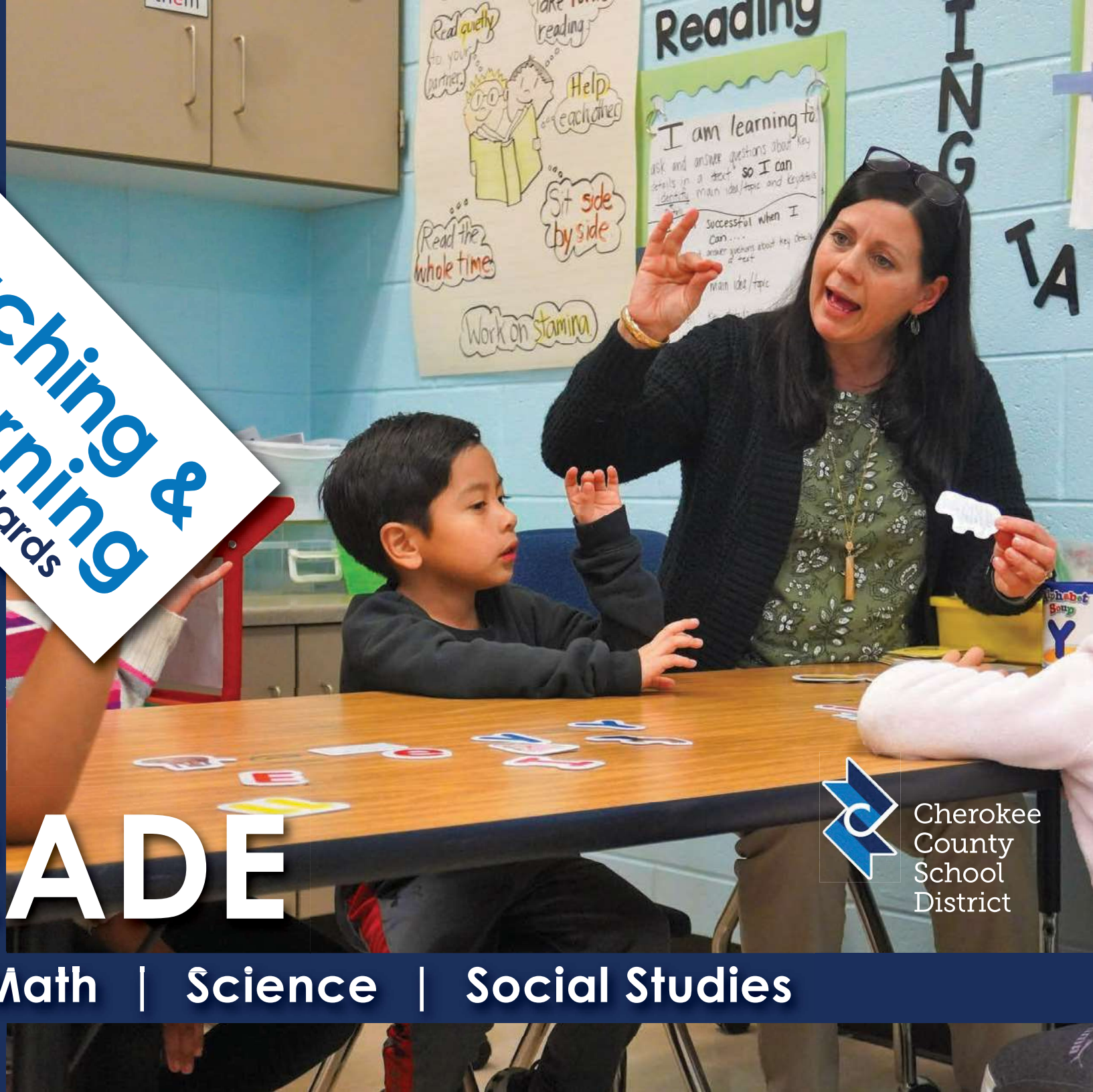
Teaching & Learning Standards



1st GRADE

Cherokee County School District

ELA | Math | Science | Social Studies

1st Grade
English Language Arts

Scope & Sequence Structure by Quarter

Domain Four domains structure the overall framework for English Language Arts Standards: Foundations, Language, Texts, and Practices.

Big Idea The Georgia Department of Education has provided Big Ideas that serve as overarching goals for student learning across grade levels in each domain. Cherokee County School District has adapted these Big Ideas to match the rigor and responsibility that define our literacy instruction.

