

**Saint John the Baptist Catholic School**

# **First Grade Curriculum**

2017-2018



**Saint John the Baptist Catholic School**  
Waunakee, Wisconsin

## **A Blessed Foundation**

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# Saint John the Baptist Catholic School First Grade Standards

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This is an outline of the standards for the First Grade Curriculum. This is evolving work and standards will be revised to meet the changing needs of the students as they prepare to be productive citizens in the 21st century.

**All standards will be taught and the highlighted standards will be part of your child's report card.** The standards selected to be on the First Grade Report Card are identified as essential learning and skills that will be taught during the school year.

These standards are based on:

#### **The Mission Statement of Saint John the Baptist Catholic School:**

*"The Mission of Saint John the Baptist Catholic School is to empower our students to be faithful Catholics by nurturing and educating each individual to become compassionate leaders in an ever-changing global community."*

#### **The Diocese of Madison Catechetical Standards and Benchmarks for First Grade Students:**

- Profession of Faith: Catholic school/religion education students in the Diocese of Madison will know and understand the fundamental teachings of Jesus Christ in His Church, according to the articles of our Profession of Faith.
- Liturgy and Sacraments: Catholic school/religion education students in the Diocese of Madison will know and appreciate the centrality of the Eucharist and the importance of sacraments in the life of Catholics.
- Life in Christ: Catholic school/religion education students in the Diocese of Madison will understand and reflect the dignity of the human person and his vocation to freely know, love and serve God and neighbor. With the help of grace, they will seek holiness by avoiding sin, growing in virtue and entrusting themselves to the mercy of God.
- Christian Prayer: Catholic school/religion education students in the Diocese of Madison will understand the revelation and tradition of the Catholic life of prayer.

#### **The Diocese of Madison Academic Standards**

## Religion Standards

### Units of Study Include:

The Blessed Trinity	Creation
Grace and Angels	The Ten Commandments
Adam and Eve - Original Sin	Our Need for Grace
Jesus, Our Savior	Miracles
Jesus Teaches Us to Pray	Jesus Teaches Us How to Act - The Beatitudes
The Apostles	Jesus With Us: The Church
We Believe - The Apostles Creed	Jesus' Touch - The Sacraments
The Mass	All Saints Day
Advent and Christmas	Lent
Holy Week and Easter	Easter Season, Ascension and Pentecost

Main Curriculum Resource: Ignatius Press: Who Has God's Life?

Highlighted Standards Appear on the Report Card

CAT.1.A. Understand revelation as God's action to make Himself known: in creation, in his relationship with Israel, and in the Person of Jesus Christ.

- Know and retell the Story of Salvation History.
- Illustrate how we can know God through his creations, "...from the greatness and beauty of created things comes a corresponding perception of their creator."

CAT.1.B. Understand Faith as an assent to God who reveals Himself.

- **Explain that there is only one God; He has no beginning and no end. He is 3 persons – Father, Son, and Holy Spirit.**
- Explain why God made us.
- Explain that God loves everyone and wants everyone to know him.

CAT.1.C. Understand Sacred Scripture as witness to God's Self-Revelation.

- **Listen and generally retell the Bible Stories of:**
  - **Easter**
  - **creation of the world, and of man and woman**
- Identify that God speaks to us in Sacred Scriptures.
- Explain that Sacred Scripture is the story of God's people.

CAT.1.E. Know and understand the articles of the Apostles' Creed.

- Recognize that God is Love, He never stops loving us.
- Recognize that God is our Father.

- Recognize that God is our creator and created all things.
- Recognize and explain how God takes care of all that he has made.
- Recognize and explain that every person has a guardian angel.
- Express how we sometimes do wrong and have to admit to our actions without making excuses.
- Explain that Jesus Christ is the Son of God.
- Discuss that Jesus showed us how to live.
- Recognize that Mary is the mother of Jesus and our mother.
- **Describe Jesus' Holy Family – Joseph, foster father of Jesus; Mary, Jesus' mother; and, the child Jesus.**
- Describe how Jesus teaches us the truth about God. Jesus performed miracles, healed the sick, fed the hungry, and rose from the dead.
- "I Believe in the Holy Spirit"
- Explain how Holy Spirit is the expression of God's love for us.
- Recognize that those who follow Jesus form his true family.
- Articulate that God forms his family that we may together grow and serve him in holiness.
- **Explain how we are initiated into God's family through Baptism.**
- Recall the parish priest and the diocesan bishop.
- Explain that God made us to be perfectly happy with Him in heaven.

#### **CAT.1.F. Understand and participate in liturgical seasons, feast and celebrations**

- Recall that during Mass we thank and bless God, who is our Father.
- Explain that the church building is the house of God and a house of prayer.
- Identify liturgical seasons.

CAT.1.G. Name, define, and describe each of the seven sacraments of the Church and will know how to participate in the celebration of each. (CCC Baptism 1210-84, Confirmation 1285-1321, Eucharist 1322-1419, Reconciliation 1422-98, Anointing of the Sick 1499-1532, Holy Orders 1536-1600, Matrimony 1601-66)

- Recall that blessing yourself with holy water is a reminder of your Baptism, and prepares us to receive God's grace.
- Explain that the Eucharist is the center of our celebration of the Mass and a sign of God's love for us.
- Explain how Jesus implemented Eucharist at the last supper.
- Recognize that sometimes we hurt one another and God, and must say we're sorry. When we do God is always ready to forgive us.
- **Recognize and identify symbols/sacraments used in the Church (cross, tabernacle, candles, water).**
- Recognize that the heart of the family is married love.

