



Grade One Expectations

ALIGNMENT OF CURRICULUM, INSTRUCTION, & ASSESSMENT

YEAR THREE OF STUDY & IMPLEMENTATION

2015 - 2016

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Mission

The mission of Dubuque Lutheran School is to enrich the whole child--soul, mind and body--in a Christ-centered learning environment.

This document demonstrates the alignment of curriculum, instruction, and assessment for Grade Five students. This document tells us what is taught, when, and with what as well as how it is taught and how it is assessed.

All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

CURRICULUM VISION

Vision 1: Each and every Dubuque Lutheran School (DLS) student will learn the Essential K- 5 Concepts and Skill Sets identified in the National Standards for Reading & Math as well as the Iowa Core Curriculum for life in the 21st century.

Vision 2: Each K-5 educator will embed the Essential Concepts and Skill Sets in rigorous and relevant instruction informed by ongoing formative assessment.

Vision 3: The Dubuque Lutheran School Association Board (DLSA) and the DLS Principal will support and ensure an aligned system of content, instruction, and assessment, focused on the National Standards for Reading & Math as well as the Iowa Core Curriculum Essential Concepts and Skill Sets.

Vision 4: The DLSA will establish and sustain structures as needed for the Essential Concepts and Skill Sets, instruction, and assessment as designed by the Iowa Department of Education, Area Education Agencies (AEAs), Local Education Agencies (LEAs), and their collaborative partners.

CURRICULUM PLAN OUTCOMES

Outcome 1: The DLSA and principal build and sustain system capacity to implement the Iowa Core Curriculum. (LEADERSHIP)

Outcome 2: Congregation members, pastors, and the DLSA work together to support the implementation of the Iowa Core Curriculum. (COMMUNITY)

Outcome 3: A continuous improvement process to improve teaching and learning is used at the school level in collaboration with IDE. (SCHOOLS)

Outcome 4: The principal and teachers monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 5: The principal and teachers engage in professional development focused on implementing Characteristics of Effective Instruction and Demonstrate understanding of Essential Concepts and Skill Sets. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 6: The teachers implement effective instructional practices to ensure high levels of learning for each and every student. (CONTENT – INSTRUCTION – ASSESSMENT)

Outcome 7: Students will leave with a better understanding of Christ as a result of their education. Our goal is for all students to leave DLS believing in Jesus as their Savior. All aspects of our education program will be in accordance with God's Word and the Lutheran Confessions.

Dubuque Lutheran School

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FINE ARTS – MUSIC

1FAM 01.	Sings (sings a variety of songs) and plays music (tone chimes, recorder, and/or other instruments to accompany singing. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can sing songs and play music. Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 8-9	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 24-25	I can sing songs and play music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 56-57
INSTRUCTION	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion
ASSESSMENT	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer

1FAM 02.	Listens to and uses music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can listen to and use music. Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 8-9, Singing and playing instruments in church services	I can listen to and use music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 24-25, Singing and playing instruments in church services	I can listen to and use music. School musical, Variety of tone chime and recorder songs, Songs from the "Lutheran Service Book" & "All God's People Sing," "World of Music" Grade K page 56-57, Singing and playing instruments in church services
INSTRUCTION	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion	Direct, Independent, Experiment, Group Discussion
ASSESSMENT	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer	Observation, Multiple Choice, Presentation, Short Answer

1FAM 03.	Demonstrates skills, knowledge, and attitudes about music. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show what I learn in music. Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services	I can show what I learn in music. School musical, Singing and playing instruments in church services
INSTRUCTION	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion	Direct, Experiment, Group Discussion
ASSESSMENT	Presentation	Presentation	Presentation

HEALTH & SAFETY – HEALTH LITERACY

1HSL 01.	Understands and uses basic health concepts to enhance personal, family, and community health. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and use the things I learn in health to help myself, my family, and my community. Health, Safety, & Manners pgs. 2-7	I can understand and use the things I learn in health to help myself, my family, and my community. Health, Safety, & Manners pgs. 8-38	I can understand and use the things I learn in health to help myself, my family, and my community. Health, Safety, & Manners pgs. 39-74
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation, Presentation, Multiple Choice	Observation, Presentation, Multiple Choice	Observation, Presentation, Multiple Choice

1HSL 02.	Understands and uses food and nutrition concepts. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I understand and can use what I learn about food and nutrition. Health, Safety, & Manners pgs. 2-7	I understand and can use what I learn about food and nutrition. Health, Safety, & Manners pgs. 8-38	I understand and can use what I learn about food and nutrition. Macmillian Early Science Nutrition
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation, Multiple Choice	Observation, Multiple Choice	Observation, Presentation

HEALTH & SAFETY – HUMAN GROWTH & DEVELOPMENT

1HSH 01.	Demonstrates self-esteem. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can show my confidence. Daily individual assignments/work	I can show my confidence. Daily individual assignments/work	I can show my confidence. Daily individual assignments/work
INSTRUCTION	Independent, Direct, Indirect	Independent, Direct, Indirect	Independent, Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

HEALTH & SAFETY – TRAFFIC SAFETY

1HST 01.	Understands the basic concepts of pedestrian safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand how to be safe when walking on the sidewalks. Health, Safety, & Manners pgs. 44-48
INSTRUCTION	NA	NA	Group Discussion, Direct, Experiment
ASSESSMENT	NA	NA	Observation, Presentation, Multiple Choice

1HST 02.	Understands the basic concepts of bicycle safety. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand how to be safe on my bike. Healthy, Safety, & Manners pg. 45
INSTRUCTION	NA	NA	Direct, Group Discussion
ASSESSMENT	NA	NA	Observation, Multiple Choice

LITERACY – LITERATURE (Chapter 12 IAC)

Key Ideas & Details

1LT 01.	Asks and answers questions about key details in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can answer who, what, when or where questions about the story. • I can ask at least one question about the story. 	<ul style="list-style-type: none"> • I can answer who, what, when or where questions about the story. • I can ask at least one question about the story. 	<ul style="list-style-type: none"> • I can answer who, what, when or where questions about the story. • I can ask at least one question about the story.
INSTRUCTION	Direct, Indirect, Independent, Group Discussion Daily Read Aloud Harcourt Trophies Units: evident in all sections Code.org ¹	Direct, Indirect, Independent, Group Discussion Daily Read Aloud Harcourt Trophies Units: evident in all sections Code.org ¹	Direct, Indirect, Independent, Group Discussion Daily Read Aloud Harcourt Trophies Units: evident in all sections Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion, Short answer, Essay	Rubric, Observation, Presentation, Puzzle completion, Short answer, Essay	Rubric, Observation, Presentation, Puzzle completion, Short answer, Essay

1LT 02.	Retells familiar stories, including key details, and demonstrates understanding of their central message or lesson. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can tell what the story is about. • I can tell the important parts of the story. • I can tell what the story is about and tell important parts. 	I can tell someone about a story I read, including the main idea and some details.	I can tell someone about a story I read, including the main idea and some details.
INSTRUCTION	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: The Hat, Jack and Rick, Boots for Beth, and Space Pup Daily 5: Read to Self, Read to Someone, Work on Writing, and Listen to Reading	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: On the Way to the Pond, The Fox and the Stork, A Bed Full of Cats, Tell Me a Story, Little Bear's Friend Daily 5: Read to Self, Read to Someone, Work on Writing, and Listen to Reading	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: The Story of a Blue Bird, Frog and Toad All Year, The Puddle, Poppleton Every day, Baboon Daily 5: Read to Self, Read to Someone, Work on Writing, and Listen to Reading
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1LT 03.	Describes characters, settings, and major events in a story, using key details. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can tell who was in the story. • I can tell where the story happened. • I can tell what happened in the story. • I can name the characters, settings, and important parts in a story. 	<ul style="list-style-type: none"> • I can tell who was in the story. • I can tell where the story happened. • I can tell what happened in the story. • I can name the characters, settings, and important parts in a story. 	<ul style="list-style-type: none"> • I can tell who was in the story. • I can tell where the story happened. • I can tell what happened in the story. • I can name the characters, settings, and important parts in a story.
INSTRUCTION	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: The Hat (events), Sam and the Bag (characters), Jack and Rick (events), Todd's Box (characters, events), Dan's Pet (events), Boots for Beth (events), Space Pup (events), Try Your Best (characters, events)	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: Did You See Chip? (setting), On the Way to the Pond (setting, events), The Fox and the Stork (characters, events), A Bed Full of Cats (events), Tell Me a Story (characters), Little Bear's Friend (events)	Direct, Indirect, Independent, Group Discussions Harcourt Trophies Units: The Story of a Blue Bird (events), Frog and Toad All Year (events), The Puddle (characters, events), Poppleton Everyday (events), Baboon (events)
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1LT IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can figure out what I'm reading means using lots of tricks.	• I can figure out what I'm reading means using lots of tricks.	• I can figure out what I'm reading means using lots of tricks.
INSTRUCTION	Direct Daily Five: Café	Direct Daily Five: Café	Direct Daily Five: Café
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

Craft & Structure

1LT 04.	Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can tell how words make me feel.	• I can tell how words make me feel.	• I can tell how words make me feel.
INSTRUCTION	Direct, Group discussions Harcourt Trophies Units: The Hat (senses), Sam and the Bag (senses), Jack and Rick (senses), Todd's Box (senses), Dan's Pet (senses), Where Do Frogs Come From? (senses), Try Your Best (senses), Fun with Fish (senses)	Direct, Group discussions Harcourt Trophies Units: I Am a Butterfly (senses), Tomás Rivera (senses), A Bed Full of Cats (senses), On the Job with Dr. Martha Smith (senses), Little Bear's Friend (senses), Busy Buzzy Bee (senses)	Direct, Group discussions Harcourt Trophies Units: The Story of a Blue Bird (senses), How to Be a Nature Detective (senses), The Puddle (senses), Sleep Is for Everyone (senses), Baboon (senses)
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1LT 05.	Explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can tell which books are stories. • I can tell which books tell true things.	• I can tell which books are stories. • I can tell which books tell true things.	• I can tell which books are stories. • I can tell which books tell true things.
INSTRUCTION	Direct, Group discussions Daily read aloud	Direct, Group discussions Daily read aloud	Direct, Group discussions Daily read aloud
ASSESSMENT	Short answer, multiple choice, observation	Short answer, multiple choice, observation	Short answer, multiple choice, observation

1LT 06.	Identifies who is telling the story at various points in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can tell who is talking in the story.	• I can tell who is talking in the story.	• I can tell who is talking in the story.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