Standard: Standards represent specific knowledge and skills that students should learn or master across grade bands.

Expectation: Standards are broken down by grade level through expectations. **Expectations in bold should be mastered by the end of the grade level.**

Foundations Domain *(K-2, 3-5)* Students develop foundational literacy skills that support the interpretation and construction of texts.

Phonics Cherokee County students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Fluency Cherokee County students read texts aloud or silently with speed, accuracy, and expression.

Handwriting Cherokee County students develop handwriting skills in print and cursive.

Language Domain *(K-2, 3-5, 6-8, 9-12)* Students learn and apply the structures and conventions of standard English. Students analyze how grammar works in reading and writing. Students expand vocabularies and determine word meanings as they relate to reading and writing.

Grammar Conventions Cherokee County students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Vocabulary Cherokee County students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Texts Domain *(K-2, 3-5, 6-8, 9-12)* Students think critically and creatively as they develop the knowledge and skills to actively engage with a variety of texts.

Context Cherokee County students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.

Structures & Style Cherokee County students analyze and use organizational structures and styles to shape ideas and information.

Techniques: Cherokee County students evaluate and apply various techniques to comprehend and shape meaning.

Research & Analysis Cherokee County students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Practices Domain *(K-12)* Students engage routinely in four literacy practices that ground, shape, and inform the expectations of the Foundations, Language, and Texts domains.

Engagement & Intention for Comprehension & Composition (EICC) Cherokee County students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Situating Texts (ST) Cherokee County students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Author's Craft (AC) Cherokee County students apply knowledge of author's craft to enhance the interpretation and construction of texts.

Collaboration & Presentation (CP) Cherokee County students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Year Long English Language Arts Practices:

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.1:Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.

Author's Craft (AC)

K-12.P.AC.1.a:	Identify the literary, expository, and opinion elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
K-12.P.AC.1.b:	Identify important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose
K-12.P.AC.1.d:	Describe the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

Collaboration & Presentation (CP)

K-12.P.CP.1.c:	Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
K-12.P.CP.1.d:	Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
K-12.P.CP.2.a:	Communicate clearly to present ideas, information, and texts.
K-12.P.CP.2.d:	Engage in dialogue with audiences by asking and answering questions.

Quarter 1

Foundations Domain

Phonological Awareness

Reinforce kindergarten standards as appropriate.

1.F.PA.4.d: **Identify and manipulate syllables in spoken words.**

- *Count 1-3 syllables (R)*
- *Segment & blend 2–3 syllables (R)*
- *Delete syllables in spoken words (R)*

1.F.PA.5.a: **Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.**

1.F.PA.5.b: **Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.**

- *Blend & segment onset & rime (R)*

1.F.PA.6.a: **Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and blends.**

- *Isolate initial phonemes in single-syllable words (R)*
- *Isolate final phonemes in single-syllable words (R)*
- *Isolate medial phonemes in single-syllable words (long & short vowels) (R)*

1.F.PA.6.b: **Distinguish between short and long vowel sounds in spoken one-syllable words.**

Phonics

1.F.P.1.a: **Identify and produce phoneme-grapheme correspondences for frequently used consonant blends.**

- *Consonant Sounds: m, s, t, l, p, f, c (/k/), n, b, r (R)*
- *Consonant Sounds: j, k, v, g (/g/), w, d, h, y, z, x, q (R)*
- *Nasal a Glued Sounds: /am/, /an/ (R)*
- *CVC Words with Digraphs: ch, sh, th, wh (M)*
- *Closed Syllable Words with Digraph: -ck (M)*

1.F.P.1.b: **Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs.**

- *Short Vowel Sounds for a, o, and e (R)*
- *Long Vowel Sounds for a, o, and e (R)*
- *Short Vowel Sounds for i and u (both sounds of u) (R)*

- *Long Vowel Sounds for i and u (both sounds of u) (R)*

1.F.P.2.a: **Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC), including high-frequency words.**

- *Closed Syllable CVC Words (R)*

1.F.P.2.b: Identify and decode parts of irregularly spelled words, including high-frequency words.

1.F.P.2.c: Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC).

- *Closed Syllable CVC Words (R)*

1.F.P.3.a: **Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC), including high-frequency words.**

- *Closed Syllable CVC Words (R)*

1.F.P.3.c: Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC).

- *Closed Syllable CVC Words (R)*

Fluency

1.F.F.1.a: Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.