CAT.1.H. Understand the Eucharist has a special and central place in the life of the Church and in their own lives because it contains the very act of redemption which Jesus accomplished in his life, death, and resurrection.(CCC 1322- 1419)

- Recognize Jesus in the tabernacle and genuflect as a sign of adoration.
- Explain that Sunday is the Lord's Day and we are expected to attend Mass to be blessed by Jesus.
- **Recognize and use Liturgical gestures (kneeling, standing, folding hands, bless with holy water).**

CAT.1.I. Understand the dignity of every human person stemming from their creation in the image and likeness of God. (CCC 1691-1876)

- State that we are created to know, love and serve God and neighbor.
- Discuss the story of creation, articulating that God created all things from nothing and that creation is good.
- Describe sin as being an offense against God.
- Give examples of good habits.
- Explain that God's family includes people of all races, languages and abilities.
- State that God's rules (laws) are his fatherly instruction to us.

CAT.1.J. Understand that the human person is made for communion, both with God and the human community. (CCC 1877-1948)

- Give examples of how our own behavior affects others.
- Give examples of how the lives of saints show love of God and concern for others.

CAT.1.M. Identify the Ten Commandments as God's rules, and He gave them to us as a guide to teach us to be his children. (CCC 2052-2082)

- **Identify the Ten Commandments as God's rules, and He gave them to us as a guide to teach us to be his children.**
- Explain that we must love God our Father more than anything.
- Explain that God's name is holy.
- Explain that we must keep holy the Sabbath, and so we go to Church on Sundays.
- Explain that we should honor our parents.
- Identify love as the vocation of every human being,
- Explain that we must respect the property of others.
- Identify lying as a sin.

CAT.1.N. Understand what prayer is and revelation of prayer.

- Explain that we are called to pray every day with our families.
- Articulate a personal prayer of intercession (for others).
- Explain how God hears our prayers and answers them according to His will.

CAT.1.O. Understand the Catholic Christian tradition of prayer (CCC 2650 – 2696)

- Describe the church building as a special place to pray both within the Mass and Outside the Mass.
- Describe how the Mass is the highest form of prayer and each person is called to participate by praying and singing.

CAT.1.P. Understand and experience the Catholic Christian life of prayer (CCC 2697 – 2758)

- Demonstrate that prayers with words can be said aloud or silently.
- **Recite Our Father, Hail Mary, Glory Be, and the prayer before meals.**
- Explain that memorization of prayers is an important part of our prayer life.

CAT.1.Q. Understand the Lord's prayer as a summary of the whole gospel and its many uses within the Christian life (CCC 2759 – 2865)

- Explain why we pray "Our Father" rather than "My Father" (because we open ourselves to loving everyone and acknowledge that God loves everyone).

**Main Curricular Resource:**

**Language Arts**

**Units of Study Include:**

<b>Consonant digraphs, long and short vowels, r-controlled vowels and vowel digraphs</b>
<b>Endings, suffixes, contractions, and compound words</b>
<b>Decoding and encoding using phonetic and structural patterns</b>
<b>Reading and spelling of all 220 high frequency Dolch words</b>
<b>Parts of speech, synonyms, antonyms homonyms</b>
<b>Comprehension and fluency skills for reading literary and informational texts</b>
<b>Writing mechanics, writing process and types of writing (narrative, opinion, informative/explanatory)</b>

**Main Curricular Resource:**

**Zaner Bloser - Adventures of the Superkids and More Adventures of the Superkids**

**Renaissance Learning: Accelerated Reader**

**Highlighted standards appear on the Report Card**

LA.1.A. Use effective reading strategies to achieve their purposes in reading

- Hear, say, and manipulate sounds including rhyming and blending.
- Identify consonant letter-sound relationships.
- **Uses sound and letter relationships, initial and final consonants, consonant blends, and consonant digraphs, and long and short vowels.**
- Use word families to write new words.
- Demonstrate an advanced level of phonemic awareness:
  - Substitute one sound for another.
  - Delete sounds from words.
  - Segment words into sounds.
- Identify beginning, middle, and final sounds in spoken words.
- Demonstrate awareness of punctuation marks.
- Uses picture clues to gain meaning.
- Infer the meaning of unfamiliar words using context clues.
- **Comprehend text by using prior knowledge, self-correcting and self-monitoring, rereading, making predictions, and finding context clues.**
- **Read aloud with age-appropriate fluency, accuracy, and expressions.**
- Identify parts of a textbook including table of contents and glossary.

LA.1.B. Read, interpret, and critically analyze literature.

- **Recognize and recall elements and details of story structure, including the use of story mapping, sequence of events, character, plot, and setting; in order to reflect on meaning.**
- Retell a story in his/her own words in sequence.
- Recognize predictable story patterns.

- From a variety of reading materials such as fairy tales, fables, and narratives understand plots, make predictions, and relate to prior knowledge and experience.
- Identify cause and effect relationships and connect different works to real-life experiences.
- Name the author and illustrator of a story and define the role of each in telling the story.
- Compare and contrast works of literature.

