

## Cedar Fork Elementary

### Grade 1 – First Quarter – Assessed Objectives

Reading	Writing	Math
<p><b>Phonological Awareness (Orally)</b>  <b>1.011</b> Count syllables in spoken words.  <b>1.0121</b> Blends spoken syllables to form compound words.</p> <p><b>Phonics / Word Recognition</b>  <b>1.0122</b> Blend the sounds (phonemes) to read 1 syllable words (CVC - /s/ /a/ /t/ is sat).  <b>1.024</b> Figure out (decode) new words using common word family patterns (e.g., -ill, -ug, -at, etc.)  <b>1.022</b> Recognize at least 25 high frequency words in text.</p> <p><b>Comprehension</b>  <b>2.041</b> Think about what you already know and have done to connect to a new text.  <b>2.03</b> Use what you already know about the topic and ask questions to help you read and understand fiction text and nonfiction text.  <b>2.05</b> Predict and explain what will happen next in texts.  <b>2.01</b> Independently read aloud texts for emergent readers with adequate pacing (fluency) and comprehension.</p> <p><b>Connections</b>  <b>3.01</b> Talk with detail about how information and events connect to personal experiences.  <b>3.07</b> Compare how authors use different language conventions to help you understand the text (e.g., different kinds of sentences; capitalization of first word in sentences and names; and punctuation like periods and question marks).</p> <p><b>Developing Reading Habits</b>            Choose own texts and read independently for 15 minutes daily.</p>	<p><b>Products</b>  <b>4.01</b> Use new vocabulary and book language in your talk and writing (e.g., oral retelling, identifying key concepts, using exclamatory phrases to accent an idea or event).  <b>4.043</b> Use more than a single thought, word, or phrase when you talk about a topic in discussions and conversations.  <b>4.06</b> Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).  <b>4.10</b> Write short, patterned, repetitive sentences about an idea.</p> <p><b>Grammar and Language Conventions</b>  <b>5.014</b> Record consonant sounds in correct sequence in own writing.  <b>5.051</b> Uses basic capitalization with first word in a sentence.  <b>5.053</b> Use a period to end a telling sentence.  <b>5.071</b> Consistently use spacing between words.  <b>5.03</b> Write all upper and lower case letters of the alphabet using correct letter formation.</p>	<p><b>Number and Operations</b>  <b>Goal 1 - The learner will read, write, and model whole numbers through 99 and compute with whole numbers.</b>  <b>1.01 Develop number sense for whole numbers through 99.</b>  <b>1.01a</b> Connect the model, number word, and number using a variety of representations.  <b>1.01b</b> Use efficient strategies to count the number of objects in a set.  <b>1.01c</b> Read and write numbers.  <b>1.01d</b> Compare and order sets and numbers.  <b>1.01f</b> Estimate quantities fewer than or equal to 100.  <b>1.01g</b> Recognize equivalence in sets and numbers 1-99.  <b>1.02</b> Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.  <b>1.03</b> Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.  <b>1.04</b> Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).</p> <p><b>Measurement</b>  <b>Goal 2 – The learner will use non-standard units of measure and tell time.</b>  <b>2.02 Develop an understanding of the concept of time.</b>  <b>2.02b</b> Solve problems involving applications of time (clock and calendar).</p> <p><b>Geometry</b>  <b>Goal 3 – The learner will identify, describe, draw and build basic geometric figures.</b>  <b>3.01</b> Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.</p> <p><b>Data Analysis and Probability</b>  <b>Goal 4 – The learner will understand and use data and simple probability concepts.</b>  <b>4.01</b> Collect, organize, describe &amp; display data using plots &amp; tallies.</p> <p><b>Algebra</b>  <b>Goal 5 - The learner will demonstrate an understanding of classification and patterning.</b>  <b>5.02</b> Use Venn Diagrams to illustrate similarities and differences in two sets.  <b>5.03</b> Create and extend patterns, identify the pattern unit, and translate into other forms.</p>

