

# Teaching & Learning Standards

# 1st GRADE

ELA | Math | Science | Social Studies



Cherokee  
County  
School  
District



### Year Long English Language Arts Standards:

#### Reading Foundational

- RF1:** Demonstrate understanding of the organization and basic features of print.
  - RF2:** Demonstrate understanding of spoken words, syllables, and sounds.
  - RF3:** Know and apply grade-level phonics and word analysis skills in decoding.
  - RF4:** Read with sufficient accuracy and fluency to support comprehension.
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#### Language

- L1a:** Print all uppercase and lowercase letters.
  - L2a:** Capitalize dates and names of people.
  - L2b:** Use end punctuation for sentences.
  - L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.
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#### Speaking and Listening

- SL1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL6:** Produce complete sentences when appropriate to task and situation.

# 1st Grade

## English Language Arts

### Semester 1 (August – December)

#### Unit A – What is Your Story? (5-6 Weeks)

##### Overarching Standards for Unit A

##### Reading Literary

- RL1:** Ask and answer questions about key details in a text.
- RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL9:** Compare and contrast the adventures and experiences of characters in stories.

##### Reading Informational

- RI1:** Ask and answer questions about key details in a text.

##### Writing

- W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### Language

- L1b:** Use common, proper, and possessive nouns.
- L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

##### Supporting Standards for Unit A

##### Reading Literary

- RL3:** Describe characters, settings, and major events in a story, using key details.
- RL6:** Identify who is telling the story at various points in a text.
- RL7:** Use illustrations and details in a story to describe its characters, setting, or events.

# 1st Grade

## English Language Arts

### Writing

- W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, include digital tools and collaboration with peers.
- W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Language

- L2a:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L1K:** Prints with appropriate spacing between words and sentences.
- L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L5a:** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

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### Unit B – Do you Know? (5-6 Weeks)

#### Overarching Standards for Unit B

#### Reading Literary

- RL5:** Explain major difference between texts that tell stories and texts that give information.

#### Reading Informational

- RI1:** Ask and answer questions about key details in a text.
- RI2:** Identify the main topic and retell key details of a text.
- RI3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

# 1st Grade

## English Language Arts

- RI5:** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Writing

- W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Language

- L1b:** Use common, proper, and possessive nouns.
- L1f:** Use frequently occurring adjectives.
- L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- L2c:** Use commas in dates and to separate single words in a series.
- L5b:** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

### Speaking and Listening

- SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

### Supporting Standards for Unit B

#### Reading Informational

- RI4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI7:** Use illustrations and details in a text to describe its key ideas.

#### Writing

- W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

# 1st Grade

## English Language Arts

- W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
- W7:** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

### Language

- L1h:** Use determiners (e.g., articles, demonstratives).
- L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- L5c:** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Speaking and Listening

- SL3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

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## Unit C – What Do You Think? (5-6 Weeks)

### Overarching Standards for Unit C

#### Reading Literary

- RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Reading Informational

- RI1:** Ask and answer questions about key details in a text.
- RI2:** Identify the main topic and retell key details of a text.

#### Writing

- W1:** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

# 1st Grade

## English Language Arts

### Language

- L1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- L1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- L2c:** Use commas in dates and to separate single words in a series.

### Speaking and Listening

- SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

### Supporting Standards for Unit 3

#### Reading Literary

- RL4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Reading Informational

- RI8:** Identify the reasons an author gives to support points in a text.

### Writing

- W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
- W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### Language

- L1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

# 1st Grade

## English Language Arts

- L1f:** Use frequently occurring adjectives.
- L1i:** Use frequently occurring prepositions (e.g., during, beyond, toward).
- L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- L5:** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

### Speaking and Listening

- SL3:** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



# 1st Grade

## English Language Arts

### Semester 2 (January – May)

#### Unit D – I Want to Know? (5 Weeks)

#### Overarching Standards for Unit D

#### Reading Literary

**RL5:** Explain major difference between texts that tell stories and texts that give information.

#### Reading Informational

**RI1:** Ask and answer questions about key details in a text.

**RI2:** Identify the main topic and retell key details of a text.

**RI5:** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

**RI9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

#### Writing

**W2:** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

#### Language

**L1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**L1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**L1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**L2a:** Capitalize dates and names of people.