LA.1.C. Read and discuss literary and informational texts to gain understanding.  
Identify main ideas from literature.

- Distinguish fiction from nonfiction.

LA.1.D. Read to acquire information.

- Seek information by investigating available text resources.
- Read and follow activity directions.

LA.1.E. Create or produce writing to communicate with different audiences for a variety of purposes.

- Demonstrate correct posture and pencil grip.
- **Form printed letters correctly.**
- **Compose and print simple sentences with proper spacing.**
- Write words from left to right, top to bottom.
- **Write narrative, creative and/or descriptive pieces.**
- Write a response to reading and life experiences.
- Copy printed sentences correctly.
- **Write in a variety of situations, including journaling.**

**LA.1.F. Plan, revise, edit, and publish clear and effective writing.**

- Copy writing.
- Illustrate sentences.
- Write words and short phrases/sentences using phonetic spelling.
- Edit writing for capitalization at the beginning of a sentence.
- Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.
- Use commas correctly to punctuate dates.
- **Spell frequently used words correctly.**
- Edit for use of proper punctuation including, periods, exclamation points, and question marks.
- Use guided strategies for prewriting (brainstorming, mapping, oral discussion).
- **Answer questions in complete sentences.**
- Complete a writing assignment.

LA.1.G. Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.

- **Understand and use parts of speech effectively, including nouns, pronouns, and adjectives.**
- **Capitalize initial words of sentences.**
- Use commas correctly to punctuate dates.
- Spell frequently used words correctly.
- Identify purpose and use of proper punctuation including, periods, exclamation points, and question marks.

LA.1.H. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.

- Participate in group readings, such as choral, echo, shadow and partner reading.
- Demonstrates manners.
- Introduce self to others.
- Uses eye contact and appropriate volume for oral presentations.
- **Read aloud with proper expression and voice intonation in classroom and liturgical activities.**

LA.1.I. Listen and comprehend oral communications.

- **Apply the rules of good listening.**
- Follow three-step directions.
- Identify key points of a story or discussion.
- Retell stories in proper sequence.
- Follow sequences in plot and predict outcomes.
- **Recall the content of stories, (literary and informational text), relate the content to prior knowledge, and answer various questions about the stories.**
- Distinguish between a statement and a question.

**LA.1.J. Participate effectively in discussion.**

- Volunteer relevant information, ask relevant questions, and answer questions directly.
- Use appropriate eye contact and other nonverbal cues.
- Respond politely to others.

LA.1.K. Develop a vocabulary of words, phrases, and idioms as a means of improving communication.

- Expand vocabulary across subject areas.
- Identify the following word endings and subsequent changes made to word meaning: -ing, -ed, -s, -er.
- LA.1.L.I. Recognize and interpret various uses and adaptations of language in a social, cultural, regional and professional situations, and learn to be flexible and responsive in their use of English.
- Learn to communicate thoughts in daily living tasks and situations.

LA.1.M. Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

- Alphabetize to the first letter.
- Classify by simple criteria.
- Interpret simple bar graph.

## **Library Standards**

**Highlighted standards appear on the report card**

L.A.1.A Uses effective reading strategies to achieve their purposes in reading.

- L.A.1.A.7 **Uses picture clues to gain meaning.**

L.A.1.B Read, interpret and critically analyze literature.

- **L.A.1.B.2 Retell a story in his/her own words in sequence.**

- **L.A.1.B.6 Name the author and illustrator of a story and define the role of each in telling the story.**

L.A1.C Read and discuss literary and informational texts to gain understanding.

- **L.A.1.C.1 Identify main ideas from literature.**
- **L.A.1.C.2 Distinguish fiction from nonfiction**

L.A.1.J Participate effectively in discussion.

- **L.A.1.J.1 Volunteer relevant information, ask relevant questions, and answer questions directly.**

## Math Standards

### Units of Study Include:

<p>Operations and Algebraic Thinking: Addition and Subtraction Concepts and Strategies</p> <ul style="list-style-type: none"> <li>● Addition Concepts</li> <li>● Subtraction Concepts</li> <li>● Addition Strategies to 20</li> <li>● Subtraction Strategies to 20</li> </ul>
<p>Numbers and Operations in Base 10: Place Value and Two-Digit Addition and Subtraction</p> <ul style="list-style-type: none"> <li>● Place Value</li> <li>● Two-Digit Addition and Subtraction</li> </ul>
<p>Measurement and Data: Graphs, Measurement and Time</p> <ul style="list-style-type: none"> <li>● Organize and Use Graphs</li> <li>● Measurement and Time</li> </ul>
<p>Geometry: Two and Three Dimensional Shapes</p> <ul style="list-style-type: none"> <li>● Two-Dimensional Shapes and Equal Shares</li> <li>● Three-Dimensional Shapes</li> </ul>

### Main Curricular Resource:

**McGraw Hill - My Math**

**Renaissance Learning: Accelerated Math**

**Highlighted standards appear on the report card**

MA.1.A. - Communicate mathematical ideas in a variety of ways.

- MA.1.A.1 - Use manipulatives or pictures to demonstrate a solution process to a grade-appropriate math problem.
- **MA.1.A.2 - Use graphs to represent and interpret data.**
- MA.1.A.3 - Identify and construct number sentences.

