

Grade One

Students who enter first grade from kindergarten continue phonological development, making major growth in learning to read. They develop more advanced phonics skills and begin to build a bank of sight words. First graders continue to learn as their ability to read grows. They read, listen to, and discuss more complex stories, and they begin to make connections between what they read and hear and the experiences of their lives. They begin to monitor and self-correct their reading.

First graders also continue to produce text through speaking and writing. They make major developments in writing, learning to write a story that shows focus and organization. First graders begin to use the writing process to plan and produce their writing experiences. They continue to use drawings to illustrate their stories.

The conventions of language gain importance to first graders as they begin to have a desire for neatness and correctness. They learn to expand sentences and recognize paragraphs, and they begin to learn the rules of language and spelling. First graders expand their listening and speaking vocabularies by reading and hearing a wide variety of texts. They show evidence of expanding their language repertoire, including increasing the appropriate use of more formal language registers. First graders are moving towards mastery of language use in order to read and write both for information and pleasure. Students also write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

CONCEPTS OF PRINT

ELA1R1 The student demonstrates knowledge of concepts of print. The student

- a. Understands that there are correct spellings for words.
- b. Identifies the beginning and end of a paragraph.
- c. Demonstrates an understanding that punctuation and capitalization are used in all written sentences.

PHONOLOGICAL AWARENESS

ELA1R2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Isolates beginning, middle, and ending sounds in single-syllable words.
- b. Identifies onsets and rimes in spoken one-syllable words.
- c. Adds, deletes, or substitutes target sounds to change words (e.g., change top to stop; change smile to mile; change cat to cap).
- d. Distinguishes between long and short vowel sounds in spoken, one-syllable words (can and cane).
- e. Orally blends two to four phonemes into recognizable and/or nonsense words.
- f. Automatically segments one-syllable words into sounds.

PHONICS

ELA1R3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Automatically generates the sounds for all letters and letter patterns, including long and short vowels.
- b. Applies knowledge of letter-sound correspondence to decode new words.
- c. Reads words containing consonant blends and digraphs.

- d. Reads words with inflectional endings.
- e. Reads compound words and contractions in grade appropriate texts.
- f. Reads words containing vowel digraphs and r-controlled vowels.
- g. Uses spelling patterns to recognize words.
- h. Applies learned phonics skills when reading and writing words, sentences, and stories.

FLUENCY

ELA1R4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads grade-level text with appropriate expression.
- d. Reads first-grade text at a target rate of 60 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads and listens to a variety of texts and uses new words in oral and written language.
- b. Recognizes grade-level words with multiple meanings.
- c. Identifies words that are opposites (antonyms) or have similar meanings (synonyms).

COMPREHENSION

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- b. Makes predictions using prior knowledge.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.
- d. Retells stories read independently or with a partner.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.
- g. Identifies the main idea and supporting details of informational text read or heard.
- h. Self-monitors comprehension and rereads when necessary.
- i. Recognizes cause-and-effect relationships in text.

- j. Identifies word parts to determine meanings.
- k. Begins to use dictionary and glossary skills to determine word meanings.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.
- m. Recognizes and uses graphic features and graphic organizers to understand text.

Writing

The student begins to write text that develops a central idea or tells a story. The writing begins to show consideration of the audience and purpose. The student progresses through the stages of the writing process. The student's writing begins to reflect the conventions of written English.

ELA1W1 The student begins to understand the principles of writing. The student

- a. Writes texts of a length appropriate to address a topic and tell a story.
- b. Describes an experience in writing.
- c. Rereads writing to self and others, revises to add details, and edits to make corrections.
- d. Prints with appropriate spacing between words and sentences.
- e. Writes in complete sentences with correct subject-verb agreement.
- f. Uses nouns (singular and plural) correctly.
- g. Begins to use personal pronouns (e.g., I, me, we, us) in place of nouns.
- h. Uses singular possessive pronouns.
- i. Begins to write different types of sentences (e.g., simple/compound and declarative/interrogative).
- j. Begins to use common rules of spelling.
- k. Begins to use a variety of resources (picture dictionaries, the Internet, books) and strategies to gather information to write about a topic.
- l. Uses appropriate end punctuation (period and question mark) and correct capitalization of initial words and common proper nouns (e.g., personal names, months).
- m. Uses commas in a series of items.

ELA1W2 The student writes in a variety of genres, including narrative, informational, persuasive and response to literature.