**L2b:** Use end punctuation for sentences.

**L2c:** Use commas in dates and to separate single words in a series.

### Speaking and Listening

- SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- SL1c:** Ask questions to clear up any confusion about the topics and texts under discussion.

### Supporting Standards for Unit D

#### Reading Informational

- RI4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- RI7:** Use illustrations and details in a text to describe its key ideas.

#### Writing

- W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
- W7:** Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

#### Language

- L1f:** Use frequently occurring adjectives.
- L1h:** Use determiners (e.g., articles, demonstratives).
- L1i:** Use frequently occurring prepositions (e.g., during, beyond, toward).
- L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- L4a:** Use sentence-level context as a clue to the meaning of a word or phrase.

**L5c:** Identify real-life connections between words and their use (e.g., note places at home that are cozy).

### Speaking and Listening

**SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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## Unit E – That’s My Opinion (5-6 Weeks)

### Overarching Standards for Unit E

#### Reading Literary

**RL1:** Ask and answer questions about key details in a text.

**RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**RL9:** Compare and contrast the adventures and experiences of characters in stories.

#### Reading Informational

**RI1:** Ask and answer questions about key details in a text.

**RI2:** Identify the main topic and retell key details of a text.

#### Writing

**W1:** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

#### Language

**L1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

**L1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

**L1g:** Use frequently occurring conjunctions (e.g., and, but, or, so, because).

**L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

**L2a:** Capitalize dates and names of people.

**L2b:** Use end punctuation for sentences.

**L2c:** Use commas in dates and to separate single words in a series.

### Speaking and Listening

**SL1b:** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

**SL1c:** Ask questions to clear up any confusion about the topics and texts under discussion.

### Supporting Standards for Unit E

#### Reading Literary

**RL4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**RL6:** Identify who is telling the story at various points in a text.

#### Writing

**W5:** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W6:** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

**W8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

#### Language

**L1f:** Use frequently occurring adjectives.

**L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L4b:** Use frequently occurring affixes as a clue to the meaning of a word.

**L5d:** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

### Speaking and Listening

**SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Unit F – Show What You Know! (5-6 Weeks)

#### Overarching Standards for Unit F

##### Reading Literary

- RL1:** Ask and answer questions about key details in a text.
- RL2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL9:** Compare and contrast the adventures and experiences of characters in stories.

##### Writing

- W3:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

##### Language

- L1c:** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- L1e:** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- L1i:** Use frequently occurring prepositions (e.g., during, beyond, toward).
- L1j:** Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).
- L2c:** Use commas in dates and to separate single words in a series.
- L5d:** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

##### Speaking and Listening

- SL1c:** Ask questions to clear up any confusion about the topics and texts under discussion.

#### Supporting Standards for Unit F

##### Reading Literary

- RL3:** Describe characters, settings, and major events in a story, using key details.
- RL6:** Identify who is telling the story at various points in a text.

# 1st Grade

## English Language Arts

**RL7:** Use illustrations and details in a story to describe its characters, setting, or events.

### Writing

**W5:** With adult guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**W6:** With adult guidance and support, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

**W8:** With adult guidance and support information from experiences or gather information from provided sources to answer a question.

### Language

**L1d:** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

**L1f:** Use frequently occurring adjectives.

**L2d:** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

**L2e:** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**L4c:** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**L5a:** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

### Speaking and Listening

**SL4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**SL5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

### Year Long Mathematical Practices (MP):

Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration, and expression. Seek help and apply feedback. Set and monitor goals.