Integration of Knowledge & Ideas

1LT 07.	Uses illustrations and details in a story to describe its characters, setting, or events. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can tell about the story using pictures and words.	• I can tell about the story using pictures and words.	• I can tell about the story using pictures and words.
INSTRUCTION	Direct, Group Discussion, Independent Harcourt Trophies Units: The Hat (events), Sam and the Bag (characters), Jack and Rick (events), Todd's Box (characters, events), Dan's Pet (events), Boots for Beth (events), Space Pup (events), Try Your Best (characters, events)	Direct, Group Discussion, Independent Harcourt Trophies Units: Did You See Chip? (setting), On the Way to the Pond (setting, events), The Fox and the Stork (characters, events), A Bed Full of Cats (events), Tell Me a Story (characters), Little Bear's Friend (events)	Direct, Group Discussion, Independent Harcourt Trophies Units: The Story of a Blue Bird (events), Frog and Toad All Year (events), The Puddle (characters, events), Poppleton Everyday (events), Baboon (events)
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1LT 08.	(Not applicable to literature) (ICC/MCC)
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1LT 09.	Compares and contrasts the adventures and experiences of characters in stories. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			<ul style="list-style-type: none"> • I can identify characters in the story. • I can tell how characters are different. • I can tell how characters are the same.
INSTRUCTION			Direct, Group Discussion Dr. Seuss, Teacher Created Unit
ASSESSMENT			Short answer, Observation

Range of Reading & Level of Text Complexity

1LT 10.	With prompting and support, reads prose and poetry of appropriate complexity for grade 1. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	When someone helps me: <ul style="list-style-type: none"> • I can listen to prose and poems. • I can read prose and poems. 	When someone helps me: <ul style="list-style-type: none"> • I can listen to prose and poems. • I can read prose and poems. 	When someone helps me: <ul style="list-style-type: none"> • I can listen to prose and poems. • I can read prose and poems.
INSTRUCTION	Direct, Independent Harcourt Trophies units: evident in all sections	Direct, Independent Harcourt Trophies units: evident in all sections	Direct, Independent Harcourt Trophies units: evident in all sections
ASSESSMENT	Rubric, Observation, Presentation	Rubric, Observation, Presentation	Rubric, Observation, Presentation

LITERACY – INFORMATIONAL TEXT

Key Ideas & Details

1IT 01.	Asks and answers questions about key details in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1IT 02.	Identifies the main topic and retells key details of a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text. 	<ul style="list-style-type: none"> • I can answer questions about key details in a text. • I can ask questions about key details in a text.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1T 03.	Describes the connection between two individuals, events, ideas, or pieces of information in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can tell how two people are alike/connected. • I can tell how two events are alike/connected. • I can tell how two ideas are alike/connected. • I can tell how two facts are alike/connected. 	<ul style="list-style-type: none"> • I can tell how two people are alike/connected. • I can tell how two events are alike/connected. • I can tell how two ideas are alike/connected. • I can tell how two facts are alike/connected. 	<ul style="list-style-type: none"> • I can tell how two people are alike/connected. • I can tell how two events are alike/connected. • I can tell how two ideas are alike/connected. • I can tell how two facts are alike/connected.
INSTRUCTION	<p>Direct, Group discussion</p> <p>Harcourt Trophies Units: Ants (pieces of information), Where Do Frogs Come From? (pieces of information)</p>	<p>Direct, Group discussion</p> <p>Harcourt Trophies Units: I Am a Butterfly (pieces of information), Tomàs Rivera (individuals, events), Me On the Map (pieces of information), At Home Around the World (pieces of information), On the Job with Dr. Martha Smith (events), Busy Buzzy Bee (events)</p>	<p>Direct, Group discussion</p> <p>Harcourt Trophies Units: How to Be a Nature Detective (pieces of information)</p>
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1T IA 01.	Employs the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can figure out what I'm reading means using lots of tricks.	• I can figure out what I'm reading means using lots of tricks.	• I can figure out what I'm reading means using lots of tricks.
INSTRUCTION	<p>Direct</p> <p>Daily Five: Café</p>	<p>Direct</p> <p>Daily Five: Café</p>	<p>Direct</p> <p>Daily Five: Café</p>
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

Craft & Structure

11T 04.	Asks and answers questions to help determine or clarify the meaning of words and phrases in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can ask questions about words I don't know. • I can answer questions about words I don't know. 	<ul style="list-style-type: none"> • I can ask questions about words I don't know. • I can answer questions about words I don't know. 	<ul style="list-style-type: none"> • I can ask questions about words I don't know. • I can answer questions about words I don't know.
INSTRUCTION	Direct, Group discussions Harcourt Trophies Units: Ants (answer questions), All That Corn (answer questions), Where Do Frogs Come From? (answer questions)	Direct, Group discussions Harcourt Trophies Units: Tomàs Rivera (answer questions)	Direct, Group discussions Harcourt Trophies Units: Fishing Bears (answer questions)
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

11T 05.	Knows and uses various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use parts of a book to find information.	• I can use parts of a book to find information.	• I can use parts of a book to find information.
INSTRUCTION	Direct, Group Discussion Using Parts of A Book, Teacher Created Unit		
ASSESSMENT	Short answer, Observation		

11T 06.	Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use the pictures and words to help me understand what is read.	• I can use the pictures and words to help me understand what is read.	• I can use the pictures and words to help me understand what is read.
INSTRUCTION	Direct, Group discussions Harcourt Trophies Units: All That Corn, Where Do Frogs Come From?, Fun with Fish	Direct, Group discussions Harcourt Trophies Units: I Am a Butterfly, Tomàs Rivera, Friends Forever, Me On the Map, At Home Around the World, On the Job with Dr. Martha Smith, Busy Buzzy Bee	Direct, Group discussions Harcourt Trophies Units: Fishing Bears, How to Be a Nature Detective
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

Integration of Knowledge & Ideas

1IT 07.	Uses the illustrations and details in a text to describe its key ideas. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> I can use the pictures and words to help understand ideas. I can use pictures and words to help me tell about the text. 	<ul style="list-style-type: none"> I can use the pictures and words to help understand ideas. I can use pictures and words to help me tell about the text. 	<ul style="list-style-type: none"> I can use the pictures and words to help understand ideas. I can use pictures and words to help me tell about the text.
INSTRUCTION	Direct, Group discussions Harcourt Trophies Units: Ants, All That Corn, Where Do Frogs Come From?, Fun with Fish	Direct, Group discussions Harcourt Trophies Units: I Am a Butterfly, Tomás Rivera, Friends Forever, Me On the Map, At Home Around the World, On the Job with Dr. Martha Smith, Busy Buzzy Bee	Direct, Group discussions Harcourt Trophies Units: Fishing Bears, How to Be a Nature Detective
ASSESSMENT	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation	Rubric, Short answer, Essay, Observation, Presentation

1IT 08.	Identifies the reasons an author gives to support points in a text. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> I can tell what the author wants me to know. I can tell how the words the author used helped me understand. 	<ul style="list-style-type: none"> I can tell what the author wants me to know. I can tell how the words the author used helped me understand. 	<ul style="list-style-type: none"> I can tell what the author wants me to know. I can tell how the words the author used helped me understand.
INSTRUCTION	Direct, Group Discussion, Independent Harcourt Trophies Units: Jack & Rick (see page 73A-89A), Sam & The Bag (see page 28S-41A), Ants (see page 69K)	Direct, Group Discussion, Indirect, Independent Oceans, Teacher Created Unit	Direct, Group Discussions, Independent Harcourt Trophies Units: Blue Bird (see page 9A-33), Fishing Bears (see page 69A-93A), Poppleton (see page 157A-181A)
ASSESSMENT	Rubric, Multiple Choice, Observation Checklist, Presentation	Short answer, Observation	Rubric, Multiple Choice, Observation Checklist, Presentation

1IT 09.	Identifies basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		<ul style="list-style-type: none"> • I can compare texts and say why they are the same. • I can compare texts and say why they are different. 	
INSTRUCTION		Direct, Group discussions Harcourt Trophies Units: At Home Around the World	
ASSESSMENT		Rubric, Short answer, Essay, Observation, Presentation	

Range of Reading & Level of Text Complexity

1IT 10.	With prompting and support, reads informational texts appropriately complex for grade 1. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	When someone helps me: <ul style="list-style-type: none"> • I can listen to or read true stories or texts. 	When someone helps me: <ul style="list-style-type: none"> • I can listen to or read true stories or texts. 	When someone helps me: <ul style="list-style-type: none"> • I can listen to or read true stories or texts.
INSTRUCTION	Direct, Independent Daily 5 Read to Self, Daily 5 Read to Someone	Direct, Independent Daily 5 Read to Self, Daily 5 Read to Someone	Direct, Independent Daily 5 Read to Self, Daily 5 Read to Someone
ASSESSMENT	Rubric, Observation, Presentation	Rubric, Observation, Presentation	Rubric, Observation, Presentation

LITERACY – FOUNDATIONAL SKILLS

Print Concepts

1FS 01. a.	Demonstrates understanding of the organization and basic features of print by: recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can find the beginning of a sentence. • I can find the end of a sentence. 		
INSTRUCTION	Direct Harcourt, 1 st Grade, Language Handbook: Sentences Unit, pgs. 14-17		
ASSESSMENT	Short Answer		

Phonological Awareness

1FS 02. a.	Demonstrates understanding of spoken words, syllables, and sounds phonemes) by: distinguishing long from short vowel sounds in spoken single-syllable words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		• I can hear and say long and short vowels.	• I can hear and say long and short vowels.
INSTRUCTION		Direct Harcourt Trophies Units: The Fox and the Stork, Me On the Map, Tell Me a Story	Direct Harcourt Trophies Units: Sleep Is for Everyone
ASSESSMENT		Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

1FS 02. b.	Demonstrates understanding of spoken words, syllables, and sounds phonemes) by: orally producing single-syllable words by blending sounds (phonemes), including consonant blends. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can blend sounds to make words.	• I can blend sounds to make words.	• I can blend sounds to make words.
INSTRUCTION	Direct Harcourt Trophies Units: evident in all sections	Direct Harcourt Trophies Units: evident in all sections	Direct Harcourt Trophies Units: evident in all sections
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

1FS 02. c.	Demonstrates understanding of spoken words, syllables, and sounds phonemes) by: isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can hear and say the beginning sound of a word. • I can hear and say the middle sound of a word. • I can hear and say the ending sound of a word. 	<ul style="list-style-type: none"> • I can hear and say the beginning sound of a word. • I can hear and say the middle sound of a word. • I can hear and say the ending sound of a word. 	<ul style="list-style-type: none"> • I can hear and say the beginning sound of a word. • I can hear and say the middle sound of a word. • I can hear and say the ending sound of a word.
INSTRUCTION	<p>Direct</p> <p>Harcourt Trophies Units: evident in all sections</p>	<p>Direct</p> <p>Harcourt Trophies Units: evident in all sections</p>	<p>Direct</p> <p>Harcourt Trophies Units: evident in all sections</p>
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