The student will write a narrative that:

- a. Begins to capture a reader's interest by writing a personal story.
- b. Begins to maintain a focus.
- c. Adds details to expand a story.
- d. Begins to use organizational structures (beginning, middle, end, and sequence of events) and strategies (transition words and time cue words).
- e. Begins to develop characters and setting through dialogue and descriptive adjectives.

- f. Begins to develop a sense of closure.
- g. May include oral or written pre-writing (graphic organizer).
- h. May include a draft that is revised and edited.
- i. May be published.

The student produces informational writing that:

- a. Begins to capture a reader's interest.
- b. Stays on one topic and begins to maintain a focus.
- c. Adds details to expand a topic.
- d. Begins to use organizational structures (steps , chronological order) and strategies (description).
- e. Begins to use graphic features (charts, pictures, headings).
- f. Begins to use a variety of resources (picture dictionaries, Internet, books) and strategies to gather information to write about a topic.
- g. Begins to develop a sense of closure.
- h. May include oral or written prewriting (graphic organizers).
- i. May include a draft that is revised and edited.
- j. May be published.

The student produces a persuasive piece that:

- a. Captures a reader's interest by stating a position/opinion.
- b. Begins to maintain a focus.
- c. Adds details to support an opinion.
- d. Begins to use formats appropriate to the genre (letter, list of reasons, poster).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizer).
- g. May include a draft that is revised and edited.
- h. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by stating a position/opinion about a text.
- b. Begins to demonstrate an understanding of the text through oral retelling, pictures, or in writing.
- c. Makes connections: text-to-self, text-to-text, text-to-world.
- d. Begins to use organizational structures (beginning, middle, and end with details from the text).
- e. May have a sense of closure.
- f. May include oral or written prewriting (graphic organizers).
- g. May include a draft that is revised and edited.
- h. May be published.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA1LSV1 The student uses oral and visual strategies to communicate. The student

- a. Follows three-part oral directions.
- b. Recalls information presented orally.
- c. Responds appropriately to orally presented questions.
- d. Increases vocabulary to reflect a growing range of interests and knowledge.
- e. Communicates effectively when relating experiences and retelling stories read, heard, or viewed.
- f. Uses complete sentences when speaking.

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By the end of grade one, students will understand and use the concept of ones and tens in the place value number system. The students will add and subtract small numbers with ease. They will represent quantity with numbers, models, diagrams, and number sentences. They will begin to use tools for measuring and observe, create, and decompose geometric shapes and solve simple problems including those involving spatial relationships. The students will pose questions, record data, and interpret simple charts and picture graphs.

Instruction and assessment should include the use of manipulatives and appropriate technology. Topics should be represented in multiple ways including symbolic, verbal/written, numeric/data-based, graphical, and concrete/pictorial. Concepts should be introduced and used in the context of real world phenomena.

Concepts/Skill to Maintain

Number words

Ordinal numbers

Equivalence

Basic 2-Dimensional and 3-Dimensional geometric shapes

Spatial relationships – positional words

Calendar time and daily schedule

Estimating-using 5 and 10 as benchmarks

Name and value of coins

Measurement -comparing and ordering by direct comparison

NUMBER AND OPERATIONS

Students will understand how to represent numbers, and be able to add and subtract small numbers.

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- a. Represent numbers up to 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using manipulatives and pictures.
- b. Correctly count and represent the number of objects in set using numerals.
- c. Compare small sets using the terms greater than, less than, and equal to.
- d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.

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- e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters up to one dollar; count out a combination of coins needed to purchase items up to one dollar.
- f. Identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills; count out a combination of bills needed to purchase items that total up to twenty dollars.

M1N2. Students will understand place value notation for the numbers 1 to 99. (Discussions may allude to 3-digit numbers to assist in understanding place value.)

- a. Determine to which ten a given number is closest using tools such as a sequential number line or chart.
- b. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.
- c. Decompose numbers from 10 to 99 as the appropriate number of tens and ones.

M1N3. Students will add and subtract numbers less than 100, as well as understand and use the inverse relationship between addition and subtraction.

- a. Identify one more than, one less than, 10 more than, and 10 less than a given number.
- b. Skip-count by 2s, 5s, and 10s, forward and backwards; to and from numbers up to 100.
- c. Compose/decompose numbers up to 10 (e. g. $3+5=8$, $8=5+2+1$).
- d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.
- e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.
- f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)
- g. Apply addition and subtraction to 2 digit numbers without regrouping (e.g. $15 + 4$, $80-60$, $56 + 10$, $100-30$, $52 + 5$).
- h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.