Handwriting

1.F.H.1.a: **Form all uppercase and lowercase letters with accuracy and consistency**

1.F.H.1.b: Form words with accuracy and consistency

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:

- 1.1 Use nouns and verbs to share complete thoughts when speaking.
- 1.2 Form and use singular and plural nouns when speaking.
- 1.3 Use interrogatives to ask questions when speaking.
- 1.4 Capitalize the first word of a sentence and the pronoun "I".

Vocabulary

1.L.V.1.a: Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.

1.L.V.2.a: **Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g. looks, looked, looking).**

1.L.V.2.c: **Construct words using frequently occurring root words and inflectional endings.**

Texts Domain

Context

1.T.C.1.b: Identify modes of communication: print, digital, auditory, visual.

Structures & Style

1.T.SS.1.a: Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning.

Techniques

1.T.T.1.a: Identify techniques used to craft stories, including characters, setting, major events, and dialogue.

1.T.T.1.c: Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.

1.T.T.1.d: With adult support, compare and contrast characters and their experiences in stories across diverse cultures.

1.T.T.2.a: Identify techniques used to craft expository texts, including the main topic and supporting details.

Research & Analysis

1.T.RA.1.b: Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.e: Make and track predictions about the events and information likely to come next.

Author's Craft (AC)

K-12.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

Collaboration & Presentation (CP)

K-12.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

Quarter 2 *Cumulative review of skills from quarter 1 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

1.F.PA.6.c: **Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken words.**

- *Segment 2–3 phonemes (R)*
- *Blend 2–3 phonemes (R)*
  - **All skills related to 1.F.PA.6.d should be covered here.**
- *Segment & blend phonemes: initial two-letter consonant blends (M)*
- *Segment & blend phonemes: final two-letter consonant blends (M)*
- *Segment 4-5 phonemes (M)*
- *Blend 4-5 phonemes (M)*

1.F.PA.6.d: **Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes.**

- *Add initial phonemes in single-syllable words (R)*
- *Remove initial phonemes in single-syllable words (R)*
- *Add final phonemes in single-syllable words (R)*
- *Substitute phonemes (initial, final, medial) (R)*

Phonics

1.F.P.2.a: **Decode regularly spelled one-syllable words with a variety of spelling patterns (VCC, CCVC, CVCC, CCVCC, CVCe), including high-frequency words.**

- *CCVC Initial Blends: cr-, cl-, fl-, fr-, gr-, gl-, pl-, pr-, sl-, st- (M)*
- *CCVC Initial Blends: sm-, sn-, sp-, tr-, dr- (M)*
- *CVCC Final Blends: -ft, -lp, -sk, -st, -nd, -mp (M)*
- *Three-Letter Blends: scr-, spl-, spr-, str- (I, C)*
- *Double Final Consonants (f, l, s, z) (M)*
- *Nasal Glued Sounds: -ng & -nk (I, M)*
- *Unstressed a Glued Sound: all (I, C)*
- *Unstressed a Glued Sound: alk (I, C)*
- *Digraph ph (I, C)*
- *Closed Syllable Words with Trigraph: -tch & -dge (I)*
- *CVCC Exceptions: -ild, -ind, -old, -ost (I, M)*
- *VCe with long a (M)*

- *VCe with long i (M)*
- *VCe with long o (M)*
- *VCe with long u and u as /oo/ (M)*
- *VCe with long e (M)*

1.F.P.2.c: Decode one-syllable nonsense words with a variety of spelling patterns (VCC, CCVC, CVCC, CCVCC, CVCe).

- **Include all skills noted in 1.F.P.2.a.**

1.F.P.3.a: Encode regularly spelled one-syllable words with a variety of spelling patterns (VCC, CCVC, CVCC, CCVCC, CVCe), including high-frequency words.

- **Include all skills noted in 1.F.P.2.a.**

1.F.P.3.b: Identify and encode irregularly spelled words, including high-frequency words.

1.F.P.3.c: Encode one-syllable nonsense words with a variety of spelling patterns (VCC, CCVC, CVCC, CCVCC, CVCe).

- **Include all skills noted in 1.F.P.2.a.**

Fluency

1.F.F.1.b: Read a wide range of grade-level texts aloud with increasing accuracy.

Handwriting

1.F.H.1.c: Use appropriate spacing between letters, words, and sentences across lines on a page.