1FS 02. d.	Demonstrates understanding of spoken words, syllables, and sounds phonemes) by: segmenting spoken single-syllable words into their complete sequence of individual sounds (phonemes). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can say the sounds in a word.	• I can say the sounds in a word.	• I can say the sounds in a word.
INSTRUCTION	<p>Direct</p> <p>Harcourt Trophies Units: Sam and the Bag, Jack and Rick, Todd's Box, All That Corn, Dan's Pet, Boots for Beth, Where Do Frogs Come From?, Fun with Fish</p>	<p>Direct</p> <p>Harcourt Trophies Units: Did You See Chip?, Tomàs Rivera, On the Way to the Pond, A Bed Full of Cats, Tell Me a Story, My Robot, Little Bear's Friend</p>	<p>Direct</p> <p>Harcourt Trophies Units: Frog and Toad All Year, Sleep Is for Everyone</p>
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

Phonics & Word Recognition

1FS 03. a.	Knows and applies grade-level phonics and word analysis skills in decoding words by: knowing the spelling-sound correspondences for common consonant digraphs. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can say the sounds in words.	• I can say the sounds in words. • I can write the sounds in words.	• I can write the sounds in words.
INSTRUCTION	Direct, group discussion Harcourt Trophies Units: Boots for Beth, Fun with Fish	Direct, Group discussion Harcourt Trophies Units: I Am a Butterfly, Tomás Rivera Daily Five: Work on Writing	Direct, group discussion Daily Five: Work on Writing
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

ch-	ph-	sh-	th- (this)
th- (that)	wh-	-ch	-ck
-ph	-sh	-tch	-th

1FS 03. b.	Knows and applies grade-level phonics and word analysis skills in decoding words by: decoding regularly spelled one-syllable words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can sound out words.	• I can sound out words.	• I can sound out words.
INSTRUCTION	Indirect, Independent, Direct Code.org ¹ Harcourt Trophies Units: evident in all sections	Indirect, Independent, Direct Code.org ¹ Harcourt Trophies Units: evident in all sections	Indirect, Independent, Direct Code.org ¹ Harcourt Trophies Units: evident in all sections
ASSESSMENT	Rubric, Observation, Presentation, Short answer, Puzzle completion	Rubric, Observation, Presentation, Short answer, Puzzle completion	Rubric, Observation, Presentation, Short answer, Puzzle completion

1FS 03. c.	Knows and applies grade-level phonics and word analysis skills in decoding words by: knowing final -e and common vowel team conventions for representing long vowel sounds. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can say words that end with silent e.	• I can say words that end with silent e.	• I can say words that end with silent e.
INSTRUCTION		Direct Harcourt Trophies Units: The Fox and the Stork, A Bed Full of Cats, Me On the Map, Tell Me a Story, On the Job with Dr. Martha Smith, Little Bear's Friend, Busy Buzzy Bee	Direct Harcourt Trophies Units: Frog and Toad All Year, Poppleton Every day, Baboon
ASSESSMENT		Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

a – e	e – e	i – e	o – e
u – e	ai	ay	oa
ow	oe	ee	ea
ie	ey		

1FS 03. d.	Knows and applies grade-level phonics and word analysis skills in decoding words by: using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use vowels to sound out syllables.	• I can use vowels to sound out syllables.	• I can use vowels to sound out syllables.
INSTRUCTION	Direct Teacher-created presentation	Direct Teacher-created presentation	Direct Teacher-created presentation
ASSESSMENT	Rubric, Short answer, Observation	Rubric, Short answer, Observation	Rubric, Short answer, Observation

1FS 03. e.	Knows and applies grade-level phonics and word analysis skills in decoding words by: decoding two-syllable words following basic patterns by breaking the words into syllables. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can break words into parts.	• I can break words into parts.	• I can break words into parts.
INSTRUCTION	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 1-34	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 35-67	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 68-100
ASSESSMENT	Rubric, observation	Rubric, observation	Rubric, observation

1FS 03. f.	Knows and applies grade-level phonics and word analysis skills in decoding words by: reading words with inflectional endings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can read words with endings.	• I can read words with endings.	• I can read words with endings.
INSTRUCTION	Direct Harcourt Trophies Units: Sam and the Bag, Todd's Box	Direct Harcourt Trophies Units: Did You See Chip?, Tomàs Rivera, On the Way to the Pond, Friends Forever, The Fox and the Stork, Me On the Map, At Home Around the World, Little Bear's Friend	Direct Harcourt Trophies Units: The Story of a Blue Bird, Frog and Toad All Year, Fishing Bears, The Puddle, Poppleton Everyday
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Essay, Presentation

FS 03. g.	Knows and applies grade-level phonics and word analysis skills in decoding words by: recognizing and reading grade-appropriate irregularly spelled words. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can read first grade sight words.	• I can read first grade sight words.	• I can read first grade sight words.
INSTRUCTION	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 1-34	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 35-67	Direct Harcourt Trophies Units: evident in all sections Alpha Phonics, lessons 68-100
ASSESSMENT	Rubric, Short answer, Observation, Presentation, Multiple choice	Rubric, Short answer, Observation, Presentation, Multiple choice	Rubric, Short answer, Observation, Presentation, Multiple choice

Pre-Primer Words (Dolch)

a	and	away	big
blue	can	come	down
find	for	funny	go
help	here	I	in
is	it	jump	little
look	make	me	my
not	one	play	red
run	said	see	the
three	to	two	up
we	where	yellow	you

Primer Words (Dolch)

all	am	are	at
ate	be	black	brown
but	came	did	do
eat	four	get	good
have	he	into	like
must	new	no	now
on	our	out	please

pretty	ran	ride	saw
ay	she	so	soon
that	there	they	this
too	under	want	was
well	went	what	white
who	will	with	yes

Grade One Word (Dolch)

after	again	an	any
ask	as	by	could
every	fly	from	give
going	had	has	her
him	his	how	just
know	let	live	may
of	old	once	open
ove	put	round	some
stop	take	thank	them
then	think	walk	were
when			

Fluency

1FS 04. a.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level text with purpose and understanding. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read. 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read. 	<ul style="list-style-type: none"> • I can think about what I read. • I can tell why I read different kinds of books. • I can understand what I read.
INSTRUCTION	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections
ASSESSMENT	Rubric, Short answer, Observation, Presentation, Essay	Rubric, Short answer, Observation, Presentation, Essay	Rubric, Short answer, Observation, Presentation, Essay

1FS 04. b.	Reads with sufficient accuracy and fluency to support comprehension by: reading on-level text orally with accuracy, appropriate rate, and expression on successive readings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can think about what I read out loud. • I can use my voice to make what I read out loud interesting and understood. • I can understand what I read out loud. 	<ul style="list-style-type: none"> • I can think about what I read out loud. • I can use my voice to make what I read out loud interesting and understood. • I can understand what I read out loud. 	<ul style="list-style-type: none"> • I can think about what I read out loud. • I can use my voice to make what I read out loud interesting and understood. • I can understand what I read out loud.
INSTRUCTION	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections	Direct, Group discussion Daily Five: Read to Self, Read to Someone Harcourt Trophies Units: evident in all sections
ASSESSMENT	Rubric, Short answer, Observation, Presentation, Essay	Rubric, Short answer, Observation, Presentation, Essay	Rubric, Short answer, Observation, Presentation, Essay

1FS 04. c.	Reads with sufficient accuracy and fluency to support comprehension by: using context to confirm or self-correct word recognition and understanding, rereading as necessary. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can guess what a word means by what is going on in the story. • I can make sense of what I'm reading even if I don't know all the words. • I can reread something to understand it better. 	<ul style="list-style-type: none"> • I can guess what a word means by what is going on in the story. • I can make sense of what I'm reading even if I don't know all the words. • I can reread something to understand it better. 	<ul style="list-style-type: none"> • I can guess what a word means by what is going on in the story. • I can make sense of what I'm reading even if I don't know all the words. • I can reread something to understand it better.
INSTRUCTION	<p>Direct</p> <p>Harcourt Trophies Units: Space Pup, Where Do Frogs Come From?, Try Your Best, Fun with Fish</p>	<p>Direct</p> <p>Harcourt Trophies Units: evident in all 2nd trimester units</p>	<p>Direct</p> <p>Harcourt Trophies Units: evident in all 3rd trimester units</p>
ASSESSMENT	Rubric, Short answer, Observation	Rubric, Short answer, Observation	Rubric, Short answer, Observation

Range of Text Types for K-5 (ICC/MCC)

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Stories: Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth

Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific and Technical Text
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
RECOMMENDED TEXT	RECOMMENDED TEXT	RECOMMENDED TEXT	RECOMMENDED TEXT
1 st Trimester <i>Arthur and the Race to Read</i> , by Stephen Krensky	1 st Trimester <i>Fox on Stage</i> , by James Marshall	1 st Trimester <i>You Read to Me, I’ll Read to You: Mother Goose</i> by Mary Ann Hoberman	1 st Trimester <i>Martin Luther: A Man Who Changed The World</i> by Paul L. Maier
2 nd Trimester <i>The Gingerbread Man</i> , by Eric Kimmel	2 nd Trimester <i>Great Scenes and Monologues</i> , published by Smith & Kraus	2 nd Trimester <i>The Night Before Christmas</i> by Clement Clarke Moore	2 nd Trimester <i>Oceans</i> by Kristin Ward
3 rd Trimester: <i>If I Ran the Circus</i> , by Dr. Seuss	3 rd Trimester <i>Great Scenes and Monologues II</i> , published by Smith & Kraus	3 rd Trimester <i>Let’s Play!: Poems About Sports and Games From Around the World</i> published by Frances Lincoln Children’s Books	3 rd Trimester <i>Drawing Lessons From a Bear</i> , by David McPhail

LITERACY – WRITING (Chapter 12 IAC)

Text Types & Purposes

1LW 01.	Writes opinion pieces in which he/she introduces the topic or names the book he/she is writing about, states an opinion, supplies a reason for the opinion, and provides some sense of closure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can write about what I think and tell why I think that.	• I can write about what I think and tell why I think that.	• I can write about what I think and tell why I think that.
INSTRUCTION	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

1LW 02.	Writes informative/explanatory texts in which he/she names a topic, supplies some facts about the topic, and provides some sense of closure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can write about a real topic including some facts.	I can write about a real topic including some facts.	I can write about a real topic including some facts.
INSTRUCTION	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