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- M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.**
- Use informal strategies to share objects equally between two to five people.
 - Build number patterns, including concepts of even and odd, using various concrete representations. (Examples of concrete representations include a hundreds chart, ten grid frame, place value chart, number line, counters, or other objects.)
 - Identify, label, and relate fractions (halves, fourths) as equal parts of a collection of objects or a whole using pictures and models.
 - Understand halves and fourths as representations of equal parts of a whole.

MEASUREMENT

Students will measure basic quantitative attributes of concrete objects.

- M1M1. Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.**
- Directly compare and/or order length, height, weight, and capacity of concrete objects.
 - Estimate and measure using a non-standard unit that is smaller than the object to be measured.
 - Measure with a tool by creating a “ruled” stick, tape, or container by marking off ten segments of the repeated single unit.
- M1M2. Students will develop an understanding of the measurement of time.**
- Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand.
 - Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year.
 - Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after).

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GEOMETRY

Students will understand the concepts of basic geometric shapes and spatial relationships of concrete objects.

M1G1. Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.

- a. Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.
- b. Build, represent, name, and describe cylinders, cones, and rectangular prisms.
- c. Create pictures and designs using shapes, including overlapping shapes.

M1G2. Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.

M1G3. Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).

DATA ANALYSIS AND PROBABILITY

Students will pose questions, collect, organize and interpret data about themselves and their surroundings.

M1D1. Students will create simple tables and graphs and interpret them.

- a. Interpret tally marks, picture graphs, and bar graphs.
- b. Pose questions, collect, sort, organize and record data using objects, pictures, tally marks, picture graphs, and bar graphs.

Process Standards

Each topic studied in this course should be developed with careful thought toward helping every student achieves the following process standards.

M1P1. Students will solve problems (using appropriate technology).

- a. Build new mathematical knowledge through problem solving.

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- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.
- d. Monitor and reflect on the process of mathematical problem solving.

M1P2. Students will reason and evaluate mathematical arguments.

- a. Recognize reasoning and proof as fundamental aspects of mathematics.
- b. Make and investigate mathematical conjectures.
- c. Develop and evaluate mathematical arguments and proofs.
- d. Select and use various types of reasoning and methods of proof.

M1P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely.

M1P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

M1P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena.

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The following terms and symbols are often misunderstood. These concepts are not an inclusive list and should not be taught in isolation. However, due to evidence of frequent difficulty and misunderstanding associated with these concepts, instructors should pay particular attention to them and how their students are able to explain and apply them.

The definitions are for teacher reference only and are not intended to be memorized by students. Teachers should present these concepts to students with models and real life examples. Students should understand the concepts involved and be able to recognize and/or demonstrate them with words, models, pictures, or numbers.

Terms/Symbols:

place value: ones, tens, greater than, less than, equal to, fewer than, more than, equivalent, sum/add, difference/subtract, coins: penny, nickel, dime, quarter, bills, fair trade, compare/contrast, length, height, weight, estimate, hexagon, cylinder, cone, rectangular prism, corner, vertex, =, +, -, even, odd, tally mark, bar graph, $\frac{1}{2}$, $\frac{1}{4}$, skip counting

First Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the first grade level. The Project 2061's *Benchmarks for Science Literacy* is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council's *National Science Education Standards*. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student's success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet the student needs. Safety of the student should always be foremost in science instruction.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the **Characteristics of Science** and its **Content**. The Georgia Performance Standards for Science require that instruction be organized so that these are treated together. Therefore, **A CONTENT STANDARD IS NOT MET UNLESS APPLICABLE CHARACTERISTICS OF SCIENCE ARE ALSO ADDRESSED AT THE SAME TIME**. For this reason they are presented as co-requisites.

This Performance Standards include four major components. They are

The Standards for Georgia Science Courses. The Characteristics of Science co-requisite standards are listed first, followed by the Content co-requisite standards. Each Standard is followed by elements that indicate the specific learning goals associated with it.

Tasks that students should be able to perform during or by the end of the course. These are keyed to the relevant Standards. Some of these can serve as activities that will help students achieve the learning goals of the Standard. Some can be used to assess student learning, and many can serve both purposes.

Samples of student work. As a way of indicating what it takes to meet a Standard, examples of successful student work are provided. Many of these illustrate how student work can bridge the Content and Characteristics of Science Standards. The Georgia DOE Standards web site will continue to add samples as they are identified and teachers are encouraged to submit examples from their own classroom experiences.

Teacher Commentary. Teacher commentary is meant to open the pathways of communication between students and the classroom teacher. Showing students why they did or did not meet a standard enables them to take ownership of their own learning.