1.F.H.2.a: Perform basic transcription skills.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:

- **1.5 Form regular plural nouns by adding –s or –es.**
- **1.7 Use action verbs.**
- 1.9 Use common and proper nouns.
- 1.12 Capitalize proper nouns.
- 1.13 Use periods, exclamation marks, and question marks at the end of sentences.
- 1.18 Use apostrophes to form contractions and singular possessive nouns.
- 1.19 Form and use irregular plural nouns.

Syntax

1.L.GC.2.a: Distinguish between complete and incomplete sentences, and identify sentence types (declarative, imperative, interrogative, exclamatory).

1.L.GC.2.b: Use a variety of simple sentences (including a variety of sentence types) to develop clarity in written texts.

Vocabulary

1.L.V.1.b:	**Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.**
1.L.V.3.b:	**Identify the relationship between words and their synonyms and antonyms.**

Texts Domain

Context

1.T.C.1.a:	**Identify the general purpose (e.g., to tell stories, to provide information) and target audience for various texts.**
1.T.C.1.c:	Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).

Structures & Style

1.T.SS.1.b:	Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.

Techniques Students should be able to flexibly employ all techniques across writing exercises.

1.T.T.4.a	**Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.**
1.T.T.4.b	Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.

Research & Analysis

1.T.RA.1.a:	Ask questions about topics of interest for research.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.3.a:	Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

Author's Craft (AC)

K-12.P.AC.2.a:	Integrate literary, expository, and opinion elements to appeal to target audiences and achieve specific purposes.

Collaboration & Presentation (CP)

K-12.P.CP.2.b:	Integrate modes and genres most appropriate to purpose and audience.

Quarter 3 *Cumulative review of skills from quarters 1 and 2 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

Review skills from quarters 1 and 2 as needed.

Phonics

1.F.P.2.a: **Decode regularly spelled one-syllable words with a variety of spelling patterns (CV), including high-frequency words.**

- *Open Syllables (M)*
- *Final y Vowel (I, M)*
- *r-Controlled Vowels: ar & or (I, M)*
- *r-Controlled Vowels: er, ir, ur (I, M)*
- *Vowel Digraphs: ai & ay (I, M)*
- *Vowel Digraphs: ee, ea, ey (I, M)*
- *Vowel Digraphs: oa, oe, ow (I, M)*
- *Vowel Digraphs: ue, ew, ui, oo, ou (I, M)*
- *Diphthongs: oi & oy (I, M)*
- *Diphthongs: ou & ow (I, M)*
- *Diphthongs: au & aw (I, M)*
- *Soft Sounds: c & g (I, C)*

1.F.P.2.c: Decode one-syllable nonsense words with a variety of spelling patterns (CV).

- **Include all skills noted in 1.F.P.2.a.**

1.F.P.3.a: Encode regularly spelled one-syllable words with a variety of spelling patterns (CV), including high-frequency words.

- *Open Syllables (C)*
- *Final y Vowel (I, C)*
- *r-Controlled Vowels: ar & or (I, C)*
- *r-Controlled Vowels: er, ir, ur (I, C)*
- *Vowel Digraphs: ai & ay (I, C)*
- *Vowel Digraphs: ee, ea, ey (I, C)*
- *Vowel Digraphs: oa, oe, ow (I, C)*
- *Vowel Digraphs: ue, ew, ui, oo, ou (I, C)*

	• *Diphthongs: oi & oy (I, C)* • *Diphthongs: ou & ow (I, C)* • *Diphthongs: au & aw (I, C)* • *Soft Sounds: c & g (I)*
1.F.P.3.c:	Encode one-syllable nonsense words with a variety of spelling patterns (CV). • **Include all skills noted in 1.F.P.3.a.**
Fluency	
1.F.F.1.c:	Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.
Handwriting	
1.F.H.2.b:	Build handwriting fluency by forming accurate letters and words with increasing speed.
Language Domain	
Grammar, Usage, and Mechanics	
K-2.L.GC.1:	• **1.6 Form and use verbs by adding –ing, -ed, or –s.** • 1.8 Use adjectives and adverbs. • 1.10 Form and use the simple verb tenses. • 1.11 Use determiners (demonstrative adjectives). • 1.14 Form plural nouns by changing –y to –i when adding –es. • 1.15 Use personal pronouns (subject, object, and possessive). • 1.17 Use commas to separate items in a series. • 1.21 Use coordinating conjunctions to join words, phrases, or clauses.
Syntax	
1.L.GC.2.c:	Use singular and plural subjects with matching verbs.
Vocabulary	
1.L.V.3.a	Use context clues within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
1.L.V.3.c:	Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).
1.L.V.3.e	**Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.**

Texts Domain

Context

1.T.C.2.a	Identify who is speaking or telling the story at different points in a text.