**MP.1** – Make sense of problems and persevere in solving them.

**MP.2** – Reason abstractly and quantitatively

**MP.3** – Construct viable arguments and critique reasoning of others.

**MP.4** – Model with mathematics.

**MP.5** – Use appropriate tools strategically.

**MP.6** – Attend to precision.

**MP.7** – Look for and make use of structure.

**MP.8** – Look for and express regularity in repeated reasoning.

### Semester 1 (August – December)

#### **Unit 1 – Extending Number Sequence Understanding to Build, Compare & Interpret Numbers within 120 (6-7 weeks)**

In Unit 1, students will expand their number concept previously established in kindergarten and begin to develop a deeper understanding of counting and place value. They will read, write, and concretely represent numbers as they count numbers forward and backward starting with any number within 120. Along with developing an understanding of counting and place value, students will investigate real-life situations via inquiry. They will ask questions for investigation and answer them based on gathered information, observations, and appropriate graphical displays to compare and order the whole numbers.

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#### **Overarching Standards for Unit 1**

- NR.1:** Extend the count sequence to 120. Read, write, and represent numerical values to 120. Compare numerical values to 100.
- NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 10 (at this time).
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions. (*Time and money will be covered in Unit 4*).

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#### **Standards for Student Mastery for Unit 1**

- NR.1.1:** Count within 120, forward and backward, starting at any number. Read and write numerals and represent a number of objects with a written numeral.
  - NR.1.2:** Explain that the two digits of a 2-digit number represent the amounts of tens and ones.
  - NR.1.3:** Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols  $>$ ,  $=$ , and  $<$ .
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- NR.2.1:** Use a variety of strategies to solve addition and subtraction problems within 10 (at this time).
  - NR.2.5:** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false within 10 (at this time).
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- MDR.6.1:** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Use those measurements to describe the objects compared.
  - MDR.6.4:** Ask questions about the length of objects and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.



### Unit 2 – Building and Explaining the Relationship Between Addition and Subtraction (6-7 weeks)

In this unit, students will consider 10 as a useful organizer, begin to see numbers in relation to 10, and see large numbers as groups of 10 and some more. Students will use number relationships to develop addition and subtraction strategies as they engage in real world problem solving. Students will continue to investigate real-life situations via inquiry. They will ask questions for investigation and answer them based on gathered information, observations, and appropriate graphical displays to compare and the whole numbers.

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#### Overarching Standards for Unit 2

- NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions. (*Time and money will be covered in Unit 4*).

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#### Standards for Student Mastery for Unit 2

- NR.2.1:** Use a variety of strategies to solve addition and subtraction problems within 20.
  - NR.2.2:** Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.
  - NR.2.3:** Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems.
  - NR.2.6:** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
  - NR.2.5:** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false within 10 (at this time).
  - NR.2.7:** Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.
  - NR.2.4:** Add and subtract fluently within 10 using a variety of strategies.
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- MDR.6.1:** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.
  - MDR.6.4:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

### Unit 3 – Sorting, Sifting, Shifting Shapes and Patterns (3-4 weeks)

Students will identify, describe, build, and compare shapes based on attributes. They will also partition circles and rectangles into two (halves) and four (fourths/quarters) equal parts. Students will also identify and describe real-life patterns based on the attributes of the pattern. Students will explore repeating patterns, inclusive of number strings, shapes, and operations, define and describe attributes, as well as create repeating, shrinking, and growing patterns based on attribute, or repeated addition (by 1s, 2s, 5s and 10s).

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#### Overarching Standards for Unit 3

- PAR.3:** Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.
- GSR.4:** Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions. (*Time and money will be covered in Unit 4*).

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#### Standards for Student Mastery for Unit 3

- PAR.3.1:** Investigate, create, and make predictions about repeating patterns with a core of up to 3 elements resulting from repeating an operation, as a series of shapes, or a number string.
  - PAR.3.2:** Identify, describe, and create growing, shrinking, and repeating patterns based on the repeated addition or subtraction of 1s, 2s, 5s, and 10s.
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- GSR.4.1:** Identify common two-dimensional shapes and three-dimensional figures, sort and classify them by their attributes and build and draw shapes that possess defining attributes.
  - GSR.4.2:** Compose two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles) and three-dimensional figures (cubes, rectangular prisms, cones, and cylinders) to create a shape formed of two or more common shapes and compose new shapes from the composite shape.
  - GSR.4.3:** Partition circles and rectangles into two and four equal shares.
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- MDR.6.4:** Ask questions about real-life patterns and shapes and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

### Semester 2 (January – May)

#### **Unit 4 – Meaningful Measurements (6-7 weeks)**

Within this unit, students will use measurement tools to estimate, measure, describe and compare the measurement of objects with standard and non-standard units with appropriate vocabulary. Students will also use those tools to solve contextual problems (real-life) involving length, time, and money.