1LW 03.	Writes narratives in which he/she recounts two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			• I can write about the order of things that happened in a story. • I can use words that show order.
INSTRUCTION			Direct, Group Discussion Sequence Writing, Teacher Created Unit
ASSESSMENT			Short answer, Observation

Production & Distribution of Writing

1LW 04.	Begins in Grade Three (ICC/MCC)
1LW 05.	With guidance and support from adults, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthen writing as needed. (ICC/MCC)

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	When someone helps me: • I can use suggestions to add details to make my writing better.	When someone helps me: • I can use suggestions to add details to make my writing better.	When someone helps me: • I can use suggestions to add details to make my writing better.
INSTRUCTION	Direct, Group discussion Daily Five: Work on Writing	Direct, Group discussion Daily Five: Work on Writing	Direct, Group discussion Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation, Essay	Rubric, Observation, Essay	Rubric, Observation, Essay

1LW 06.	With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	When someone helps me: • I can use technology to help to write a story. • I can use technology to share my writing.	When someone helps me: • I can use technology to help to write a story. • I can use technology to share my writing.	When someone helps me: • I can use technology to help to write a story. • I can use technology to share my writing.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

Research to Build & Present Knowledge

1LW 07.	Participates in shared research and writing projects (e.g., explores a number of "how-to" books on a given topic and uses them to write a sequence of instructions). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can investigate things I am interested in, with others. • I can write about things I learn. • I can find facts. • I can write a book with my classmates. 	<ul style="list-style-type: none"> • I can investigate things I am interested in, with others. • I can write about things I learn. • I can find facts. • I can write a book with my classmates. 	<ul style="list-style-type: none"> • I can investigate things I am interested in, with others. • I can write about things I learn. • I can find facts. • I can write a book with my classmates.
INSTRUCTION	Direct, Group discussion Daily Five: Work on Writing, Read to Someone	Direct, Group discussion Daily Five: Work on Writing, Read to Someone	Direct, Group discussion Daily Five: Work on Writing, Read to Someone
ASSESSMENT	Rubric, Observation, Essay	Rubric, Observation, Essay	Rubric, Observation, Essay

1LW 08.	With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	When someone helps me: <ul style="list-style-type: none"> • I can answer questions in my writing. • I can find answers to my questions in many different ways. 	When someone helps me: <ul style="list-style-type: none"> • I can answer questions in my writing. • I can find answers to my questions in many different ways. 	When someone helps me: <ul style="list-style-type: none"> • I can answer questions in my writing. • I can find answers to my questions in many different ways.
INSTRUCTION	Direct, Group discussion Daily Five: Work on Writing, Read to Someone	Direct, Group discussion Daily Five: Work on Writing, Read to Someone	Direct, Group discussion Daily Five: Work on Writing, Read to Someone
ASSESSMENT	Rubric, Observation, Essay	Rubric, Observation, Essay	Rubric, Observation, Essay

1LW 09.	Begins in Grade Four (ICC/MCC)
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Range of Writing

1LW 10.	Begins in Grade Three (ICC/MCC)
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LITERACY – SPEAKING AND LISTENING (Chapter 12 IAC)

1SL 01. a.	Participates in collaborative conversations with diverse partners about <i>Grade One topics and texts</i> with peers and adults in small and larger groups by: following agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can follow rules when I talk with my classmates.	• I can follow rules when I talk with my classmates.	• I can follow rules when I talk with my classmates.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL 01. b.	Participates in collaborative conversations with diverse partners about <i>Grade One topics and texts</i> with peers and adults in small and larger groups by: building on other's talk in conversations by responding to the comments of others through multiple exchanges. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can add my own comments to the topic.	• I can add my own comments to the topic.	• I can add my own comments to the topic.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL 01. c.	Participates in collaborative conversations with diverse partners about <i>Grade One topics and texts</i> with peers and adults in small and larger groups by: asking questions to clear up any confusion about the topics and texts under discussion. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can ask questions about the topic.	• I can ask questions about the topic.	• I can ask questions about the topic.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL 02.	Asks and answers questions about key details in a text read aloud or information presented orally or through other media. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can ask and answer questions after listening to someone speak.	• I can ask and answer questions after listening to someone speak.	• I can ask and answer questions after listening to someone speak.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL 03.	Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can ask good questions after listening to someone speak. • I can answer questions after listening to someone speak.	• I can ask good questions after listening to someone speak. • I can answer questions after listening to someone speak.	• I can ask good questions after listening to someone speak. • I can answer questions after listening to someone speak.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

Presentation of Knowledge & Ideas

1SL 04.	Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can tell about my ideas and feelings about something I know. • I can add details about something I know.	• I can tell about my ideas and feelings about something I know. • I can add details about something I know.	• I can tell about my ideas and feelings about something I know. • I can add details about something I know.
INSTRUCTION	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

1SL 05.	Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use pictures or things to help people understand me.	• I can use pictures or things to help people understand me.	• I can use pictures or things to help people understand me.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL 06.	Produces complete sentences when appropriate to task and situation. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can speak in sentences.	• I can speak in sentences.	• I can speak in sentences.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1SL IA 03.	Recites familiar stories, poems, nursery rhymes, and lines of a play. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can recite what I've heard many times and what I've practiced.	I can recite what I've heard many times and what I've practiced.	I can recite what I've heard many times and what I've practiced.
INSTRUCTION	Direct, Indirect Bible memory work	Direct, Indirect Bible memory work	Direct, Indirect Bible memory work All-School Musical Drama
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

LITERACY – LANGUAGE SKILLS (Chapter 12 IAC)

Comprehension & Collaboration

1LA 01. a.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: printing all upper- and lowercase letters. (ICC/MCC)
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A A A a a a	B B B B b b b b	C C C C c c c c	D D D D d d d d
E E E e e e	F F F F f f f f	G G G G g g g g	H H H H h h h h
I I I i i i	J J J J j j j j	K K K K k k k k	L L L L l l l l
M M M m m m	N N N N n n n n	O O O O o o o o	P P P P p p p p
Q Q Q q q q	R R R R r r r r	S S S S s s s s	T T T T t t t t
U U U u u u	V V V V v v v v	W W W W w w w w	X X X X x x x x
Y Y Y y y y	Z Z Z Z z z z z		

	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> I can write all my upper-case letters. I can write all my lower-case letters. 	<ul style="list-style-type: none"> I can write all my upper-case letters. I can write all my lower-case letters. 	<ul style="list-style-type: none"> I can write all my upper-case letters. I can write all my lower-case letters.
INSTRUCTION	Direct, Indirect, Group discussions Teacher-generated, letter worksheets iPad handwriting app: LetterSchool Letter-specific, “how-to” presentations by both teacher and students	Direct, Indirect, Group discussions Teacher-generated, letter worksheets iPad handwriting app: LetterSchool Letter-specific, “how-to” presentations by both teacher and students	Direct, Indirect, Group discussions Teacher-generated, letter worksheets iPad handwriting app: LetterSchool Letter-specific, “how-to” presentations by both teacher and students
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion, Multiple choice	Rubric, Observation, Presentation, Puzzle completion, Multiple choice	Rubric, Observation, Presentation, Puzzle completion, Multiple choice

1LA 01. b.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using common, proper, and possessive nouns. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		• I can use nouns in my speaking and writing.	
INSTRUCTION		Direct Harcourt, 1 st Grade, Language Handbook: Nouns Unit, pgs. 50-82	
ASSESSMENT		Short Answer	

1LA 01. c.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			• I can match nouns with action words (He hops; We hop).
INSTRUCTION			Direct Harcourt, 1 st Grade, Language Handbook: Verbs Unit, pgs. 118-142
ASSESSMENT			Short Answer

1LA 01. d.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			• I can use a different word for a noun (I, me, my, they, them, their, anyone, everything).
INSTRUCTION			Direct Harcourt, 1 st Grade, Language Handbook: Pronouns Unit, pgs. 86-93
ASSESSMENT			Short Answer

1LA 01. e.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			• I can use action words for things that happened yesterday, today, and tomorrow in my writing or speaking.
INSTRUCTION			Direct Harcourt, 1 st Grade, Language Handbook: Verbs Unit, pgs. 118-142
ASSESSMENT			Short Answer

1LA 01. f.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using frequently occurring adjectives. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use describing words.	• I can use describing words.	• I can use describing words.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1LA 01. g.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use connecting words.	• I can use connecting words.	• I can use connecting words.
INSTRUCTION	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹	Indirect, Independent Code.org ¹
ASSESSMENT	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion	Rubric, Observation, Presentation, Puzzle completion

1LA 01. h.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using determiners (e.g., <i>articles, demonstratives</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use a, an, and the.	• I can use a, an, and the.	• I can use a, an, and the.
INSTRUCTION			Direct, indirect, independent Daily 5: work on writing, word work
ASSESSMENT			observation, short answer, multiple choice

1LA 01. i.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: using frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use words like during, beyond, and toward to describe where, when, how, and which.	• I can use words like during, beyond, and toward to describe where, when, how, and which.	• I can use words like during, beyond, and toward to describe where, when, how, and which.
INSTRUCTION			Indirect, independent, independent Daily 5: work on writing, word work, small group
ASSESSMENT			Observation, short answer, multiple choice

1LA 01. j.	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking by: producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can combine sentences. • I can use different types of sentences.		
INSTRUCTION	Direct Harcourt, 1 st Grade, Language Handbook: Sentences Unit, pgs. 14-17		
ASSESSMENT	Short Answer		

1LA 02. a.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: capitalizing the first word in a sentence and the pronoun I. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can capitalize the first word in a sentence. • I can capitalize "I." 		
INSTRUCTION	Direct Harcourt, 1 st Grade, Language Handbook: Sentences Unit, pgs. 14-17		
ASSESSMENT	Short Answer		

1LA 02. b.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: recognizing and naming end punctuation. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can use end punctuation for sentences. 		
INSTRUCTION	Direct Harcourt, 1 st Grade, Language Handbook: Sentences Unit, pgs. 14-17		
ASSESSMENT	Short Answer		

1LA 02. c.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: writing a letter or letters for most consonant and short-vowel sounds (phonemes). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	<ul style="list-style-type: none"> • I can spell the letters of sounds. 	<ul style="list-style-type: none"> • I can spell the letters of sounds. 	<ul style="list-style-type: none"> • I can spell the letters of sounds.
INSTRUCTION	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