Georgia Performance Science Standards-- Explanation of Coding

Characteristics of Science Standards

SKCS1

Science Kindergarten Characteristics of Science Standard #1****

S8CS2

Science Grade **8 Characteristics of Science Standard #**2****

SCSh8

Science Characteristics of Science high school Standard #8****

Content Standards

S5P3

Science Grade **5 Physical Science Standard #**3****

S4E2

Science Grade **4 Earth Science Standard #**2****

S7L4

Science Grade **7 Life Science Standard #**4****

SC1

Science Chemistry Standard #1****

SB4

Science Biology Standard #4****

SPS6

Science Physical Science Standard #6****

SP3

Science Physics Standard #3****

First grade students raise questions about the world around them and seek answers by making observations. They use whole numbers to analyze scientific data. They identify what things can do when put together and what cannot be done when things are not put together. First graders create drawings that correctly depict something being described. They follow safety rules.

Patterns

First grade students make observations, ask questions about, and investigate patterns. They learn best from their own actions. Therefore, they make predictions and plan simple investigations in order to understand the world around them. They notice repeating patterns in shadows, weather, and daily needs of plants and animals.

Major Concepts/ Skills:	Concepts/Skills to Maintain:
Earth Science	Habits of Mind
Weather patterns	Asks questions
Seasons	Uses numbers to quantify
Physical Science	Works in a group
Sound	Uses tools to measure and view
Shadows	Looks at how parts of things are needed
Magnets	Describes and compares using
Life Science	physical attributes
Characteristics of living things	Observes using senses
Basic needs of living things	Draws and describes observations

Co-Requisite - Characteristics of Science

Habits of Mind

S1CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

- a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out.

S1CS2. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

- a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences.
- b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer.
- c. Give rough estimates of numerical answers to problems before doing them formally.
- d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.

S1CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- a. Use ordinary hand tools and instruments to construct, measure, and look at objects.
- b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.
- c. Identify and practice accepted safety procedures in manipulating science materials and equipment.

S1CS4. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model—such as a toy or a picture—to describe a feature of the primary thing.
- b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change.
- c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.

S1CS5. Students will communicate scientific ideas and activities clearly.

- a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.
- b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described.
- c. Use simple pictographs and bar graphs to communicate data.

The Nature of Science

S1CS6. Students will be familiar with the character of scientific knowledge and how it is achieved.

Students will recognize that:

- a. When a science investigation is done the way it was done before, we expect to get a similar result.
- b. Science involves collecting data and testing hypotheses
- c. Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests.
- d. All different kinds of people can be and are scientists.

S1CS7. Students will understand important features of the process of scientific inquiry.

Students will apply the following to inquiry learning practices:

- a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other.
- b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus.

- c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help.
- d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets.

Co-Requisite - Content

Earth Science

S1E1. Students will observe, measure, and communicate weather data to see patterns in weather and climate.

- a. Identify different types of weather and the characteristics of each type.
- b. Investigate weather 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 or on a calendar seasonally.
- c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes.

S1E2. Students will observe and record changes in water as it relates to weather.

- a. Recognize changes in water when it freezes (ice) and when it melts (water).
- b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water).
- c. Determine that the weight of water before freezing, after freezing, and after melting stays the same.
- d. Determine that water in an open container disappears into the air over time, but water in a closed container does not.

Physical Science

S1P1. Students will investigate light and sound.

- a. Recognize sources of light.
- b. Explain how shadows are made.
- c. Investigate how vibrations produce sound.
- d. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft.
- e. Identify emergency sounds and sounds that help us stay safe.

S1P2. Students will demonstrate effects of magnets on other magnets and other objects.

- a. Demonstrate how magnets attract and repel.
- b. Identify common objects that are attracted to a magnet.
- c. Identify objects and materials (air, water, wood, paper, your hand, etc.) that do not block magnetic force.

Life Science

S1L1. Students will investigate the characteristics and basic needs of plants and animals.

- a. Identify the basic needs of a plant.
 1. Air
 2. Water
 3. Light
 4. Nutrients
- b. Identify the basic needs of an animal.
 1. Air
 2. Water
 3. Food
 4. Shelter
- c. Identify the parts of a plant—root, stem, leaf, and flower.
- d. Compare and describe various animals—appearance, motion, growth, basic needs.

Grade One

AMERICAN HEROES

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.

Historical Understandings

SS1H1 The student will read about and describe the life of historical figures in American history.

- 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), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

SS1H2 The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley.

Geographic Understandings

SS1G1 The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a.

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth's surface.

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian.
- c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

Government/Civic Understandings

SS1CG1 The student will describe how the historical figures in SS1H1a display positive character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment.