Structures & Style

1.T.SS.2.a	**Identify and explain the use of descriptive words in texts.**
1.T.SS.2.b	Use descriptive words to craft engaging texts.

Techniques Students should be able to flexibly employ all techniques across writing exercises.

1.T.T.1.b	**Identify a simple plot with problem and solution.**
1.T.T.1.e	Use knowledge of narrative techniques to create texts that share real or imaged experiences and events with a sense of closure.
1.T.T.2.b:	**Describe the connection between two individuals, events, or ideas within a text.**
1.T.T.3.a	Identify techniques used to craft opinion texts, including the author's opinion and supporting reasons.

Research & Analysis

1.T.RA.1.c:	Share relevant and accurate information through a variety of different modes.
1.T.RA.2.b:	Explore various sources of information, including print, digital, and personal communication.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.2.a:	Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
K-12.P.EICC.2.b:	Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.

Author's Craft (AC)

K-12.P.AC.2.b:	Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.

Situating Texts (ST)

K-12.P.ST.1.b:	Consider how context impacts the purposes of the author and the audience.

Quarter 4 *Cumulative review of skills from quarters 1, 2, and 3 will continue as new skills are introduced.*

Foundations Domain

Phonological Awareness

Review and continue skills from quarters 1, 2, and 3.

Phonics

1.F.P.2.d: Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.

- *Syllable Division Rules: VCCV & VCCCV (I, C)*
- *Syllable Division Rules: Compound Words (I, C)*
- *Syllable Division Rules: V/CV & VC/V (I, C)*
- *Final Stable Syllable: Consonant+le (I, C)*

1.F.P.3.d: Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.

- *Syllable Division Rules: VCCV & VCCCV (I)*
- *Syllable Division Rules: Compound Words (I)*
- *Syllable Division Rules: V/CV & VC/V (I)*
- *Final Stable Syllable: Consonant+le (I)*

Fluency

1.F.F.1.d: Self-correct while reading text (silently or aloud) to improve comprehension and fluency, rereading as necessary.

Handwriting

Review and continue skills from quarters 1, 2, and 3.

Language Domain

Grammar, Usage, and Mechanics

K-2.L.GC.1:

- 1.16 Use frequently occurring prepositions.
- 1.17 Use commas to format dates, addresses, salutations, and closings.
- 1.20 Form and use the past tense of irregular verbs.

Syntax

1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.

Vocabulary

1.L.V.3.d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.

Texts Domain

Context

Review and continue skills from quarters 1, 2, and 3.

Structures & Style

1.T.SS.1.c: Use transition words, including once upon a time, next, and last to sequence events and actions.

Techniques *Students should be able to flexibly employ all techniques across writing exercises.*

1.T.T.2.d: Use knowledge of expository texts to introduce a topic, supply facts about the topic, and provide a sense of closure.

1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provide two or more reasons to support the opinion with linking words “and” and “because”.

Research & Analysis

1.T.RA.2.a: Refer to parts of texts when supporting an idea, answer, or opinion.

Practices Domain

Engagement & Intention for Comprehension & Composition (EICC)

K-12.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.

K-12.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.

Author's Craft (AC)

K-12.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.

Collaboration & Presentation (CP)

K-12.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.

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 the Number Sequence with Place Value and Counting to 120 (5 - 6 weeks)

In Unit 1, students will expand their conceptualization of numbers 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 forward and backward within 120. Along with developing an understanding of counting and place value, students will investigate real-life situations via inquiry. They will ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order the whole numbers.

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.

PAR.3: Identify, describe, extend, and create repeating patterns, growing patterns, and shrinking patterns found in real-life situations.

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 >.

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.

Unit 2 – Building and Explaining the Relationship Between Addition and Subtraction (4 -5 weeks)

In this unit, students will explore number relationships to develop fluency within 10 using addition and subtraction strategies as they engage in real-world problem solving and modeling with mathematics.

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 10.

Standards for Student Mastery for Unit 2

NR.2.1: Use a variety of strategies to solve addition and subtraction problems within 10.

