and explain how different surfaces affect the movement of an object.	

Grade 1 : Standard 12 - Forces in Nature

Conceptual Strand 12

*Everything in the universe exerts a gravitational force on everything else;
there is an interplay between magnetic fields and electrical currents.*

Guiding Question 12

What are the scientific principles that explain gravity and electromagnetism?

Grade Level Expectations	Checks for Understanding	State Performance Indicators
GLE 0107.12.1 Investigate materials that are attracted to magnets.	✓0107.12.1 Identify and classify objects in the classroom as magnetic or non-magnetic. ✓0107.12.2 Make predictions about how various objects will be affected by a magnet.	