**MA.1.B. - Use appropriate mathematical vocabulary, symbols, and notation with understanding based on prior conceptual work**

- MA.1.B.1 - Apply the signs for (+,-,=) correctly.
- MA.1.B.2 - Recognize the signs ( \$, cents, <, >).
- MA.1.B.3 - Recognize the vocabulary associated with:
- MA.1.B.3a - Addition (e.g. in all, all together, total)
- MA.1.B.3b - Subtraction (e.g. difference)
- MA.1.B.3c – Equal

MA.1.C. - Use reasoning skills.

**MA.1.C.1 - Recognize and extend patterns having more than one attribute.**

MA.1.C.2 - Copy patterns.

MA.1.C.3 - Extend patterns.

MA.1.C.4 - Create patterns.

MA.1.C.5 - Explain the relationship between addition and subtraction.

MA.1.C.6 - Identify addition and subtraction fact families through 20.

**MA.1.C.7 - Employ problem-solving strategies.**

MA.1.D. - Recognize mathematical ideas as they appear in other subject areas.

MA.1.D.1 - Use addition and subtraction to solve real-life grade-appropriate problems.

MA.1.D.2 - Use mathematics as a way to understand other areas of the curriculum.

MA.1.E. - Explain concepts clearly and logically and support solutions with evidence.

MA.1.E.1 - Orally explain when to add using manipulatives.

MA.1.E.2 - Orally explain when to subtract using manipulatives.

MA.1.F. - Read, represent, order, and interpret various rational numbers.

- MA.1.F.1 - Using physical or pictorial materials:
  - MA.1.F.1a - Display addition of whole number sentences through 20.
  - MA.1.F.1b - Display subtraction of whole number sentences through 20.
    - **MA.1.F.1b1 - Write and solve whole number sentences to 20.**
    - MA.1.F.1b2 - Write and solve whole number sentences to 10 using a number line.
    - MA.1.F.1b3 - Write and solve whole number sentences to 10 using pictorial representation.
  - **MA.1.F.1c - Divide objects into two or four parts.**
  - MA.1.F.1d - Determine if objects are divided into equal or unequal parts.
- MA.1.F.2 - Use verbal descriptions to represent and explain whole numbers.
- **MA.1.F.3 - Identify place-value of a 2-digit number.**
- MA.1.F.4 - Read numbers to 100.
- MA.1.F.5 - Write numbers to 100.
- MA.1.F.6 - Order numbers 0 to 100.
- **MA.1.F.7 - Identify numbers that come before, between, and after given numbers 0 to 100.**
- MA.1.F.8 - Use a number line.
- **MA.1.F.9 - Compare 1 and 2-digit numbers to determine greater, less, equal to.**

MA.1.G. - Perform and explain operations using rational numbers.

- MA.1.G.1 - Using manipulatives demonstrate the relationship between addition and subtraction.
- MA.1.G.2 - Count to 100
- MA.1.G.3 - Count to 50 by 2's
- MA.1.G.4 - Count to 100 by 5's
- MA.1.G.5 - Know basic addition facts 0-10
- MA.1.G.6 - Know basic subtraction facts 0-10

**MA.1.H. - In problem-solving situations select and use appropriate procedures using rational numbers.**

- MA.1.H.1 - Employ the problem-solving strategies of acting out, using manipulatives, and drawing pictures

- MA.1.H.2 - Use counting strategies to solve problems.
- **MA.1.H.3 - Use basic facts of addition up to 10.**
- **MA.1.H.4 - Use basic facts of subtraction up to 10.**
- MA.1.H.5 - Estimate quantities.
- MA.1.H.6 - Combine and arrange sets of coins less than \$1.00
- **MA.1.H.7 - Show multiple ways of making specific cents amounts less than \$1.00.**
- MA.1.H.8 - Select algorithms for:
  - MA.1.H.8a - addition
  - MA.1.H.8b – subtraction

**MA.1.I. - Describe geometric figures.**

- MA.1.I.1 - Describe two-dimensional figures by:
  - MA.1.I.1a - Drawing circle, squares, rectangles and triangles
  - MA.1.I.1b - Constructing physical models: Circle, squares, rectangles and triangles
  - MA.1.I.1c - Identifying properties:
    - MA.1.I.1c1 - Sides
    - MA.1.I.1c2 – Corners

MA.1.L. - Identify and use relationships among figures.

- MA.1.L.1 - Explain how shapes are related to objects in the environment.

MA.1.M. - Recognize and describe measurable attributes/units of measure.

- MA.1.M.1 - Identify and model appropriate tools to measure:
  - MA.1.M.1a - Length
  - MA.1.M.1b - Time
  - MA.1.M.1c - Liquid capacity
  - MA.1.M.1d - Temperature
  - MA.1.M.1e - Weight
  - MA.1.M.1f - Monetary value

MA.1.N. - Understand and demonstrate basic facts, principles, and techniques of measurement.

- **MA.1.N.1 - Demonstrate appropriate use of standard and nonstandard units.**
- **MA.1.N.2 - Identify the relationships between days of the week using a calendar.**
- MA.1.N.3 - Determine measurements directly by using standard tools:
  - MA.1.N.3a - Length to the nearest inch
  - MA.1.N.3b - Length to the nearest centimeter
  - **MA.1.N.3c - Time to the nearest hour**
  - **MA.1.N.3d - Time to the nearest half-hour**
- **MA.1.N.4 - Identify coins:**
  - MA.1.N.4a - Pennies
  - MA.1.N.4b - Nickels
  - MA.1.N.5c - Dimes
  - MA.1.N.5d - Combinations of the above coins

MA.1.P. - Collect, organize and display data.