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#### **Overarching Standards for Unit 4**

**MDR.6:** Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

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#### **Standards for Student Mastery for Unit 4**

- MDR.6.1:** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.
- MDR.6.2:** Tell and write time in hours and half-hours using analog and digital clocks and measure elapsed time to the hour on the hour using a predetermined number line.
- MDR.6.3:** Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters.
- MDR.6.4:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

### Unit 5 – Problem Solving to Answer Real-Life Questions (6-7 weeks)

In Unit 5, students will develop and use strategies to solve contextual problems (real-life) within 100. Students will develop mental math strategies as they use and connect place value understanding, single digit addition/subtraction strategies, and concrete tools to add and subtract within 100. Students will find ten more or less than a number, count by tens to add and subtract multiples of 10 within 100, and use mental math strategies as well as concrete models and to solve and justify solutions to real-life problems.

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#### Overarching Standards for Unit 5

- NR.1:** Extend the count sequence to 120. Read, write, and represent numerical values to 120. Compare numerical values to 100.
- NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.
- NR.5:** Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

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#### Standards for Student Mastery for Unit 5

- NR.1.1:** Given real-life situations, count within 120, forward and backward, starting at any number. In this range, read and write numerals and represent a number of objects with a written numeral up to 120.
  - NR.1.2:** Explain that the three digits of a 3-digit number in a real-life situation represent the amounts of hundreds, tens and ones.
  - NR.1.3:** Compare and order whole numbers up to 100 using concrete models, drawings, and the symbols  $>$ ,  $=$ , and  $<$  to describe real-life situations.
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- NR.2.1:** Use a variety of strategies to solve addition and subtraction problems within 20.
  - NR.2.2:** Use pictures, drawings, and equations to develop strategies for addition and subtraction within 20 by exploring strings of related problems.
  - NR.2.3:** Recognize the inverse relationship between subtraction and addition within 20 and use this inverse relationship to solve authentic problems.
  - NR.2.4:** Add and subtract fluently within 10 using a variety of strategies.

- NR.2.5:** Use the meaning of the equal sign to determine whether equations involving addition and subtraction are true or false within 20.
- NR.2.6:** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.
- NR.2.7:** Apply properties of operations as strategies to solve addition and subtraction problem situations within 20.
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- NR.5.1:** Use a variety of strategies to solve applicable, mathematical addition and subtraction problems representing real-life situations with two- and three-digit whole numbers up to 100.
- NR.5.2:** Given a two or three-digit number (up to 100) in a real-life scenario, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- NR.5.3:** Add and subtract multiples of 10 within 100 in real-life math problems.
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- MDR.6.1:** Estimate, measure, and record lengths of objects using non-standard units, and compare and order up to three objects using the recorded measurements. Describe the objects compared.
- MDR.6.2:** Tell and write time in hours and half-hours using analog and digital clocks and measure elapsed time from real-life problems to the hour on the hour using a predetermined number line.
- MDR.6.3:** Identify the value of quarters and compare the values of pennies, nickels, dimes, and quarters in real-life scenarios.
- MDR.6.4:** Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

### Unit 6 – Culminating Capstone Unit - Using Mathematics to Answer Questions in My World (3-4 weeks)

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)

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#### Overarching Standards for Unit 6

- NR.1:** Extend the count sequence to 120. Read, write, and represent numerical values to 120. Compare numerical values to 100.
- NR.2:** Explain the relationship between addition and subtraction and apply the properties of operations to solve real-life addition and subtraction problems within 20.
- NR.5:** Use concrete models, the base ten structure, and properties of operations to add and subtract within 100.
- PAR.3:** Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.
- GSR.4:** Compose shapes, analyze the attributes of shapes, and relate their parts to the whole.
- MDR.6:** Use appropriate tools to measure, order, and compare intervals of length and time, as well as denominations of money to solve real-life, mathematical problems and analyze graphical displays of data to answer relevant questions.

