

Cedar Fork Elementary

Grade 1 – Second Quarter – Assessed Objectives

Reading	Writing	Math
<p>Phonological Awareness (Orally) 1.015 Make and say a series of rhyming words that may include consonant blends (e.g., flag, brag). 1.013 Break words (segments) into individual sounds and say each sound (CVC, i.e., sat is /s/ /a/ /t/)</p> <p>Phonics/Word Recognition 1.012 Blend the sounds to read 1-syllable words (CVCe, e.g., /r/ /o/ /p/ is rope). 1.023 Use common consonant digraphs to read unknown words (e.g., th-, ch-, sh-, wh-, -ck) 1.025 Uses common consonant blends to read unknown words (e.g., sh-, bl-, tr-, etc.). 1.026 Use endings to read unknown words (e.g., -s, -ed, -ing). 1.024 Decodes by using common rimes (word families, i.e., -ag, -ug, -ing, -ed, -ell, -ot, -ake, -ine). 1.022 Recognize at least 50 high frequency words. 1.04 Check decoding of unknown words when reading by using beginning sounds and known word families. 1.028 Read contractions and compound words.</p> <p>Comprehension (Text is read, heard, or seen.) 2.042 Anticipate the vocabulary you might read in a new text based on the topic. 2.03 Use graphic organizers (e.g., story maps, KWL, etc.) to help you read and understand with some teacher support – fiction text and nonfiction text. 2.11 Retell fiction including setting, characters, major events, and message or lesson. 2.02 Choose to read different types of texts (e.g., stories, poems, etc.) 2.09 Read and follow simple written instructions.</p> <p>Connections 3.06 Talk about ways authors use sentences to make it interesting and tell a story (e.g., telling sentences, asking sentence, etc.) 3.041 Create pictures to share personal experiences and ways you feel about texts that have been read or heard.</p> <p>Developing Reading Habits Choose own texts and read independently for 15 minutes daily.</p>	<p>Products 4.041 Think about your purpose when talking and writing (e.g., talk about a book, write a list, tell a story, etc.) 4.02 Use words that describe and name characters and settings (who, where) and words that tell actions and events (what happened, what did character do) in talk and in writing. 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).</p> <p>Grammar and Language Conventions 5.01 Use knowledge about sounds and letters to correctly spell 3 and 4 letter words (e.g., word families, word patterns, etc.) 5.04 Uses complete sentences to write simple texts. 5.072 Write legibly in manuscript handwriting.</p>	<p>Number and Operations Goal 1 - The learner will read, write, and model whole numbers through 99 and compute with whole numbers. 1.01 Develop number sense for whole numbers through 99 (through 60). 1.01a Connect the model, number word, and number using a variety of representations. 1.01b Use efficient strategies to count the number of objects in a set. 1.01c Read and write numbers. 1.01d Compare and order sets and numbers. 1.01e Build understanding of place value (ones, tens). 1.01f Estimate quantities fewer than or equal to 100. 1.01g Recognize equivalence in sets and numbers 1-99. 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects. 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens. 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).</p> <p>Measurement Goal 2 – The learner will use non-standard units of measure and tell time. 2.02 Develop an understanding of the concept of time. 2.02b Solve problems involving spatial visualization.</p> <p>Geometry Goal 3 - The learner will explore concepts of geometry. 3.01 Identify, build, draw & name parallelograms, squares, trapezoids & hexagons. 3.03 Compare and contrast geometric figures.</p> <p>Data Analysis and Probability Goal 4 – The learner will understand and use data and simple probability concepts. 4.01 Collect, organize, describe & display data using plots & tallies.</p> <p>Algebra Goal 5 - The learner will demonstrate an understanding of classification and patterning. 5.02 Use Venn diagrams to illustrate similarities and differences in two sets. 5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.</p>