- MA.1.P.1 - Use graphs to represent data.
- MA.1.P.2 - Work with data in the context of real-world situations:
  - MA.1.P.2a - Use concrete objects

- MA.1.P.2b - Use picture graphs

**MA.1.Q. - Extract, interpret, and analyze information from organized and displayed data.**

- MA.1.Q.1 - Use graphs to interpret data.
- MA.1.Q.2 - Draw reasonable conclusions based on real-world data.
- MA.1.Q.3 - Read the following types of graphs:
  - MA.1.Q.3a - Concrete
  - MA.1.Q.3b - Picture
  - MA.1.Q.3c - Bar

**Music Curriculum Standards**

**Highlighted standards appear on the report card**

**ME.1. - Singing, alone and with others, a varied repertoire of music**

- ME.1.A.1 - Echo and sing melodic patterns
- ME.1.B.1 - Identify and sing phrases containing more than one interval
- ME.1.C.1 - Identify and sing loud and soft sounds
- ME.1.D.1 - Echo and sing rhythmic patterns with accuracy
- ME.1.E.1 - Demonstrate varied uses of the voice
- ME.1.F.1 - Sing and echo simple songs, sacred and secular

**ME.2. - Performing on instruments, alone and with others, a varied repertoire of music**

- ME.2.A.1 - Echo and perform patterns on pitched or unpitched instruments with proper technique
- ME.2.B.1 - Identify and play harmonies containing one interval
- ME.2.C.1 - Identify and play loud and soft sounds
- ME.2.D.1 - Demonstrate steady beat and rhythm
- ME.2.E.1 - Perform and echo simple songs, sacred and secular

**ME.5 - Reading and notating music**

- ME.5.A.1 - Read high and low pitches and/or long and short rhythms
- ME.5.B.1 - Notate high and low pitches and/or long and short rhythms

**ME.6 - Listening to, analyzing, and describing music**

- ME.6.A.1 - Respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement
- ME.6.B.1 - Identify familiar instruments and voice types
- ME.6.C.1 - Understand that music can communicate ideas suggesting events, feelings, mood, or images

**Physical Education Standards**

**Highlighted standards appear on the report card**

PE.1 - The physically literate individual will demonstrate competency in a variety of motor skills and movement patterns

- PE.1.A.1 - Perform simple locomotor skills such as jumping and landing, hopping, galloping, running, jogging, skipping, sliding, leaping, etc., while maintaining balance
- **PE.1.B.1 - Combine locomotor and nonlocomotor skills in a teacher-designed dance**
- PE.1.C.1 - Demonstrate balance and transfer weight while maintaining control of the body

- PE.1.D.1 - Demonstrate ability to strike a nonmoving object with an implement
- PE.1.E.1 - Demonstrate ability to manipulate individually, toward a target, by overhand throwing, kicking, catching, rolling, dribbling, and volleying
- PE.1.F.1 - Demonstrate ability to strike a nonmoving object with an implement

PE.2 - The physically literate individual will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance

- PE.2.A.1 - Move in personal and general space to a rhythm within varying levels and in relationship to objects
- **PE.2.B.1 - Differentiate between fast and slow speeds, as well as strong and light force**

PE.3 - The physically literate individual will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness

- **PE.3.A.1 - Discuss the benefits of being active, exercising, and playing**
- PE.3.B.1 - Identify the heart as a muscle that grows stronger with physical activity
- PE.3.C.1 - Differentiate between healthy and unhealthy foods

PE.4 - The physically literate individual will exhibit responsible personal and social behavior that respects self and others

- PE.4.A.1 - Accept personal responsibility by following rules when using equipment within the learning environment
- PE.4.B.1 - Respond appropriately to general feedback from the teacher
- PE.4.C.1 - Work independently with others in a variety of class environments
- **PE.4.D.1 - Demonstrate class routines and rules**
- PE.4.E.1 - Follow directions for safe participation and proper use of equipment without teacher reminders

PE.5 - The physically literate individual will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

- **PE.5.A.1 - Identify physical activity as a component of good health**
- PE.5.C.1 - Recognize that challenge in physical activities can lead to success
- PE.5.D.1 - Recognize positive feelings that result from participating in physical activities

## Science Standards

### Units of Study Include:

#### Air and Weather -

- Develop an interest in air and weather.
- Experience air as a material that takes up space and can be compressed into a smaller space.
- Observe the force of air pressure pushing on objects and materials.
- Observe and compare how moving air interacts with objects.
- Observe and describe changes that occur in weather over time.
- Become familiar with instruments used by meteorologists to monitor air and weather conditions.
- Compare monthly and seasonal weather conditions using bar graphs.
- Observe the location of the Sun and the Moon in the sky over a day and the change in the appearance of the Moon over a month.
- Organize and communicate observations through drawing and writing.
- Acquire vocabulary associated with properties of air and weather conditions.