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<b>Science</b>	<b>Health</b>	<b>Social Studies</b>
<p><b>Goal 4 – The learner will make observations and conduct investigations to build an understanding of balance, motion and weighing of objects.</b></p> <p><b>4.01</b> Describe different ways in which objects can be moved.</p> <p><b>4.02</b> Observe that movement of an object can be affected by pushing or pulling.</p> <p><b>4.03</b> Investigate and observe that objects can move steadily or change direction.</p> <p><b>4.04</b> Observe &amp; describe balance as a function of position &amp; weight.</p> <p><b>4.05</b> Describe and observe systems that are unstable and modify them to reach equilibrium.</p>	<p><b>Goal 1 – Direct personal health behaviors in accordance with own health status and susceptibility to major health risks.</b></p> <p><b>1.01</b> Summarize health risks for age group.</p> <p><b>1.02</b> Predict consequences of various health-related behaviors.</p> <p><b>1.03</b> Demonstrate correct hand washing technique.</p> <p><b>1.04</b> Describe events/situations, which should include hand washing.</p> <p><b>Goal 2 – Apply the skills of stress management to the prevention of serious health risks for self and others.</b></p> <p><b>2.01</b> Explain that feelings are normal and acceptable.</p> <p><b>2.02</b> Identify the relationship between feelings and behaviors.</p> <p><b>2.03</b> Differentiate between healthy and unhealthy expressions of feelings.</p> <p><b>2.04</b> Identify behaviors controlled by self.</p> <p><b>Goal 3 – Interpret health risks for self and others and corresponding protection measures.</b></p> <p><b>3.02</b> Follow playground, school bus, and school ground safety rules.</p> <p><b>Goal 4 – The learner will apply relationship skills to the promotion of health and the prevention of risk.</b></p> <p><b>4.04</b> Respect the rights of others.</p> <p><b>4.05</b> Describe ways of resolving conflicts without fighting.</p> <p><b>4.06</b> Explain the differences between the acceptability of feelings and acceptability of behaviors.</p> <p><b>4.07</b> Examine that different people have different abilities.</p>	<p><b>Goal 1 – The learner will analyze how individuals, families, and groups are similar and different.</b></p> <p><b>1.01</b> Describe the roles of individuals in the family.</p> <p><b>1.02</b> Identify various groups to which individuals and families belong.</p> <p><b>1.03</b> Compare and contrast similarities and differences among individuals and families.</p> <p><b>1.04</b> Explore the benefits of diversity in the United States.</p> <p><b>Goal 2 – The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.</b></p> <p><b>2.01</b> Develop and exhibits citizenship traits in the classroom, school and other social environments.</p> <p><b>2.03</b> Participate in democratic decision-making.</p> <p><b>2.04</b> Recognize the need for rules in different settings.</p> <p><b>2.05</b> Identify the need for fairness in rules by individuals and by people in authority.</p> <p><b>2.06</b> Predict consequences that may result from responsible and irresponsible actions.</p> <p><b>Goal 5 – The learner will express geographic concepts in real life situations.</b></p> <p><b>5.01</b> Locate and describe familiar places in the home, classroom and school.</p> <p><b>Goal 7 – The learner will recognize how technology is used at home, school, and in the community.</b></p> <p><b>7.01</b> Compare and contrast the use of media and forms of communication at home and in other social environments.</p>

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### Grade 1 – First Semester – Assessed Objectives

Music	Art	Physical Education
<p><b>Goal 1 – The learner will sing, alone and with others, a varied repertoire of music.</b> 1.02 Match pitch within a developmentally appropriate range, using head tones.</p> <p><b>Goal 4 – The learner will compose and arrange music within specified guidelines.</b> 4.01 Select and create music to accompany readings or dramatizations. 4.02 Compose a simple melody using at least three pitches.</p> <p><b>Goal 6 – The learner will listen to, analyze, and describe music.</b> 6.02 Demonstrate perceptual skills by answering questions about aural musical examples of various styles and cultures.</p> <p><b>GOAL 9 – The learner will understand music in relation to history and culture.</b> 9.02 Identify various uses of music. 9.03 Identify roles of musicians.</p>	<p><i>First Nine Weeks</i></p> <p><b>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes.</b> 2.01 Become familiar with additional basic art media, techniques and processes which may include: fibers – papermaking and paper weaving.</p> <p><b>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.</b> 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><b>Goal 1 – The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</b> 1.01 Understand the purpose of the activity. 1.02 Use logical sequence to complete an activity.</p> <p><b>Goal 2 – The learner will develop skills necessary for understanding and applying media, techniques, and processes.</b> 2.02 Use various techniques to create visual effects using texture.</p>	<p><b>Goal 7 – The learner will achieve and maintain an acceptable level of health-related fitness.</b> 7.01 Examine one or two components of a health-related fitness assessment. 7.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.</p> <p><b>Goal 10 – The learner will demonstrate responsible personal and social behavior in physical activity settings.</b> 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><b>Goal 11 – The learner will participate successfully in a variety of movement forms and gain competence towards lifetime physical activities.</b> 11.01 Demonstrate manipulative skills.</p> <p><b>Goal 12 – The learner will demonstrate a competent level of physical activity, sport, and fitness literacy.</b> 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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<b>Grade 1 – First Semester – Assessed Objectives</b>		
<b>Computer Technology</b>		
<p><b>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.</b></p> <p><b>1.01</b> Identify, discuss, and represent visually uses of technology (e.g., computers, cell phones, digital cameras) at school and home.</p> <p><b>1.02</b> Identify and discuss physical components of a computing device (e.g., CPU, monitor, keyboard, disk drive, printer, mouse).</p> <p><b>1.03</b> Recognize and discuss safe and responsible use and care of technology resources (AUP/IUP).</p> <p><b>1.05</b> Identify graphing as a tool for organizing information.</p> <p><b>1.06</b> Identify and discuss graphing software terms/concepts (e.g., graph, patterns, display).</p> <p><b>Goal 2 – The learner will demonstrate knowledge and skills in the use of computer and other technologies.</b></p> <p><b>2.01</b> Use common computing devices and resources in class activities.</p> <p><b>2.02</b> Observe, discuss, and use software to enter, calculate, display data, and interpret results as a class/group.</p> <p><b>2.03</b> Identify, discuss, and use word processing as a tool to enter numbers, words, and phrases.</p> <p><b>2.04</b> Identify and use basic word processing as a tool to enter numbers, words, and phrases.</p> <p><b>2.05</b> Locate and use letters, numbers, and special keys (e.g., arrow keys, space bar, insert Enter/Return, Backspace, Delete) on the keyboard.</p> <p><b>2.06</b> Identify, discuss, and use menu/tool bar functions in word processing applications.</p>		