SS1CG2 The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful.

Economic Understandings

SS1E1 The student will identify goods that people make and services that people provide for each other.

SS1E2 The student will explain that people have to make choices about goods and services because of scarcity.

SS1E3 The student will describe how people are both producers and consumers.

SS1E4 The student will describe the costs and benefits of personal spending and saving choices

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

Description: Students perform locomotor skills in combination with non-locomotor skills and demonstrate mature form in the hop, jump, and leap. When traveling through general and personal space, students demonstrate the ability to move in a variety of pathways, in different directions, and at different levels. Several non-locomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Students are able to direct manipulative objects toward an intended target.

Elements:

a. Demonstrates basic movement patterns while changing directions and levels in general and personal space.

Examples:

- Maintains balance while moving first backwards and then forwards after a cue from the teacher.
- Changes levels to maneuver through an obstacle course.

b. Demonstrates the hop, jump, and leap while participating in physical activities.

Examples:

- Uses a mature form of hopping, leaping, and jumping during rhythmic activities.
- Travels between stations by hopping, leaping, and jumping.

c. Demonstrates non locomotor skills.

Examples:

- Moves while curling, twisting, and swaying.
- Shows balance while performing a scale during an educational gymnastics activity.

d. Demonstrates basic manipulative skills.

Examples:

- Kicks a stationary ball.
- Strikes a balloon using various body parts.

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.2: Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities.

Description: Students use movements and manipulative skill concepts while expanding and applying skills to their basic knowledge.

Elements:

a. Demonstrates knowledge of basic locomotor skills.

Examples:

- Students skip through general space on cue.
- Students will change locomotor skills on verbal command.

b. Demonstrates knowledge of basic non-locomotor skills.

Examples:

- Students curl, twist, or bend when prompted.
- Students design a combination of non-locomotor skills.

c. Demonstrates use of movement concepts while striking and kicking.

Examples:

- Students use appropriate force to kick a stationary ball to the wall or to a partner.
- Students strike the balloon with different degrees of force to move the balloon to different levels.

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.3: Participates regularly in physical activity.

Description: Students express pleasure when participating in physical activity. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education classes.

Elements:

a. Improves skills while participating in enjoyable activities.

Examples:

- Improves tossing and catching skills when playing catch with a partner.
- Improves rhythmic skills with Lummi Sticks.

b. Participates in physical activity most days of the week.

Examples:

- Participates in school clubs or programs featuring physical activities.
- Rides bikes after school.

c. Participates regularly in a variety of non-structured and minimally organized physical activities inside and outside of physical education class.

Examples:

- Plays tag games at recess or hop scotch.
- Plays jump rope games.

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.4: Achieves and maintains a health enhancing level of physical fitness.

Description: Students will enjoy physical activity for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.

Elements:

a. Participates in fitness and conditioning related activities.

Examples:

- Participates in moderate to vigorous activity continuously for at least 5 minutes.
- Traverses along a rock wall with little teacher assistance.

b. Identifies physiological indicators that accompany moderate to vigorous physical activities.

Examples:

- After playing crab soccer, students are able to identify breathing hard as an example of physical exertion.
- Recognizes that doing push-ups makes your arm muscles tired.
- Recognizes that stomach muscles get tired when doing sit-ups or crunches.
- Identifies that the heart beats faster after dancing or moving vigorously.

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Description: Students recognize rules, directions, and safety procedures while participating in physical activity. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.

Elements:

a. Demonstrates self-control and follows rules and procedures with very little teacher direction.

Examples:

- Lines up at the end of class in the appropriate spot.
- Keeps hands and body under control.

b. Uses body, space, and equipment safely.

Examples:

- Moves safely in a large group while changing directions and pathways.
- Swings pillo-polo stick while remaining in a safe space.

c. Cooperates with others.

Examples:

- Uses kindness and encouragement to help others.
- Takes turns throwing at a target.

d. Uses appropriate means to resolve simple conflicts on their own.

Examples:

- Allows a partner to have a “redo”.
- Apologizes for stepping on someone’s hand.

Georgia Performance Standards Framework for Physical Education

FIRST GRADE

PE1.6: Values physical activity for health, enjoyment, challenge, self- expression, and/or social interaction.

Description: Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.

Elements:

a. Participates in and describes enjoyment of various physical activities.

Examples:

- Identifies physical activity preferences.
- Completes teacher created survey to show emotions experienced during activity.

b. Willingly participates in new and challenging activities.

Examples:

- Is excited at the prospect of learning a new game.
- Challenges self at stations to improve the skill needed for a new activity.