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#### Standards for Student Mastery for Unit 6

ALL associated learning objectives.

### Course Description

The First Grade Cherokee Teaching & Learning Standards for Science engage students in raising questions about the world around them and seeking answers by making observations. First graders use whole numbers to analyze scientific data. They identify how magnets pull on all things made of iron and either attract or repel other magnets. First graders create drawings that correctly depict something being described. The students are asked to plan and carry out simple investigations to understand patterns (shadows, sound, weather, and daily needs of plants and animals) observed in the world around them and make predictions based on these investigations. They follow safety rules.

Science standards integrate the three dimensions of **Science and Engineering Practices (SEPs)**, **Crosscutting Concepts (CCCs)**, and **Disciplinary Core Ideas (DCIs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and core scientific principles. Together, they show how science standards engage *students* in obtaining, evaluating, and communicating information.

Science and Engineering Practices	Crosscutting Concepts	Disciplinary Core Ideas
Asking Questions (Science) and Defining Problems (Engineering)	Patterns	Engineering, Technology, and the Application of Science (TLS)
Developing and Using Models	Cause and Effect: Mechanism and Explanation	
Planning and Carrying Out Investigations	Scale, Proportion, and Quantity	Physical Science (P)
Analyzing and Interpreting Data	Systems and System Models	
Mathematics and Computational Thinking	Energy and Matter: Flows, Cycles, and Conservation	Life Science (L)
Constructing Explanations (Science) and Designing Solutions (Engineering)		
Engaging in Argument from Evidence	Structure and Function	Earth and Space Science (E)
Obtaining, Evaluating, and Communicating Information	Stability and Change	

**Science and Engineering Practices** are fundamental approaches that scientists and engineers use to investigate the natural world and solve practical problems. **Crosscutting Concepts** in science are overarching themes that bridge various disciplines, helping students and researchers see connections and deepen their understanding of the natural world. **Disciplinary Core Ideas** are fundamental concepts that students need to understand to develop a deep knowledge of science across various disciplines.

### **Semester 1 (August – December)**

#### **Unit 0: Thinking Like a Scientist (2 weeks)**

This unit aims to introduce first-grade students to the basic principles of scientific thinking. Students will learn to observe, ask questions, make predictions, conduct simple experiments, and draw conclusions. The unit will focus on fostering curiosity, developing critical thinking skills, and encouraging a systematic approach to understanding the world around them. Thinking Like a Scientist standards should continue to be embedded and developed throughout the course across the entire school year.

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#### **Overarching Standard for Unit 0**

**TLS1: Develop foundational scientific thinking skills by observing, asking questions, making predictions, conducting simple experiments, and sharing findings using basic scientific vocabulary and tools.**

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#### **Supporting Standards for Student Mastery in Unit 0**

**TLS1.a:** Identify and use basic scientific terms such as observe, predict, experiment, and conclude.

**TLS1.b:** Use senses to observe the natural world, describe objects and phenomena, and make predictions using prior knowledge.

**TLS1.c:** Use basic tools (e.g., magnifying glass, ruler) to experiment, gather data, record observations and results using drawings, charts, and simple sentences.

**TLS1.d:** Share predictions and findings with classmates to draw basic conclusions.



### Unit 1: Weather Conditions (4 weeks)

In this unit, students will plan and conduct weather investigations by observing, asking questions, and recording data in tables and graphs. Students will analyze and interpret data to describe different weather types, understand cause and effect, and recognize weather patterns.

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#### Overarching Standard for Unit 1

**E1: Obtain, evaluate, and communicate weather data to identify weather patterns.**

**E1.c:** Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically

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#### Supporting Standards for Student Mastery in Unit 1

**E1.a:** Represent data in tables and/or graphs to identify and describe different types of weather (rain, hail, sleet, snow, hurricane, blizzard, and tornado) and the characteristics of each type.

**E1.b:** Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).

### Unit 2: Plants (7 weeks)

In this unit, students will explore the structures and functions of plants and ask questions to identify common patterns in basic plant needs. Students will explore mechanisms of cause and effect to design solutions that ensure plants have all needs met.