1LA 02. d.	Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by: spelling simple words phonetically, drawing on knowledge of sound-letter relationships. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can spell a word like it sounds.	• I can spell a word like it sounds.	• I can spell a word like it sounds.
INSTRUCTION	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing	Direct Daily Five: Work on Writing
ASSESSMENT	Rubric, Observation	Rubric, Observation	Rubric, Observation

Knowledge of Language

1LA 03.	Begins in Grade Two (ICC/MCC)
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1LA 04. a.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade One reading and content</i> , choosing flexibly from an array of strategies by: using sentence-level context as a clue to the meaning of a word or phrase. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use clues from what I'm reading to figure out what a word means.	• I can use clues from what I'm reading to figure out what a word means.	• I can use clues from what I'm reading to figure out what a word means.
INSTRUCTION	Direct Harcourt Trophies Units: Sam and the Bag, Jack and Rick, Todd's Box, All That Corn, Dan's Pet, Boots for Beth, Space Pup, Fun with Fish, Where Do Frogs Come From?, Try Your Best	Direct Harcourt Trophies Units: evident in all 2 nd trimester sections	Direct Harcourt Trophies Units: evident in all 3 rd trimester sections
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

1LA 04. b.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade One reading and content</i> , choosing flexibly from an array of strategies by: using frequently occurring affixes as a clue to the meaning of a word. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can use the end of words to figure out what a word means.	• I can use the end of words to figure out what a word means.	• I can use the end of words to figure out what a word means.
INSTRUCTION	Direct Harcourt Trophies Units: Sam and the Bag, Todd's Box	Direct Harcourt Trophies Units: Did You See Chip?, Tomás Rivera, On the Way to the Pond, Friends Forever, The Fox and the Stork, Me On the Map, At Home Around the World, Little Bear's Friend	Direct Harcourt Trophies Units: The Story of a Blue Bird, Fishing Bears, The Puddle, Poppleton Everyday, Sleep Is for Everyone
ASSESSMENT	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation	Rubric, Short answer, Observation, Presentation

1LA 04. c.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade One reading and content</i> , choosing flexibly from an array of strategies by: identifying frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	• I can find root words and endings.	• I can find root words and endings.	• I can find root words and endings.
INSTRUCTION	Direct Harcourt Trophies Units: Sam and the Bag, Todd's Box	Direct Harcourt Trophies Units: Did You See Chip?, Tomás Rivera, On the Way to the Pond, Friends Forever, The Fox and the Stork, Me On the Map, At Home Around the World, Little Bear's Friend	Direct Harcourt Trophies Units: The Story of a Blue Bird, Fishing Bears, The Puddle, Poppleton Everyday, Sleep Is for Everyone
ASSESSMENT	Rubric, Short answer, Observation, Presentation, Multiple choice	Rubric, Short answer, Observation, Presentation, Multiple choice	Rubric, Short answer, Observation, Presentation, Multiple choice

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

Represents & Solves Problems Involving Addition & Subtraction

1MOA 01.	Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can solve addition & subtraction word problems	I can solve addition and subtraction word problems	I can solve addition and subtraction word problems
INSTRUCTION	Calendar time, problem solving, fact practice, Saxon math lessons 12, 15-1, 19, 23, 25-1, 27, 28, 30-1, 32, 34, 36, 37, 44, 45-1	Calendar time, problem solving, fact practice, Saxon math lessons 47, 49, 56, 58, 59, 64, 68, 69, 77, 78, 79, 80-1	Calendar time, problem solving, fact practice, Saxon math lessons 101, 102, 105-1, 106, 121, 125-1, 129, 135A
ASSESSMENT	Saxon math assessment 15-1, 25-1, 30-1, 45-1	Saxon math assessment 80-1,	Saxon math assessment 105-1, 125-1

1MOA 02.	Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can add three numbers to solve word problems	I can add three numbers to solve word problems	I can add three numbers to solve word problems
INSTRUCTION	Calendar time, problem solving, fact practice, Saxon math lessons 12, 15-1, 19, 23, 25-1, 27, 28, 30-1, 32, 34, 36, 37, 44, 45-1	Calendar time, problem solving, fact practice, Saxon math lessons 47, 49, 56, 58, 59, 64, 68, 69, 77, 78, 79, 80-1	Calendar time, problem solving, fact practice, Saxon math lessons 101, 102, 105-1, 106, 121, 125-1, 129, 135A
ASSESSMENT	Saxon math assessment 15-1, 25-1, 30-1, 45-1	Saxon math assessment 80-1,	Saxon math assessment 105-1, 125-1

Understands & Applies Properties of Operations & the Relationship Between Addition & Subtraction

1MOA 03.	Applies properties of operations as strategies to add and subtract. ² <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can add numbers in any order and get the same answer	I can add numbers in any order and get the same answer	I can add numbers in any order and get the same answer.
INSTRUCTION	Fact practices, Saxon math lesson 41	Fact practices, Saxon math lesson 76, 77, 78, 79, 80-1	Fact practices, Saxon math lesson 114, 132
ASSESSMENT	Observation, fact practice ws	Saxon math assessment 80-1	Saxon math assessment 115-1

1MOA 04.	Understands subtraction as an unknown-addend problem. <i>For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM			I can use addition to help me solve subtraction problems.
INSTRUCTION			Saxon math lesson 94, 95-1, 108, 111,114, 115-1, 132
ASSESSMENT			Saxon math assessment 95-1, 115-1

Adds & Subtracts Within 20.

MOA 05.	Fluently adds and subtracts within 5. (ICC/MCC)		
	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can solve addition & subtraction word problems	I can solve addition and subtraction word problems	I can solve addition and subtraction word problems
INSTRUCTION	Calendar time, problem solving, fact practice, Saxon math lessons 12, 15-1, 19, 23, 25-1, 27, 28, 30-1, 32, 34, 36, 37, 44, 45-1	Calendar time, problem solving, fact practice, Saxon math lessons 47, 49, 56, 58, 59, 64, 68, 69, 77, 78, 79, 80-1	Calendar time, problem solving, fact practice, Saxon math lessons 101, 102, 105-1, 106, 121, 125-1, 129, 135A
ASSESSMENT	Saxon math assessment 15-1, 25-1, 30-1, 45-1	Saxon math assessment 80-1,	Saxon math assessment 105-1, 125-1

MATHEMATICS - NUMBERS & OPERATIONS IN BASE TEN

Extends the Counting Sequence

1MNBT 01.	Counts to 120, starting at any number less than 120. In this range, reads and writes numerals and represents a number of objects with a written numeral. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can start at any number and count to 120. I can read and write numbers to 120. I can write the numeral for the number of objects I count.	I can start at any number and count to 120. I can read and write numbers to 120. I can write the numeral for the number of objects I count.	I can start at any number and count to 120. I can read and write numbers to 120. I can write the numeral for the number of objects I count.
INSTRUCTION	Saxon math lessons 1, 2, 3, 4, 16, 17, 20-1	Saxon math lessons 51, 52	Saxon math lessons 98,99, 116
ASSESSMENT	Saxon math assessment 20-1	Saxon math assessment 50-1	Saxon math assessment 115-2

Understands Place Value

1MNBT 02.	Understands that the two digits of a two-digit number represent amounts of tens and ones. Understands the following as special cases: <ul style="list-style-type: none"> a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can bundle ones into groups of ten. I can explain how the numbers 11-19 are made of tens and ones. I can tell how many groups of ten are in numbers when skip counting by ten.	I can bundle ones into groups of ten. I can explain how the numbers 11-19 are made of tens and ones. I can tell how many groups of ten are in numbers when skip counting by ten.	I can bundle ones into groups of ten. I can explain how the numbers 11-19 are made of tens and ones. I can tell how many groups of ten are in numbers when skip counting by ten.
INSTRUCTION	Daily Calendar time	Saxon math lesson 46, 53, 55-2, 66, 73, 74, 75-1, 81, 84, 85-1, 86, 89, 90-1, 91	93, 123, 127, 131, 133
ASSESSMENT	Observation, large group instruction, informal	Saxon math assessment 55-2, 75-1, 85-1, 90-1	Daily observation, large group instruction, informal

1MNBT 03.	Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can explain two-digit numbers using tens and ones.	I can explain two-digit numbers using tens and ones.	I can explain two-digit numbers using tens and ones.
INSTRUCTION	Daily Calendar Time	Daily Calendar Time	Daily Calendar Time
ASSESSMENT	Daily Calendar Time	Saxon math assessment 55-2, 66, 84, 86, 93,	Daily Calendar Time, Saxon math lesson 108, 131,
	Informal assessment, daily observation	Saxon assessment 55-2	Informal assessment, Daily observation

Uses Place Value Understanding & Properties of Operations to Add & Subtract

1MNBT 04.	Adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used. Understands that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I can show and explain how to add one-digit and two-digit numbers up to 100.	I can show and explain how to add one-digit and two-digit numbers up to 100.
INSTRUCTION		Saxon math lesson 41, 73, 74, 75-1, 76, 81, 85-2, 89, 90-1, 91	Saxon math lessons 111, 114, 115-1, 123, 127, 132,
ASSESSMENT		Saxon math assessment 75-1, 85-2, 90-1,	Saxon math assessment 115-1,

1MNBT 05.	Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count; explains the reasoning used. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I can find ten more or ten less than a number in my head. I can explain how I found ten more or ten less than a number.	I can find ten more or ten less than a number in my head. I can explain how I found ten more or ten less than a number.
INSTRUCTION		Saxon math lesson 73, 74, 75-1, 81, 85-2, 89, 91	Saxon math lesson 111, 114, 115-1, 123, 127, 132
ASSESSMENT		Saxon math assessment 75-1, 85-2	Saxon math assessment 115-1

1MNBT 06.	Subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relates the strategy to a written method and explains the reasoning used. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	Daily Calendar Time	Daily Calendar Time	Daily Calendar Time
INSTRUCTION	Daily Calendar Time	Saxon math assessment 55-2, 66, 84, 86, 93,	Daily Calendar Time, Saxon math lesson 108, 131,
ASSESSMENT	Informal assessment, daily observation	Saxon assessment 55-2	Informal assessment, Daily observation

MATHEMATICS - MEASUREMENT & DATA (Chapter 12 IAC)

Measures Lengths Indirectly & By Iterating Length Units.