NR.2.2: Use pictures, drawings, and equations to develop strategies for addition and subtraction within 10 by exploring strings of related problems.

NR.2.3: Recognize the inverse relationship between subtraction and addition within 10 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 10.

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 10.

Unit 3 – Extending 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 extend their understanding of number relationships to utilize addition and subtraction strategies within 20 as they engage in real world problem solving and model with mathematics.

Overarching Standards for Unit 3

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.

Standards for Student Mastery for Unit 3

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.

Semester 2 (January – May)

Unit 4 – Exploring Meaningful Measurements (5 - 6 weeks)

In 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 real-world problems involving length, time, and money.

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.

Standards for Student Mastery for Unit 4

MDR.6.1: Estimate, measure, and record lengths of objects using non-standard units. 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 different groups of pennies, nickels, dimes, or quarters, where each group consists of only one type of coin.

MDR.6.4: Ask questions, including those about length, time, or money, and answer them based on gathered information, observations, and appropriate graphical displays.

Unit 5 – Investigating Shapes and Patterns (3 - 4 weeks)

In Unit 5, 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 identify repeating patterns, inclusive of number strings, shapes, and operations, define and describe attributes of the patterns, and create repeating, shrinking, and growing patterns based on attribute, or repeated addition (by 1s, 2s, 5s and 10s).

Overarching Standards for Unit 5

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: Analyze graphical displays of data to answer relevant questions.

Standards for Student Mastery for Unit 5

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.

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.

MDR.6.4: Ask questions about patterns and shapes and answer them based on gathered information, observations, and appropriate graphical displays.

Unit 6 – Problem Solving to Answer Real-Life Questions (7 - 8 weeks)

In this unit, students will develop and use strategies to solve contextual problems within 100. Students will refine their mental math strategies as they use and connect place value understanding, single digit addition/subtraction strategies, and concrete tools to add and subtract one- and two-digit numbers 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 to solve and justify solutions to real-life problems.

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.

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.

Standards for Student Mastery for Unit 6

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 >.

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.

NR.5.1: Use a variety of strategies to solve applicable, mathematical addition and subtraction problems with one- and two-digit whole numbers up to 100.

NR.5.2: Given a two-digit number, 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.

MDR.6.4: Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to compare and order whole numbers.

Unit 7 – Culminating Task (1 – 2 weeks)

The culminating task allows students to apply content learned in previous units throughout the school year while engaging in open-ended, inquiry-based learning. This task should invite students to investigate a real-world mathematical problem using the Mathematical Modeling Framework and/or the Framework for Statistical Reasoning. Students will demonstrate deep understanding of the standards by creating a presentation, report, or demonstration that answers an overarching driving question.

Overarching Standards for Unit 7

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.

Standards for Student Mastery for Unit 7

ALL associated learning objectives.

1st Grade
Science

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.

<table>
<tr><th>Science and Engineering Practices</th><th>Crosscutting Concepts</th><th>Disciplinary Core Ideas</th></tr>
<tr><td>Asking Questions (Science) and Defining Problems (Engineering)</td><td rowspan="2">Patterns</td><td rowspan="2">Engineering, Technology, and the Application of Science (TLS)</td></tr>
<tr><td>Developing and Using Models</td><td>Cause and Effect: Mechanism and Explanation</td></tr>
<tr><td>Planning and Carrying Out Investigations</td><td>Scale, Proportion, and Quantity</td><td rowspan="2">Physical Science (P)</td></tr>
<tr><td>Analyzing and Interpreting Data</td><td>Systems and System Models</td></tr>
<tr><td>Mathematics and Computational Thinking</td><td rowspan="2">Energy and Matter: Flows, Cycles, and Conservation</td><td rowspan="2">Life Science (L)</td></tr>
<tr><td>Constructing Explanations (Science) and Designing Solutions (Engineering)</td></tr>
<tr><td>Engaging in Argument from Evidence</td><td>Structure and Function</td><td rowspan="2">Earth and Space Science (E)</td></tr>
<tr><td>Obtaining, Evaluating, and Communicating Information</td><td>Stability and Change</td></tr>
</table>

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.

Overarching Standard for Unit 0

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

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, thermometer) to experiment, measure, gather data, record observations and results. Create drawings, charts, labeled graphs, and simple sentences to explain data.

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.

Overarching Standard for Unit 1

1E1: Obtain, evaluate, and communicate weather data to identify weather patterns.