### Solids and Liquids -

- Develop curiosity and interest in the objects that make up their world.
- Investigate materials constructively during free exploration and in a guided discovery mode.
- Recognize differences between solids and liquids.
- Explore a number of liquids.
- Observe and describe the properties of solids and liquids.
- Sort materials according to properties.
- Combine and separate solids of different particle sizes.
- Observe and describe what happens when solids are mixed with water.
- Observe and describe what happens when other liquids are mixed with water.
- Use information gathered to conduct an investigation on an unknown material.
- Acquire the vocabulary associated with the properties of solids and liquids.
- Use written and oral language to describe observations.

### Plants and Animals -

- Observe what happens when young ryegrass and alfalfa plants are cut near the soil surface.
- Sprout wheat seeds in clear straws and monitor growth using a graph.
- Cut plant stems, place them in water or soil, and observe changes over time.
- Initiate the growth of a new plant from a bulb and from a root and observe changes over time.
- Design and build a terrarium habitat that provides for the needs for plants and animals.
- Record observations of plants and animals using drawing and writing

### Main Curriculum Resource: Full Option Science System (FOSS)

#### Highlighted standards appear on report card

#### SCI.1.A: Scientists, Inventors and Inventions

- **Identify scientists and their inventions**

#### SCI.1.B: Current Events

- Discuss current events and their global impact in science

#### SCI.1.C: Science is ever changing

- Recognize that although science is ever changing, some things remain constant (weather, seasons)
- Identify ways in which science and technology has changed over the years

#### SCI.1.D: Scientific resources, tools and instruments

- Identify science tools used in the home
- Use science tools for exploration

#### SCI.1.E: Relationship between science and our faith

- Show our love for God through caring for plants, animals and our environment
- Explain that the stories of the Bible show us God's creation and love of the world

#### SCI.1.F: Problem Solving

- Demonstrate that science involves asking questions and looking for answers
- **Pose problems, make and share observations and clearly record findings**

#### SCI.1.G: Sharing Knowledge with others

- Explain that science is helpful to work with a team and share findings

SCI.1.H: Models, graphs and diagrams

- Use models to demonstrate knowledge
- Sort, graph, draw pictures to compare and share information

SCI.1.I: Interconnectedness of Science

- Explain and demonstrate how an individual's and populations quality of life and ability to survive are affected by environmental factors

SCI.1.J: Careers

- Discuss different careers and hobbies involving science

Grade One: Physical Science: Solids and Liquids

SCI.1.K: Matter

- Identify and observe various states of water
- Describe buoyancy and absorption
- Label and identify continents and oceans
- Identify properties of air

SCI.2.K: Matter

- **Compare and classify solids, liquids and gases**

Grade One: Earth Science: Air and Weather

SCI.1.N: Weather and Climate

- **Identify, observe and describe the seasons in Wisconsin**
- Collect and display weather patterns over time
- Explain the use of weather balloons
- Explain the effect that wind has on weather
- Explain how the weather affects human behavior

SCI.2.N: Weather and Climate

- Compare the seasons of Wisconsin to other seasons in other locations

SCI.K.O: Astronomy

- Identify the sun, moon and stars
- Recognize the changes in the appearance of the moon

SCI.1.O: Astronomy

- Identify the placement of the sun in the solar system
- Recognize that the moon's light is a reflection of the sun's light
- Illustrate the phases of the moon
- Observe and describe shadows

SCI.2.O: Astronomy

- Identify and discuss planets, including where they are in relation to one another.

Grade One: Life and Environmental Science: Plants and Animals

SCI.1.R: Ecology

- **Sort living and nonliving things**
- **Recognize that plants and animals live in different environments**

SCI.1.S: Environmental Science

- Demonstrate ways to recycle and tell why it is important
- **Identify the differences between recycling, reusing and reducing**
- Identify various natural resources and their uses
- Define conservation
- Define pollution and some causes of it

SCI.1.T: Diversity of Life

- Describe causes of extinction and list examples of extinct animals

SCI.1.V: Human Body

- Identify private and special body parts

SCI.K.W: Plants and Animals

- Explain what a plant needs to live

SCI.1.W: Plants and Animals

- **Illustrate and label the parts of a plant**
- Plant/sprout a seed and illustrate its growth
- **Identify various animal groups and the characteristics of each.**  
Classify animals

SCI.1.X: Ethics

- Tell why and how we can protect God's creation

## Health Education Standards

### Highlighted standards appear on report card

HE.1.1 Students will understand concepts of health promotion and disease control

- **HE.1.1A Identify that healthy behaviors impact personal health**
- HE.1.1.B Recognize that there are multiple dimensions of health, including spiritual, mental, intellectual, emotional, physical and social
- HE.1.1.C Describe ways to prevent communicable diseases
- HE.1.1.D Identify ways to prevent common injuries
- HE.1.1.E Describe why it is important to seek health care

HE.2.1 Students will understand the external influences on health behaviors

- HE.2.1.A Identify how the family influences personal health practices and behaviors
- **HE.2.1.B Recognize that healthy practices and behaviors at school promote positive health**
- HE.2.1.C Recognize that the media can influence health behaviors

HE.3.1 Students will access valid information, products and services to enhance health

- **HE.3.1.A Identify trusted adults and professionals who promote health**
- HE.3.1.B Recognize the benefits of health products and services

HE.4.1 Students will demonstrate the ability to use their decision-making skills to enhance health

- HE.4.1.A Identify situations when a health-related decision is needed
- HE.4.1.B Demonstrate healthy choices when making a decision

HE.5.1 Students will demonstrate the ability to use goal-setting skills to enhance health

- HE.5.1.A Identify a short-term personal health goal and take action toward achieving that goal
- HE.5.1.B Identify who can help when assistance is needed to achieve a personal health goal
- HE.5.1.C Encourage peers to make positive health choices.