1MMD 01.	Orders three objects by length; compares the lengths of two objects indirectly by using a third object. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can put three objects in order by length. I can use an object to compare the length of two other objects.	I can put three objects in order by length. I can use an object to compare the length of two other objects.	I can put three objects in order by length. I can use an object to compare the length of two other objects.
INSTRUCTION	Saxon math lessons 35-2	Saxon math lesson 62	Saxon math lesson 95-2, 97, 104, 119,
ASSESSMENT	Saxon math assessment 35-2	Daily observation, in direct assessment, informal	Saxon math assessment 95-2, 135

1MMD 02.	Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understands that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use an object to measure the length of another object.	I can use an object to measure the length of another object.	I can use an object to measure the length of another object.
INSTRUCTION	Saxon math lessons 35-2	Saxon math lesson 62	Saxon math lesson 95-2, 97, 104, 119,
ASSESSMENT	Saxon math assessment 35-2	Daily observation, in direct assessment, informal	Saxon math assessment 95-2, 135

Tells & Writes Time.

1MMD 03.	Tells and writes time in hours and half-hours using analog and digital clocks. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell time to the nearest half hour. I can write to the nearest half hour.	I can tell time to the nearest half hour. I can write time to the nearest half hour.	I can tell time to the nearest half hour. I can write time to the nearest half hour.
INSTRUCTION	Daily calendar time	Daily Calendar time, Saxon math lesson 48,57, 87	Daily Calendar time
ASSESSMENT	Daily observation, informal assessment	Daily observation, informal assessment	Daily observation, informal assessment

Represents & Interprets Data.

1MMD 04.	Organizes, represents, and interprets data with up to three categories; asks and answers questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can create a graph or table. I can ask and answer questions about data.	I can create a graph or table. I can ask and answer questions about data.	I can create a graph or table. I can ask and answer questions about data.
INSTRUCTION	Daily calendar time, Saxon math lesson 5, 7, 38	Daily calendar time, Saxon math lesson 82	Daily calendar time
ASSESSMENT	Daily observation, informal assessment	Daily observation, informal assessment	Daily observation, informal assessment

MATHEMATICS – GEOMETRY (Chapter 12 IAC)

Reasons with Shapes & their Attributes

1MG 01.	Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); builds and draws shapes to possess defining attributes. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can tell the difference between attributes that make a shape and those that do not. I can build and draw shapes.	I can tell the difference between attributes that make a shape and those that do not. I can build and draw shapes.	I can tell the different between attributes that make a shape and those that do not. I can build and draw shapes.
INSTRUCTION	Saxon math lessons 6, 13, 14, 18, 24, 31, 42, 45-2	Saxon math lessons 54, 55-1, 60-1, 65-1, 67, 75-2, 83, 88,	Saxon math lessons 96, 107, 120-1, 124, 125-2
ASSESSMENT	Saxon math assessment 45-2	Saxon math assessment 55-1, 60-1, 65-1, 75-2	Saxon math assessment 120-1, 125-2

1MG 02.	Composes two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and composes new shapes from the composite shape. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can put shapes together to make other shapes.	I can put shapes together to make other shapes.	I can put shapes together to make other shapes.
INSTRUCTION	Saxon math lessons 6, 13, 14, 18, 24, 31, 42, 45-2	Saxon math lessons 54, 55-1, 60-1, 65-1, 67, 75-2, 83, 88,	Saxon math lessons 96, 107, 120-1, 124, 125-2
ASSESSMENT	Saxon math assessment 45-2	Saxon math assessment 55-1, 60-1, 65-1, 75-2	Saxon math assessment 120-1, 125-2

1MG 03.	Partitions circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describes the whole as two of, or four of the shares. Understands for these examples that decomposing into more equal shares creates smaller shares. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM		I can divide circles and rectangles into equal parts. I can describe equal parts as part of a whole.	I can divide circles and rectangles into equal parts. I can describe equal parts as part of a whole.
INSTRUCTION	Saxon math lessons 6, 13, 14, 18, 24, 31, 42, 45-2	Saxon math lessons 54, 55-1, 60-1, 65-1, 67, 75-2, 83, 88,	Saxon math lessons 96, 107, 120-1, 124, 125-2
ASSESSMENT	Saxon math assessment 45-2	Saxon math assessment 55-1, 60-1, 65-1, 75-2	Saxon math assessment 120-1, 125-2

MATHEMATICS – MATHEMATICAL PRACTICE

1MP 01.	Makes sense of problems and perseveres in solving them. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can make sense of problems and persevere in solving them.	I can make sense of problems and persevere in solving them.	I can make sense of problems and persevere in solving them.
INSTRUCTION	Saxon math lesson 10-2, 20-2, 30-2, 40-2	Saxon math lesson 50-2, 60-2, 63, 70-2, 80-2, 90-2	Saxon math lesson 100-2, 110-2, 120-2, 130-2
ASSESSMENT	Saxon math assessment 10-2, 20-2, 30-2, 40-2	Saxon math assessment 50-2, 60-2, 70-2, 80-2, 90-2	Saxon math assessment 100-2, 110-2, 120-2, 130-2

1MP 02.	Reasons abstractly and quantitatively. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can reason abstractly and quantitatively.	I can reason abstractly and quantitatively.	I can reason abstractly and quantitatively.
INSTRUCTION	Daily Calendar meeting, Saxon math lessons 11, 15-2, 22, 35-1,	Daily Calendar meeting, Saxon math lessons 50-1, 65-2, 72,	Daily Calendar meeting, Saxon math lessons 100-1, 103, 105-2, 109, 110-1, 113, 117, 122, 126, 128,
ASSESSMENT	Saxon math assessment: 15-2	Saxon math assessment: 65-2	Saxon math assessment 100-1, 105-2, 110-1,

1MP 03.	Constructs viable arguments and critiques the reasoning of others. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can construct viable arguments and critique the reasoning of others.	I can construct viable arguments and critique the reasoning of others.	I can construct viable arguments and critique the reasoning of others.
INSTRUCTION	Daily Calendar meeting, Saxon math lessons 11, 15-2, 22, 35-1,	Daily Calendar meeting, Saxon math lessons 50-1, 65-2, 72,	Daily Calendar meeting, Saxon math lessons 100-1, 103, 105-2, 109, 110-1, 113, 117, 122, 126, 128,
ASSESSMENT	Saxon math assessment: 15-2	Saxon math assessment: 65-2	Saxon math assessment 100-1, 105-2, 110-1,

1MP 04.	Models with mathematics. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can model with mathematics.	I can model with mathematics.	I can model with mathematics.
INSTRUCTION	Daily Calendar meeting, Saxon math lessons 11, 15-2, 22, 35-1,	Daily Calendar meeting, Saxon math lessons 50-1, 65-2, 72,	Daily Calendar meeting, Saxon math lessons 100-1, 103, 105-2, 109, 110-1, 113, 117, 122, 126, 128,
ASSESSMENT	Saxon math assessment: 15-2	Saxon math assessment: 65-2	Saxon math assessment 100-1, 105-2, 110-1,

1MP 05.	Uses appropriate tools strategically. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use appropriate tools strategically	I can use appropriate tools strategically.	I can use appropriate tools strategically.
INSTRUCTION	Daily Calendar meeting, Saxon math lessons 11, 15-2, 22, 35-1,	Daily Calendar meeting, Saxon math lessons 50-1, 65-2, 72,	Daily Calendar meeting, Saxon math lessons 100-1, 103, 105-2, 109, 110-1, 113, 117, 122, 126, 128, 135B
ASSESSMENT	Saxon math assessment: 15-2	Saxon math assessment: 65-2	Saxon math assessment 100-1, 105-2, 110-1

1MP 06.	Attends to precision. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can attend to precision.	I can attend to precision.	I can attend to precision.
INSTRUCTION	Daily Calendar meeting, Saxon math lessons 11, 15-2, 22, 35-1,	Daily Calendar meeting, Saxon math lessons 50-1, 65-2, 72,	Daily Calendar meeting, Saxon math lessons 100-1, 103, 105-2, 109, 110-1, 113, 117, 122, 126, 128,
ASSESSMENT	Saxon math assessment: 15-2	Saxon math assessment: 65-2	Saxon math assessment 100-1, 105-2, 110-1

1MP 07.	Looks for and makes use of structure. (ICC/MCC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can look for and make use of a structure.		
INSTRUCTION	Saxon math lesson 26		
ASSESSMENT	Daily observation, informal assessment		

PERSONAL DEVELOPMENT – FINANCIAL LITERACY

1FIN 01.	Demonstrates the ability to set goals based on wants and needs. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can set my goals based on what I want and what I need. Junior Achievement
INSTRUCTION	NA	NA	Direct, Group Discussion
ASSESSMENT	NA	NA	Observation, Short Answer

1FIN 02.	Recognizes various ways to save and the reasons individuals decide to save. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can recognize different ways to save money and why people save money. Junior Achievement
INSTRUCTION	NA	NA	Direct, Group Discussion
ASSESSMENT	NA	NA	Observation, Short Answer

1FIN 03.	Distinguishes between appropriate spending choices. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can recognize good ways to spend money. Junior Achievement
INSTRUCTION	NA	NA	Direct, Group Discussion
ASSESSMENT	NA	NA	Observation, Short Answer

1FIN 04.	Identifies monetary resources and distribution options for those resources. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can recognize money resources and how those can be given out. Junior Achievement
INSTRUCTION	NA	NA	Direct, Group Discussion
ASSESSMENT	NA	NA	Observation, Short Answer

PERSONAL DEVELOPMENT – EMPLOYABILITY SKILLS

1EMP 01.	Communicates and works appropriately with others to complete tasks. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can work with others to complete tasks. Daily classroom activities. Structured group physical education activities.	I can work with others to complete tasks. Daily classroom activities. Structured group physical education activities.	I can work with others to complete tasks. Daily classroom activities. Structured group physical education activities.
INSTRUCTION	Direct, Indirect	Direct, Indirect	Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

1EMP 02.	Recognizes different roles and responsibilities and is open to change. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can lead, follow, and change as needed. Structured group physical education activities.	I can lead, follow, and change as needed. Structured group physical education activities.	I can lead, follow, and change as needed. Structured group physical education activities.
INSTRUCTION	Direct, Indirect	Direct, Indirect	Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

1EMP 03.	Learns leadership skills and demonstrates integrity, ethical behavior, and social responsibility. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can lead and make good choices. Structured group physical education activities.	I can lead and make good choices. Structured group physical education activities.	I can lead and make good choices. Structured group physical education activities.
INSTRUCTION	Direct, Indirect	Direct, Indirect	Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

1EMP 04.	Develops initiative and demonstrates self-direction in activities. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can work on my own. Daily independent homework assignments.	I can work on my own. Daily independent homework assignments.	I can work on my own. Daily independent homework assignments.
INSTRUCTION	Direct, Indirect, Independent	Direct, Indirect, Independent	Direct, Indirect, Independent
ASSESSMENT	Short answer, Observation	Short answer, Observation	Short answer, Observation