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Science	Health	Social Studies
<p>Goal 2 – The learner will make observations and use student-made rules to build an understanding of solid earth materials.</p> <p>2.01 Describe and sort a variety of earth materials based on their properties: Color, Hardness, Shape, and Size</p> <p>2.02 Describe rocks and other earth materials in more than one way, using student-made rules.</p> <p>2.03 Observe the various components that combine to make soil.</p> <p>2.04 Compare the components of soil samples from different places.</p> <p>2.05 Explore where useful earth materials are found and how they are used.</p>	<p>Goal 6 – The learner will choose not to participate in substance use.</p> <p>6.01 Identify risks of incorrect use of medicines.</p> <p>6.02 State school rules regarding use of medicines and substances.</p> <p>6.03 Report but not touch needles/syringes or containers for alcohol or tobacco.</p> <p>6.04 Affirm choice not to use alcohol.</p>	<p>Goal 2 – The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.</p> <p>2.02 Identify the roles of leaders in the home, school, and</p> <p>Goal 4 – The learner will explain different celebrated holidays and special days in communities.</p> <p>4.01 Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.</p> <p>4.02 Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.</p> <p>Goal 6 – The learner will apply basic economic concepts to home, school, and the community.</p> <p>6.01 Examine wants and needs, and identify choices people make to satisfy wants and needs with limited resources.</p> <p>6.02 Describe how people of different cultures work to earn income in order to satisfy want and needs.</p> <p>6.03 Participate in activities that demonstrate the division of labor.</p> <p>6.04 Explore community services that are provided by the government and other agencies.</p> <p>6.05 Give examples of the relationship between the government and its people.</p> <p>6.06 Identify the uses of money of individuals which include saving and spending.</p> <p>6.07 Recognize that all families produce and consume goods and services.</p>

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Grade 1 – First Semester – Assessed Objectives		
Music	Art	Physical Education
<p>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music. 1.02 Match pitch within a developmentally appropriate range, using head tones.</p> <p>Goal 4 – The learner will compose and arrange music within specified guidelines. 4.01 Select and create music to accompany readings or dramatizations. 4.02 Compose a simple melody using at least three pitches.</p> <p>Goal 6 – The learner will listen to, analyze, and describe music. 6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.</p> <p>GOAL 9 – The learner will understand music in relation to history and culture. 9.02 Identify various uses of music. 9.03 Identify roles of musicians.</p>	<p><i>First Nine Weeks</i></p> <p>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers – papermaking and paper weaving.</p> <p>Goal 3 – The learner will organize the components of a work into a cohesive whole thorough knowledge of organizational principles of design and art elements. 3.03 Recognize that pattern is created by repetition and uses pattern in own artwork. 3.05 Begin to explore more than one solution during the problem solving process.</p> <p><i>Second Nine Weeks</i></p> <p>Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. 1.01 Understand the purpose of the activity. 1.02 Use logical sequence to complete an activity.</p> <p>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes. 2.02 Use various techniques to create visual effects using texture.</p>	<p>Goal 7 – The learner will achieve and maintain an acceptable level of health-related fitness. 7.01 Examine one or two components of a health-related fitness assessment.</p> <p>Goal 10 – The learner will demonstrate responsible personal and social behavior in physical activity settings. 10.01 Apply safe practices, physical education rules and procedures. 10.02 Demonstrate cooperation with partner by successfully working together to complete an assigned task.</p> <p>Goal 11 – The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities. 11.01 Demonstrate manipulative skills.</p> <p>Goal 12 – The learner will demonstrate a competent level of physical activity, sport, and fitness literacy. 12.01 Identify critical elements of the basic locomotor and manipulative skills. 12.02 Identify performance of movement concepts of space, effort, and relationships that vary the quality of movement.</p>

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Grade 1 – First Semester – Assessed Objectives		
Computer Technology		
<p>Goal 1 – The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.</p> <p>1.01 Identify, discuss, and represent visually uses of technology (e.g., computers, cell phones, digital cameras) at school and home.</p> <p>1.02 Identify and discuss physical components of a computing device (e.g., CPU, monitor, keyboard, disk drive, printer, mouse).</p> <p>1.03 Recognize and discuss safe and responsible use and care of technology resources (AUP/IUP).</p> <p>1.05 Identify graphing as a tool for organizing information.</p> <p>1.06 Identify and discuss graphing software terms/concepts (e.g., graph, patterns, display).</p> <p>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</p> <p>2.01 Use common computing devices and resources in class activities.</p> <p>2.02 Observe, discuss, and use software to enter, calculate, display data, and interpret results as a class/group.</p> <p>2.03 Identify, discuss, and use word processing as a tool to enter numbers, words, and phrases.</p> <p>2.04 Identify and use basic word processing as a tool to enter numbers, words, and phrases.</p> <p>2.05 Locate and use letters, numbers, and special keys (e.g., arrow keys, space bar, insert Enter/Return, Backspace, Delete) on the keyboard.</p> <p>2.06 Identify, discuss, and use menu/tool bar functions in word processing applications.</p>		