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#### Overarching Standard for Unit 2

- L1: Obtain, evaluate, and communicate information about the basic needs of plants.**
  - L1.c:** Design a solution to ensure that a plant has all its growth and development needs met.
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#### Supporting Standards for Student Mastery in Unit 2

- L1.a:** Develop models to identify the parts of a plant—root, stem, leaf, and flower.
- L1.b:** Ask questions to identify the basic needs of plants (air, water, light, and nutrients).

### Unit 3: Animals (5 weeks)

In this unit, students will investigate the basic needs of animals and construct an explanation to compare basic needs of plants and animals. Students will explore system models, as well as patterns and relationships, to design solutions that ensure animals have all needs met.

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#### Overarching Standard for Unit 3

**L1: Obtain, evaluate, and communicate information about the basic needs of animals.**

- L1.c:** Design a solution to ensure that an animal has all its growth and development needs met.
- Identify the needs of animals (air, water, food, and shelter).

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#### Supporting Standards for Student Mastery in Unit 3

**L1.b:** Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).

### Semester 2 (January – May)

#### **Unit 3 (Continued): Animals (2 weeks)**

In this unit, students will investigate the basic needs of animals and construct an explanation to compare basic needs of plants and animals. Students will explore system models, as well as patterns and relationships, to design solutions that ensure animals have all needs met.

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#### **Overarching Standard for Unit 3**

**L1: Obtain, evaluate, and communicate information about the basic needs of animals.**

- L1.c:** Design a solution to ensure that an animal has all its growth and development needs met.
- Identify the needs of animals (air, water, food, and shelter).

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#### **Supporting Standards for Student Mastery in Unit 3**

**L1.b:** Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).

### Unit 4: Weather: Seasons & Patterns (4 weeks)

In this unit, students will carry out investigations to collect, assess, and communicate weather data using models to recognize weather patterns. Students will identify patterns in seasonal changes and weather features to understand cause and effect relationships in weather phenomena.

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#### Overarching Standard for Unit 4

**E1: Obtain, evaluate, and communicate weather data to identify weather patterns.**

**E1.d:** Analyze data to identify, compare, and contrast seasonal patterns of change.

*(Clarification statement: Examples could include temperature, rainfall/snowfall, and changes to the environment.)*

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#### Supporting Standards for Student Mastery in Unit 4

- E1.a:** Represent data in tables and/or graphs to identify and describe different types of weather (rain, hail, sleet, snow, hurricane, blizzard, and tornado) and the characteristics of each type.
- E1.b:** Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- E1.c:** Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.

### Unit 5: Magnets (4 weeks)

In this unit, students will plan and carry out investigations to demonstrate magnetic attraction and repulsion. Students will use the mechanism of cause and effect to understand how magnets interact and to apply magnetic principles in everyday objects.

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#### Overarching Standard for Unit 5

- P2: Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.**
- P2.b:** Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.

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#### Supporting Standards for Student Mastery in Unit 5

- P2.a:** Construct an explanation of how magnets are used in everyday life.  
*(Clarification statement: Everyday life uses could include refrigerator magnets, toys, magnetic latches, and name tags.)*

### Unit 6: Light (4 weeks)

In this unit, students will investigate patterns in shadows and light sources to understand how light makes objects visible. Students will use cause and effect relationships to understand energy flow in light interactions.

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#### Overarching Standard for Unit 6

**P1: Obtain, evaluate, and communicate information to investigate light.**

**P1.c:** Plan and carry out an investigation of shadows by placing objects at various points from a source of light.

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#### Supporting Standards for Student Mastery in Unit 6

**P1.a:** Use observations to construct an explanation of how light is required to make objects visible.

- Explain how light creates a shadow.

**P1.b:** Ask questions to identify and compare sources of light.

### Unit 7: Sound (4 weeks)

In this unit, students will investigate patterns in vibrations and different materials to explore how sound is made and changed. Students will develop a model and construct explanations from evidence to demonstrate how sound and light interact in visibility and communication.

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#### Overarching Standard for Unit 7

**P1: Obtain, evaluate, and communicate information to investigate sound.**

- P1.d:** Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Change vibrations to change sounds.
  - Use different materials to create difference sounds.

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#### Supporting Standards for Student Mastery in Unit 7

- P1.e:** Design a signal that can serve as an emergency alert using light and or sound to communicate over a distance.



### Our American Heritage

In the first grade, students continue their introduction to United States history through the study of selected historical figures. In the history strand, students study the important contributions each historical person made. In the geography strand, students learn about where these historical people lived and explore important basic geographic concepts. The civics strand provides a study of the positive character traits exhibited by these important historical figures. The economics strand continues the introduction of basic economic concepts.

Social Studies standards integrate the three dimensions of **Information Processing Skills (IPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs)** to provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains
<b>IPS. 1:</b> Compare similarities and differences (D) <b>IPS. 2:</b> Organize items chronologically (D)	<b>MGS.1:</b> Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (D)	Historical Understandings (H)
<b>IPS.3:</b> Identify issues and/or problems and alternative solutions (D) <b>IPS.4:</b> <b>Distinguish</b> between facts and opinion. (I)	<b>MGS.2:</b> Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (I)	Geographic Understandings (G)
<b>IPS.5:</b> <b>Identify</b> main idea, detail, sequence of events, and cause and effect in a social studies context. (I)	<b>MGS.7:</b> Use a map to explain the impact of geography on historical and current events. (I)	Government/Civic Understandings (CG)
<b>IPS.6:</b> <b>Identify</b> and use primary and secondary sources. (I)		Economic Understandings (E)
<b>IPS.7:</b> <b>Interpret</b> timelines, charts, and tables. (I)		

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

### Semester 1 (August – December)

#### **Unit 1 - Me on the Map (4 weeks)**

- G.2:** Identify and locate the student’s city, county, state, nation (country), and continent on a simple map or a globe.
  - MGS.1:** Use a compass rose to successfully identify cardinal directions (north, south, east, west).
  - MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest).
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#### **Unit 2 - My World (7 weeks)**

- G.3:** Locate major topographical features of the earth’s surface.
  - G.3.a:** Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
  - G.3.c:** Identify and describe landforms (mountains, deserts, valleys, and coasts).
  - MGS.1:** Use a compass rose to successfully identify cardinal directions (north, south, east, west).
  - MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest).
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### Unit 3 – Historical Figures – Part 1 (7 weeks)

- H.1:** Read about and describe the life of these historical figures in American history: Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Ruby Bridges (civil rights).
- H.1.a:** Identify the contributions made by these figures.
- H.1.b:** Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).
- CG.1:** Describe how the historical figures display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
- G.1:** Describe how each historic figure was influenced by his or her time and place.
- G.1.a:** American colonies (Thomas Jefferson)
- G.1.b:** American frontier (Lewis & Clark and Sacagawea)
- G.1.d:** Southern U.S. (Ruby Bridges)
- MGS.7:** Use a map to explain impact of geography on historical and current events.
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### Semester 2 (January – May)

#### **Unit 4 – Economics (7 weeks)**

- E.4:** Explain that people earn income by working and that they must make choices about how much to save and spend.
  - E.1:** Identify goods that people make and services that people provide for each other.
  - E.2:** Explain that scarcity is when unlimited wants are greater than limited resources.
  - E.3:** Describe how people are both producers and consumers.
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#### **Unit 5 – Patriotic Songs (3 weeks)**

- CG.2:** Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).
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#### **Unit 6 – Historical Figures – Part 2 (9 weeks)**

- H.1:** Read about and describe the life of these historical figures in American history: Benjamin Franklin (inventor/author/statesman), Theodore Roosevelt (National Parks and the environment), and George Washington Carver (science).
  - H.1.a:** Identify the contributions made by these figures.
  - H.1.b:** Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).
- CG.1:** Describe how these historical figures display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
- G.1:** Describe how each historic figure was influenced by his or her time and place.
  - G.1.a:** American colonies (Benjamin Franklin)
  - G.1.c:** National Parks (Theodore Roosevelt)
  - G.1.d:** Southern U.S. (George Washington Carver)