1EMP 05.	Works productively and is accountable for his/her actions. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can work on my own. I am reliable to get my work done. Daily independent homework assignments.	I can work on my own. I am reliable to get my work done. Daily independent homework assignments.	I can work on my own. I am reliable to get my work done. Daily independent homework assignments.
INSTRUCTION	Direct, Indirect, Independent	Direct, Indirect, Independent	Direct, Indirect, Independent
ASSESSMENT	Short answer, Observation	Short answer, Observation	Short answer, Observation

PERSONAL DEVELOPMENT – SHOWS RESPECT & CARES FOR OTHERS

1PDSR 01.	Shows respect for others. (Student Action Expectation #1)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can respect others. Structured group physical education activities.	I can respect others. Structured group physical education activities.	I can respect others. Structured group physical education activities.
INSTRUCTION	Direct, Indirect	Direct, Indirect	Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

1PDSR 02.	Shows respect for authority. (Student Action Expectation #2)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can respect my authorities. Religion- 10 Commandments	I can respect my authorities. Religion- 10 Commandments	I can respect my authorities. Religion- 10 Commandments
INSTRUCTION	Direct	Direct	Direct
ASSESSMENT	Observation	Observation	Observation

1PDSR 03.	Demonstrates responsibility for his/her own actions. (Student Action Expectation #3)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can be trusted to do my job as a student. Religion, Daily 5	I can be trusted to do my job as a student. Religion, Daily 5	I can be trusted to do my job as a student. Religion, Daily 5
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation	Observation	Observation

PERSONAL DEVELOPMENT – WORK AND STUDY HABITS

1PDW 01.	Listens and follows instructions. (Student Action Expectation #4)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can follow instructions. Structured physical education activities.	I can follow instructions. Structured physical education activities.	I can follow instructions. Structured physical education activities.
INSTRUCTION	Direct, Indirect	Direct, Indirect	Direct, Indirect
ASSESSMENT	Observation	Observation	Observation

1PDW 02.	Uses time wisely. (Student Action Expectation #5)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can finish tasks on time. Daily 5, Independent assignments.	I can finish tasks on time. Daily 5, Independent assignments.	I can finish tasks on time. Daily 5, Independent assignments.
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation	Observation	Observation

1PDW 03.	Hands in assignments on time. (Student Action Expectation #6)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can turn in work on time. Daily 5, Independent assignments	I can turn in work on time. Daily 5, Independent assignments	I can turn in work on time. Daily 5, Independent assignments
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation	Observation	Observation

1PDW 04.	Shows effort in work. (Student Action Expectation #7)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can try my best on work. Daily independent assignments	I can try my best on work. Daily independent assignments	I can try my best on work. Daily independent assignments
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation	Observation	Observation

1PDW 05.	Organizes and cares for materials. (Student Action Expectation #8)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can take care of my supplies. Daily care of classroom materials, book boxes, & lockers.	I can take care of my supplies. Daily care of classroom materials, book boxes, & lockers.	I can take care of my supplies. Daily care of classroom materials, book boxes, & lockers.
INSTRUCTION	Direct, Group discussion	Direct, Group discussion	Direct, Group discussion
ASSESSMENT	Observation	Observation	Observation

RELIGION

1REL 01.	Participates in Religion class. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can participate in Religion class. Daily Bible stories and devotions w/ questions & activities. One in Christ pages 106-107	I can participate in Religion class. Daily Bible stories and devotions w/ questions & activities. One in Christ pages 179-181	I can participate in Religion class. Daily Bible stories and devotions w/ questions & activities. One in Christ pages 435-437
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion	Direct, Group Discussion
ASSESSMENT	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1REL 02.	Memorizes Bible verses (Memory Work), Luther's Catechism, & prayers. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can memorize Bible verses, Luther's Catechism, & prayers. Weekly memory verses, Daily prayers, Weekly Chapel services	I can memorize Bible verses, Luther's Catechism, & prayers. Weekly memory verses, Daily prayers, Weekly Chapel services	I can memorize Bible verses, Luther's Catechism, & prayers. Weekly memory verses, Daily prayers, Weekly Chapel services
INSTRUCTION	Direct, Independent, Group Discussion, Indirect	Direct, Independent, Group Discussion, Indirect	Direct, Independent, Group Discussion, Indirect
ASSESSMENT	Observation, Presentation	Observation, Presentation	Observation, Presentation

1REL 03.	Participates in Chapel & other worship services. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can participate in chapel and other worship services. Weekly chapel service. Weekend church attendance.	I can participate in chapel and other worship services. Weekly chapel service. Weekend church attendance.	I can participate in chapel and other worship services. Weekly chapel service. Weekend church attendance.
INSTRUCTION	Indirect, Independent, Direct, Group Discussion	Indirect, Independent, Direct, Group Discussion	Indirect, Independent, Direct, Group Discussion
ASSESSMENT	Observation	Observation	Observation

SCIENCE – SCIENCE AS INQUIRY

1SAI 01.	Asks questions about objects, organisms, and events in the environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can ask questions about objects in the environment. Discovery Works page A1b, Frog Project Approach Unit	I can ask questions about objects in the environment. Discovery Works page D1b	I can ask questions about objects in the environment. Discovery Works page D84-D85
INSTRUCTION	Direct, Group Discussion, Experiment, Independent	Direct, Group Discussion, Experiment, Independent	Direct, Group Discussion, Experiment, Independent
ASSESSMENT	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 02.	Plans and conducts simple investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can plan and do a simple investigation. Frog Project Approach Unit	I can plan and do a simple investigation. Science project to learn about the Scientific Method.	I can plan and do a simple investigation. Growing seeds in different environments.
INSTRUCTION	Independent, Indirect, Group Discussion, Experiment, Direct	Independent, Indirect, Group Discussion, Experiment, Direct	Independent, Indirect, Group Discussion, Direct, Experiment
ASSESSMENT	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 03.	Uses tools to gather data and extend the senses. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use tools to collect my information. Discovery Works page c1o	I can use tools to collect my information. Discovery Works page D1f	I can use tools to collect my information. Growing seeds in different environments.
INSTRUCTION	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment
ASSESSMENT	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 04.	Uses mathematics in scientific inquiry. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use math in science. Weekly science experiments, Discovery Works page C1i	I can use math in science. Weekly science experiments, Measuring height of plants.	I can use math in science. Weekly science experiments, Measuring height of plants.
INSTRUCTION	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment
ASSESSMENT	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 05.	Uses data to construct reasonable explanations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can use the information I find out to explain what's happening. Science project to learn about the Scientific Method	I can use the information I find out to explain what's happening. Growing plants in different environments.
INSTRUCTION	NA	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment
ASSESSMENT	NA	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 06.	Communicates investigations and explanations orally, in writing or through drawings. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can explain what I learned through writing or drawing. Science project to learn about the Scientific Method	I can explain what I learned through writing or drawing. Growing plants in different environments.
INSTRUCTION	NA	Direct, Group Discussion, Independent, Experiment	Direct, Group Discussion, Independent, Experiment
ASSESSMENT	NA	Observation, Short Answer, Presentation	Observation, Short Answer, Presentation

1SAI 07.	Follows appropriate safety procedures when conducting investigations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can follow safety rules when doing science experiments. Weekly science experiments. Discovery Works page C1h	I can follow safety rules when doing science experiments. Weekly science experiments. Discovery Works pages D18-D19	I can follow safety rules when doing science experiments. Weekly science experiments. Growing plants
INSTRUCTION	Direct, Group Discussion, Independent, Indirect, Experiment	Direct, Group Discussion, Independent, Indirect, Experiment	Direct, Group Discussion, Independent, Indirect, Experiment
ASSESSMENT	Observation	Observation	Observation

1SAI 08.	Increases knowledge & appreciation of God's natural world through instruction & hands-on activities. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can learn more and appreciate the things God has done for our world. Frog Project Approach Unit, Discovery Works page C53	I can learn more and appreciate the things God has done for our world. Discovery Works D18-D19	I can learn more and appreciate the things God has done for our world. Growing plants in different environments.
INSTRUCTION	Group Discussion, Direct, Independent, Experiment	Group Discussion, Direct, Independent, Experiment	Group Discussion, Direct, Independent, Experiment
ASSESSMENT	Observation, Short Essay, Presentation	Observation, Short Essay, Presentation	Observation, Short Essay, Presentation

1SAI 09.	Experiments with colors. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can experiment with colors. Drawing what happens to the plants we grow.	I can experiment with colors. Drawing what happens to the plants we grow.
INSTRUCTION	NA	Independent, Indirect, Experiment	Independent, Indirect, Experiment
ASSESSMENT	NA	Observation	Observation

SCIENCE – EARTH & SPACE SCIENCE (Chapter 12 IAC)

1SES 01.	Understands and applies properties of earth materials. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can understand and talk about parts of the materials on earth. Discovery Works pages D18-D19	I can understand and talk about parts of the materials on earth. Discovery Works pages D84-D84
INSTRUCTION	NA	Group Discussion, Direct, Independent, Experiment	Group Discussion, Direct, Independent, Experiment
ASSESSMENT	NA	Observation, Presentation, Short Answer	Observation, Presentation, Short Answer

1SES 02.	Understands and applies observable information about daily and seasonal weather conditions. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and talk about the weather. Daily morning calendar	I can understand and talk about the weather. Daily morning calendar.	I can understand and talk about the weather. Daily morning calendar. Discovery Works pages B1d
INSTRUCTION	Direct, Group Discussion, Indirect	Direct, Group Discussion, Indirect	Direct, Group Discussion, Indirect
ASSESSMENT	Observation	Observation	Observation, Short Answer

1SES 03.	Understands and applies knowledge of events that have repeating patterns. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and explain events that have repeating patterns. Daily morning calendar.	I can understand and explain events that have repeating patterns. Daily morning calendar.	I can understand and explain events that have repeating patterns. Daily morning calendar. Discovery Works page B1f
INSTRUCTION	Direct, Group Discussion, Indirect	Direct, Group Discussion, Indirect	Direct, Group Discussion, Indirect
ASSESSMENT	Observation	Observation	Observation, Short Answer

SCIENCE – LIFE SCIENCE (Chapter 12 IAC)

1SLS 01.	Understands and applies knowledge of the characteristics of living things and how living things are both similar to and different from each other and from non-living things. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and show what I know about living things and how they are similar and different from non-living things. Frog Project Approach Unit	NA	I can understand and show what I know about living things and how they are similar and different from non-living things. Discovery Works page D28-D29
INSTRUCTION	Direct, Group Discussion, Independent, Experiment	NA	Direct, Group Discussion
ASSESSMENT	Observation, Short Answer	NA	Observation, Short Answer

