



Tomah Area School District
High Quality Student Learning
Every Child. Every Day.

Essential Learning

Grade/Course: Grade 1 ELA

Essential Knowledge:

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Know and apply grade-level phonics and word analysis skills in decoding words.

- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.
- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.

Read emergent-reader texts with purpose, understanding, and sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL)

Create writing that utilizes:

- Organization: provide a beginning, middle and a simple ending.
- Transitions: simple word transitions and temporal words/pictures that link ideas.
- Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

- Capitalization of dates and names of people.
- End punctuation.
- Commas in dates and simple sets.
- Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

Essential Questions:

1. What do good readers do?
2. Why are sounds and letter important?
3. How do sounds and letters create words?
4. When a word does not make sense what can I do?
5. Why does fluency matter?
6. Am I clear about what I just read?
7. How does creative choice influence an audience?
8. Why do the rules of language matter?
9. What does it take to communicate clearly?
10. Writing clearly what, does it take?
11. What do good writers do?
12. What does it take to create a final product?





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Essential Learning

Grade/Course: Grade 1 Math

Essential Knowledge:

Add and subtract within 20.

- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Extend the counting sequence.

- Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand place value.

- Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
 - 10 can be thought of as a bundle of ten ones — called a “ten.”
 - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
 - The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
- Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

Essential Questions:

1. Can I count on to add and subtract?
2. Can I find missing addends?
3. Can I solve addition and subtraction word problems within 20?
4. Can I find number partners for 10?
5. Can I name, write and count numbers up to 120?
6. Can I use math talk to explain how I solved the problem?
7. Can I show numbers as tens and ones?
8. Can I compare numbers?

Units:

1. Numbers Within 10
2. Numbers Within 20
3. Tens and Ones



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Essential Learning

Grade/Course: Grade 1 Science

Essential Knowledge:

Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Make observations at different times of year to relate the amount of daylight to the time of year.

Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Identify the steps to the Scientific Method. Plan, conduct and report results of a variety of experiments using the Scientific Method.

Units:

1. Day and Night
2. Seasons
3. Patterns in the Night Sky
4. Sounds
5. Properties of Light
6. Observations with Properties
7. Physical Properties of Materials
8. Physical Characteristics of Animals
9. Plant Parts
10. Animal Adaptations: Teeth and Diet
11. Seasonal Behavior
12. Introduction to Classification
13. Inherited Traits and Acquired Characteristics
14. Traits and Offspring
15. Scientific Experiments and introduction to using a Science Notebook



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Essential Learning

Grade/Course: Grade 1 Social Studies

Essential Knowledge:

Students will examine and interpret rights, privileges, and responsibilities in society:

- Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).

Students will investigate and interpret interactions between individuals and groups (Sociology):

- Describe how groups of people are alike and different.

Students use economic reasoning to understand issues:

- Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.

Students will use geographic tools and ways of thinking to analyze the world: Tools of Geography.

- Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.

Students will identify and analyze democratic principles and ideals: Values & Principles of American Constitutional Democracy

- Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.

Essential Questions:

1. Can I describe how people are alike and different?
2. Can I differentiate between a want and a need?
3. Can I describe the difference between a map and a globe?
4. Can I explain why someone would choose a map or a globe?
5. Can I recognize and describe some of our national symbols, songs and traditions?
6. Can I explain the importance of rules and laws?

Units:

1. Citizenship
2. Cultures
3. Economics (Wants and Needs)
4. Patriotic Symbols
5. Mapping



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Essential Learning

Grade/Course: Grade 1 Exercise and Sports Science (ESS)

Essential Knowledge:

Standard 1

- Maintain stillness on different bases of support with different body types.
- Jump a long rope with teacher assisted turning.
- Volley an object upward with consecutive hits.
- Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.
- Catch various sizes of objects self-tossed or tossed by a skilled thrower demonstrating two of the five critical elements.
- Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.
- Dribble in self space using the preferred hand demonstrating two of the five critical elements of a mature pattern.
- Hop, gallop, jog, and slide using a mature pattern.

Standard 2

- Differentiate between fast and slow speeds.
- Travel demonstrating low, middle and high levels.

Standard 3

- Identify where and how to find a pulse.

Standard 4

- Exhibit the established protocols for class activities.
- Accept personal responsibility by using equipment and space appropriately.

Standard 5

- Discuss personal reasons (i.e. the “why”) for enjoying physical activities.
- Describe positive feelings that result from participating in physical activities with self or with friends.
- Identify physical activity as a component of overall health and well-being.

Units:

1. Rock Climbing/Adventure
2. Gymnastics
3. Dance
4. Fitness/Healthy Lifestyle
5. Jump Rope
6. Striking/Volleying
7. Throwing/Catching
8. Kicking/Foot Dribbling
9. Hand Dribbling
10. Playground
11. Cooperative/Building a Learning Community

- 12. Low Organization/Target Games
- 13. Locomotor Unit
- 14. Chasing and Fleeing
- 15. Body and Space Awareness