## Social Studies Standards

### Highlighted standards appear on report card

SS.1.A. Understand and utilize geographic tools.

- **Identify and locate the United States and North America on a map.**
- **Recognize that there are seven continents and identify North America on a map.**
- Distinguish between land and bodies of water.
- **Identify and use a compass rose on a map.**
- Explain why maps have scales.
- Compare and contrast water, land, and landforms using globes and maps.
- Construct a map of his/her classroom, school, and/or neighborhood.
- Compare and contrast how physical features look between home and school (i.e. hilly, flat, a river, trees).
- **Recite own name, address, phone number, and parents'/guardians' names.**
- Recite your city and state.

SS.1.B. Understand how geographic and human characteristics create culture and define regions.

- Give examples of language, traditions, and artifacts that represent our community.
- Identify that people live in the city and country. Recognize that stories reflect the customs and social practices of cultures around the world.

SS.1.C. Understand how human actions and the location of resources affect the development of communities, environments, and the movement of populations.

- Identify and discuss environmental changes caused both by nature and human actions.
- **Distinguish the different types of transportation used in the city compared to the country.**
- Identify natural resources.
- Give examples of ways to protect the environment.

SS.1.D. Understand how and why people create, maintain, or change systems of power, authority, and governance.

- Identify a need for government.

SS.1.E. Understand how cultures, groups, and individuals influence society and government.

- Compare and contrast various cultures.
- Summarize the holidays with political significance.
- **Recite the Pledge of Allegiance and paraphrase the meaning.**
- **Name various leaders of the past. (i.e. Washington, Lincoln, Martin Luther King)**

SS.1.G. Understand historical sources in order to interpret events and issues.

- **Recognize and use a timeline.**
- Construct a personal timeline.
- **Retell/repeat past events, legends, folk tales and Bible stories.**

SS.1.I. Understand the roles of innovation on the development and interaction of societies.

- Define invention and list some examples.

SS.1.J. Understand the rights and responsibilities of each citizen, and demonstrate the value of lifelong civic action.

- **Identify and apply ways to show respect using manners and social skills.**
- Identify and explain that consequences may vary from home to school.

SS.1.K. Understand the concepts of our American system of government.

- Identify the types of leaders in a community.
- **Name the current President of the United States.**

SS.1.M. Understand the role of the United States and social responsibility in current world affairs.

- Recognizes that current events are all around us.

SS.1.N. Understand how economic needs and wants influence individual and group decisions.

- **Give examples of needs and wants.**
- Explain what money is and how it is used.
- Distinguish between goods and services.

SS.1.O. Understand how economic conditions impact people's lives.

- Identify a consumer.
- Identify a producer.
- Define work and report on various types of jobs.
- Recognize that some goods and services are provided from the government (i.e. roads, post office, police) and others are bought from private businesses.

SS.1.P. Understand the functions of economic institutions.

- Identify the role of banks.
- 

SS.1.S. Understand universal economic concepts.

- Define trade and give an example.

SS.1.T. Understand the role an individual in group dynamics.

- Tell about the roles of families in the community.
- Give examples of rules that influence the classroom and school community.
- Model ways to cooperate and work together to solve problems at home and school.

SS.1.U. Understand the process of how humans develop, learn, and internalize their culture.

- Name various cultures found around the world.
- Distinguish characteristics of different cultures.
- Name the cultural or ethnic group with which they identify.
- **Compare and contrast characteristics of families. (i.e., size, hobbies, and traditions)**

SS.1.V. Understand current social issues and respond to them according to Catholic identity.

- Give examples of behaviors that can help classmates and teachers.
- Discuss ways in which students can solve conflicts with each other in the classroom or on the playground.

### Technology Education Standards

#### Units of Study Include:

Safe Internet Surfing (Internet Safety)
Research Projects and Reference Resources
Review of previously Used and Introduction to New Educational Resources
Biblical Projects (Advent calendar)
Video Recording Software
Presentation Software (Kidspiration)
Google Maps and Google World
Group Projects
Mobile Devices (iPads)
Typing Practice (Type to Learn)
Basic Coding
How to use Apple Computers
Practice with use of Microsoft Word (formatting, saving, printing ...)
Presentation Software (Photobooth)

IT.1.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

- **IT.1.1.B Create original work**

IT.2.1 Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- **IT.2.1.A Recognize that technology can be utilized to communicate**

IT.3.1 Students apply digital tools to gather, evaluate and use information

- **IT.3.1.A Utilize digital tools to use information**

IT.4.1 Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

- IT.4.1.A Identify how to solve a problem

IT.5.1 Students understand human, cultural and societal issues related to technology and practice legal and ethical behavior

- IT.5.1.A Differentiate between safe and unsafe uses
- IT.5.1.B Utilize available technologies
- **IT.5.1.C Demonstrate responsible and ethical use of technology**

IT.6.1. Students demonstrate a sound understanding of technology concepts, systems and operations.