1SLS 02.	Understands and applies knowledge of life cycles of plants and animals. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and tell about life cycles of plants and animals. Frog Project Approach Unit	NA	I can understand and tell about life cycles of plants and animals. Growing plants in different environments.
INSTRUCTION	Direct, Group Discussion, Independent	NA	Direct, Group Discussion, Independent
ASSESSMENT	Observation, Short Answer, Presentation	NA	Observation, Short Answer, Presentation

1SLS 03.	Understands and applies knowledge of the basic needs of plants and animals and how they interact with each other and their physical environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and tell about the needs of plants and animals. Frog Project Approach Unit.	NA	I can understand and tell about the needs of plants and animals. Growing plants in different environments.
INSTRUCTION	Direct, Group Discussion, Independent	NA	Direct, Group Discussion, Independent
ASSESSMENT	Observation, Short Answer, Presentation	NA	Observation, Short Answer, Presentation

1SLS 04.	Understands and applies knowledge of ways to help take care of the environment. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand and tell about ways to help take care of the environment. Discovery Works pages D82-D83
INSTRUCTION	NA	NA	Direct, Group Discussion, Indirect, Independent, Experiment
ASSESSMENT	NA	NA	Observation, Short Answer, Presentation

1SLS 05.	Understands and applies knowledge of basic human body structures (human body parts and their functions). (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and tell about the human body. Health, Safety, and Manners pages 2-7	I can understand and tell about the human body. Health, Safety, and Manners pages 8-38	I can understand and tell about the human body. Macmillian Early Science My Body & Nutrition Units
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion, Independent	Direct, Group Discussion, Independent
ASSESSMENT	Observation	Observation, Multiple Choice	Observation, Short Answer, Multiple Choice

1SLS 06.	Understands and applies knowledge of good health habits. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and tell about the human body. Health, Safety, and Manners pages 2-7	I can understand and tell about the human body. Health, Safety, and Manners pages 8-38	I can understand and tell about the human body. Macmillian Early Science My Body & Nutrition Units
INSTRUCTION	Direct, Group Discussion	Direct, Group Discussion, Independent	Direct, Group Discussion, Independent
ASSESSMENT	Observation	Observation, Multiple Choice	Observation, Short Answer, Multiple Choice

SCIENCE – PHYSICAL SCIENCE (Chapter 12 IAC)

1SPS 01.	Understands and applies knowledge of observable and measurable properties of objects. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can understand and show what I learn of things you can and can't measure of objects. Discovery Works pages B34-B35	I can understand and show what I learn of things you can and can't measure of objects. Discovery Works pages D82-D83
INSTRUCTION	NA	Group Discussion, Direct, Independent, Indirect, Experiment	Group Discussion, Direct, Independent, Indirect, Experiment
ASSESSMENT	NA	Observation, Presentation, Short Answer, Multiple Choice	Observation, Presentation, Short Answer, Multiple Choice

1SPS 02.	Understands and applies knowledge of characteristics of liquids and solids. (ICC; Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand and show different things about liquids and solids. Discovery Works page D1g, D1h
INSTRUCTION	NA	NA	Direct, Group Discussion, Independent, Experiment
ASSESSMENT	NA	NA	Observation, Short Answer, Presentation, Multiple Choice

SOCIAL STUDIES – BEHAVIORAL SCIENCES

1SSB 01.	Understands all people have individual traits. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand that all people are different. Macmillian Early Science- Five Senses Unit	I can understand that all people are different. Macmillian Early Science-My Body Unit	NA
INSTRUCTION	Group Discussion, Direct, Indirect	Group Discussion, Direct, Indirect	NA
ASSESSMENT	Observation, Short Answer, Multiple Choice	Observation, Short Answer, Multiple Choice	NA

1SSB 02.	Understands interactions between self and the peer group. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand how I should interact with my peers. Daily combined classes. DOJO	I can understand how I should interact with my peers. Daily combined classes. DOJO	I can understand how I should interact with my peers. Daily combined classes. DOJO
INSTRUCTION	Direct, Independent	Direct, Independent	Direct, Independent
ASSESSMENT	Observation	Observation	Observation

SOCIAL STUDIES – ECONOMICS

1SSE 01.	Understands people in all parts of the world trade with one another. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can understand that people all over the world trade with each other. People and Places page 192	NA
INSTRUCTION	NA	Direct, Group Discussion, Independent	NA
ASSESSMENT	NA	Observation, Short Answer, Multiple Choice	NA

1SSE 02.	Understands that changes in technology impact individuals and society. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can understand that technology changes and that affects people. People and Places page 200	NA
INSTRUCTION	NA	Group Discussion, Direct	NA
ASSESSMENT	NA	Observation	NA

SOCIAL STUDIES – GEOGRAPHY

1SSG 01.	Understands how human factors and the distribution of resources affect the development of communities and the movement of populations. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	I can understand that humans and the things they sell affect the world around them. People and Places page 78	NA
INSTRUCTION	NA	Group Discussion, Direct	NA
ASSESSMENT	NA	Observation	NA

SOCIAL STUDIES – HISTORY

1SSH 01.	Understands people construct knowledge of the past from multiple and various types of sources. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand that people learn from the past. People and Places page 224
INSTRUCTION	NA	NA	Group Discussion, Direct
ASSESSMENT	NA	NA	Observation

1SSH 02.	Understands relationships between geography and historical events. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand the relationship between geography and things that have happened. Reviewing 9/11	NA	I can understand the relationship between geography and things that have happened. People and Places page 234
INSTRUCTION	Group Discussion	NA	Group Discussion, Direct
ASSESSMENT	Observation	NA	Observation

1SSH 03.	Understands cause and effect relationships and other historical thinking skills in order to interpret events and issues. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	NA	NA	I can understand how things that have happened affect events and issues. People and Places page 226, 234
INSTRUCTION	NA	NA	Group Discussion, Direct
ASSESSMENT	NA	NA	Observation

SOCIAL STUDIES – POLITICAL SCIENCE/ CIVIC LITERACY

1SSP 01.	Understands how government affects citizens and how citizens affect government. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand that the government affects citizens and how citizens affect government. People and Places page 130, 132	NA	NA
INSTRUCTION	Group Discussion, Direct, Indirect	NA	NA
ASSESSMENT	Observation, Short Answer, Multiple Choice	NA	NA

TECHNOLOGY LITERACY

1TL 01.	Uses a variety of technology tools and media-rich resources to work collaboratively with others. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different technology to work with others. Daily 5 Listen to Reading, Daily 5 Word Work, Weekly Technology class	I can use different technology to work with others. Daily 5 Listen to Reading, Daily 5 Word Work, Weekly Technology class	I can use different technology to work with others. Daily 5 Listen to Reading, Daily 5 Word Work, Weekly Technology class
INSTRUCTION	Direct, Independent	Direct, Independent	Direct, Independent
ASSESSMENT	Observation, Presentation	Observation, Presentation	Observation, Presentation

1TL 02.	Utilizes predetermined digital resources and tools to answer questions or solve problems. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can use different digital resources and tools to answer questions. Science experiment for learning the Scientific Method.	I can use different digital resources and tools to answer questions. Daily 5 Word Work, Native American research	I can use different digital resources and tools to answer questions. Daily 5 Word Work, Weekly Technology class
INSTRUCTION	Direct, Group Discussion	Independent, Direct	Direct, Independent
ASSESSMENT	Observation, Presentation	Observation, Presentation	Observation, Presentation

1TL 03.	Understands and practices appropriate and safe uses of technology. (ICC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can understand and show how to be safe while using technology. Daily 5 Word Work, Daily 5 Listen to Reading, Weekly Technology class	I can understand and show how to be safe while using technology. Daily 5 Word Work, Daily 5 Listen to Reading, Weekly Technology class	I can understand and show how to be safe while using technology. Daily 5 Word Work, Daily 5 Listen to Reading, Weekly Technology class
INSTRUCTION	Direct, Independent	Direct, Independent	Direct, Independent
ASSESSMENT	Observation, Presentation	Observation, Presentation	Observation, Presentation

FINE ARTS – VISUAL ARTS

1FAV 01.	Makes art. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to make a picture using markers on paper.	I am able to make a winter picture using paint and small items.	I am able to make a picture using oil pastels on paper.
INSTRUCTION	D, EX, GD	D, IDP, EX, GD	D, EX, GD
ASSESSMENT	OB,P	OB, P	OB, P

1FAV 02.	Discovers hand-eye skills. (DLS)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I can hold markers to draw and make different shapes.	I can hold a paintbrush and paint circles to make a snowman.	I can hold an oil pastel crayon to color lines and make shapes.
INSTRUCTION	IDR, IDP, EX	D, IDR, IDP, EX	D, EX, GD
ASSESSMENT	R, OB, P	R, OB, P	R, OB, P

1FAV 03.	Views and understands the visual arts. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I am able to draw shapes and patterns with a line. (Arts Attack grade 1, Line Lesson)	I am able to paint white circles to make a snowman and glue small items to decorate it. (Arts Attack grade 1, Self-Expression Lesson)	I am able to color with oil pastel crayons to make a butterfly. (Arts Attack grade 1, Color Lesson)
INSTRUCTION	D, EX, GD	D, EX, GD	D, EX
ASSESSMENT	R, OB, P	R, OB, P	R, OB, P

1FAV 04.	Develops and communicates imaginative and inventive ideas. (Chapter 12 IAC)
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	FIRST TRIMESTER	SECOND TRIMESTER	THIRD TRIMESTER
CURRICULUM	I created a snake crawling through different shaped rocks.	I created a snowman with a hat, face, scarf, buttons and arms with snowflakes falling from the sky.	I can create a butterfly that shows lines and shapes in beautiful colors.
INSTRUCTION	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD	D, IDR, IDP, EX, GD
ASSESSMENT	OB, P	OB, P	OB, P

NOTE:

Chapter 12 IAC means the essential concept and skill is noted in this legislation, which is used, to accredit schools.

Concordia Publishing House means that the essential concept and skill was extracted from the purchased curriculum.

DLS means these concepts and skills were identified by Dubuque Lutheran School staff as being essential to the curriculum.

DLS Pastors means these concepts and skills were identified and/or modified by Dubuque Lutheran School pastors as being essential to the curriculum.

ICC means the essential concept and skill was included in the Iowa Core Curriculum as it was initially presented.

ICC/MCC means the essential concept and skill is part of the national collaboration of Iowa Core Curriculum and the Model Core Curriculum.

Northern Arizona University means that the essential concept and skill was extracted from the purchased curriculum

NA means the standard is not taught during that trimester.