1E1.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

1E1.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.

1E1.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.

Overarching Standard for Unit 2

1L1: Obtain, evaluate, and communicate information about the basic needs of plants and animals.

1L1.c: Design a solution to ensure that a plant or animal has all of its growth and development needs met.

- Ask questions to identify the needs of plants (air, water, light, and nutrients).

Supporting Standards for Student Mastery in Unit 2

1L1.a: Develop models to identify the parts of a plant—root, stem, leaf, and flower.

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.

Overarching Standard for Unit 3

1L1: Obtain, evaluate, and communicate information about the basic needs of plants and animals.

1L1.c: Design a solution to ensure that a plant or animal has all of its growth and development needs met.

- Identify the needs of animals (air, water, food, and shelter).

Supporting Standards for Student Mastery in Unit 3

1L1.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.

Overarching Standard for Unit 3

1L1: Obtain, evaluate, and communicate information about the basic needs of plants and animals.

1L1.c: Design a solution to ensure that a plant or animal has all its growth and development needs met.

- Identify the needs of animals (air, water, food, and shelter).

Supporting Standards for Student Mastery in Unit 3

1L1.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.

Overarching Standard for Unit 4

1E1: Obtain, evaluate, and communicate weather data to identify weather patterns.

1E1.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.)

Supporting Standards for Student Mastery in Unit 4

1E1.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.

1E1.b: Ask questions to identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).

1E1.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.

Overarching Standard for Unit 5

1P2: Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.

1P2.b: Plan and carry out an investigation to demonstrate how magnets attract and repel each other and the effect of magnets on common objects.

Supporting Standards for Student Mastery in Unit 5

1P2.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.

Overarching Standard for Unit 6

1P1: Obtain, evaluate, and communicate information to investigate light and sound.

1P1.c: Plan and carry out an investigation of shadows by placing objects at various points from a source of light.

Supporting Standards for Student Mastery in Unit 6

1P1.a: Use observations to construct an explanation of how light is required to make objects visible.

- Explain how light creates a shadow.

1P1.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.

Overarching Standard for Unit 7

1P1: Obtain, evaluate, and communicate information to investigate light and sound.

1P1.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 different sounds.

Supporting Standards for Student Mastery in Unit 7

1P1.e: Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.

1st Grade
Social Studies

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 (ISPs)**, **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.

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

1st Grade
Social Studies

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)

G2: 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).

Unit 2 - My World (7 weeks)

G3: Locate major topographical features of the earth's surface.

G3.a: Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.

G3.b: Locate the major oceans: Arctic, Atlantic, Pacific, Southern, and Indian.

G3.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).

Unit 3 – Historical Figures – Part 1 (7 weeks)

H1: Read about and describe the life of these historical figures in American history.

H1.a: Identify the contributions made by these figures: ~~Benjamin Franklin (inventor/author/ statesman),~~ Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), ~~Theodore Roosevelt (National Parks and the environment), George Washington Carver (science),~~ and Ruby Bridges (civil rights).

H1.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.

G1: Describe how each historic figure was influenced by his or her time and place.

G1.a: American colonies (~~Benjamin Franklin and~~ Thomas Jefferson)

G1.b: American frontier (Lewis & Clark and Sacagawea)

G1.d: Southern U.S. (~~George Washington Carver~~ and Ruby Bridges)

MGS.7: Use a map to explain the impact of geography on historical and current events.

Semester 2 (January – May)

Unit 4 – Patriotic Songs (3 weeks) ***moved unit from Unit 2 to be closer to President's Day**

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.).

Unit 5 – Economics (7 weeks)

E4: Explain that people earn income by working and that they must make choices about how much to save and spend.

E1: Identify goods that people make and services that people provide for each other.

E2: Explain that scarcity is when unlimited wants are greater than limited resources.

E3: Describe how people are both producers and consumers.

Unit 6 – Historical Figures – Part 2 (9 weeks)

H1: 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).

H1.a: Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), ~~Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration),~~ Theodore Roosevelt (National Parks and the environment), and George Washington Carver (science)~~, and Ruby Bridges (civil rights)~~.

H1.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.

G1: Describe how each historic figure was influenced by his or her time and place.

G1.a: American colonies (Benjamin Franklin ~~and Thomas Jefferson~~)

G1.c: National Parks (Theodore Roosevelt)

G1.d: Southern U.S. (George Washington Carver ~~and Ruby Bridges~~)