- **IT.6.1.A Demonstrate knowledge of functions of digital tools**

### **Main Curricular Resources:**

**Highlighted standards appear on the report card**

IT.1.1 Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

- **IT.1.1.B Create original work**

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### **Visual Art Standards**

The Theme for First Grade is “Art is Color: An Introduction to Color Theory”. Understanding the basics of the color wheel enables young students to develop the skills they need to communicate their ideas and to express themselves artistically. Through experimentation with color mixing, complementary colors, composing with color, using tints, shades and warm/cool colors, students become familiar with different media and techniques. They focus on the world of color through the study of famous artists and thoughtful projects that instill both confidence and pride. These fun experiences in are are a stepping stone on learning and providing a foundation for their future creative encounters.

### **Units of Study Include:**

Theories in Color: Exploring the Color Wheel Artist: Delaunay Artwork: Rythme Couleur
Color Magic: Color Mixing with Transparent media Artist: O'Keefe Artwork: Red Poppies
Playing Tricks with Color: Complimentary Colors Artist: Hurd Artwork: Goodnight Moon
Tints and Shades: The Artist Creates Light and Shadow Artist: Renoir Artwork: The Apple Seller
I'm in Great Shape: Building Self Portraits with Simple Shapes Artist: Klee Artwork: Head of a Man
To Market To Market: Giving Consideration to Composition Artist: Cezanne Artwork: Still Life
Shape Solutions: A Collective Composition Using Shapes and Colors Artist: Matisse Artwork: Beasts of the Sea
Stone Stories: The Development of Language Through Pictures Artist: Unknown Artwork Group of Deer
Popcan Pinatas: Sculpture on the Mexican Tradition Artist: Rivera Artwork: Mother's Helper

**Main Curricular Resource:**

**Creative Curricula: Artworks**

**Highlighted standards appear on the report card**

**VA.1.1 Create Art using various media, techniques and processes**

- VA.1.1.A Utilize various media and tools in a safe manner
- VA.1.1.B Utilize art vocabulary to describe choices within the art-making process

**VA.2.1 Investigate and apply the principles of design and elements of art**

- VA.2.1.A Identify various types of line, shape and form
- VA.2.1.B Identify primary and secondary colors by category
- VA.2.1.C Manipulate media to create light and dark values
- VA.2.1.D Recognize a horizon line
- VA.2.1.E Describe the similarities and differences in various textures
- VA.2.1.F Understand balance

**VA.3.1. Perceive and analyze artistic work**

- VA.3.1.A Describe how works of art reflect experiences
- VA.3.1.B Identify the subject matter and describe relevant details

**VA.4.1 Relate artistic ideas and works with societal, cultural and historical context**

- VA.4.1.A Understand that people make art for a variety of reasons

## World Language Standards

### Units of Study Include

Names Days of the week/months/weather vocabulary. Greetings and goodbyes words in the target language. Sign of the cross in Spanish.	Numbers 1 to 20. Counting by tens until 100.
Colors	Classroom objects (desk, window, pencil, etc.)
Food Words	Clothing vocabulary.
Parts of the body/face.	Family (mom, dad, brother, sister, etc.)
Animals/ pets / insects	Places in the community (store, library, park, etc.)
<ul style="list-style-type: none"> <li>- Songs and Chants.</li> <li>- Bilingual books and mini books/ flashcards using simple and useful sentences.</li> <li>- Games - To promote vocabulary memorization and repetition.</li> </ul>	Spanish speaking countries culture, traditions, flags and capitals. Holiday traditions and cultural celebrations vocabulary in Spanish.

Main Curricular Resource: Spanish Elementary Workbook created by Mrs. Bymers

Classroom surroundings - vocabulary.

Computer games.

Highlighted standards appear on report card

WL.1.A Students in Wisconsin will engage in conversations, provide and obtain information, express feelings and exchange opinions in a language other than their own.

- **WL.1.A.5 Students will ask for repetition and repeat to ensure understanding.**
- WL.1.A.8 Students will defend personal preferences, feelings and opinions with more complex explanation.
- WL.1.A.10 Students will ask for simplification and clarification.
- WL.1.A.15 Students will ask for clarification and be able to paraphrase to ensure understanding.

WL.1.B Students in Wisconsin will understand and interpret a language other than their own in its written and spoken form on a variety of subjects.

- **WL.1.B.1 Students will understand spoken language on familiar topics that has strong visual support.**
- **WL.1.B.2 Students will comprehend simple daily conversations on familiar topics and selected age-appropriate authentic recordings, broadcasts and videos.**
- **WL.1.B.5 Students will use previous classroom experience with the language to understand its spoken and written forms.**
- WL.1.B.6 Students will understand spoken language that incorporates familiar vocabulary and structure.
- WL.1.B.7 Students will comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcast and videos.
- WL.1.B.9 Students will comprehend the main idea and some supporting ideas of selected authentic written materials.

- WL.1.B.12 Students will comprehend the main ideas and supporting ideas of oral presentations and selected authentic materials including videos and radio and television broadcasts.
- WL.1.B.16 Students will understand a spoken language on a wide variety of topics.
- WL.1.D Students in Wisconsin will demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- **WL.1.D.1 Students will observe and imitate appropriate patterns of behavior (such as greetings or gestures) used with friends and families in the cultures studied.**
- WL.1.D.2 Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations).