

1st Grade Curriculum

This is an outline of the standards that your child will learn in First Grade. Please see the teacher for more detailed information.

Update June 2015



Standards

The standards contained in this guide were developed by the Diocese of Madison based Common Core Standards, Wisconsin State Standards, and best practices.

This is an evolving work, and standards will be revised to meet the every 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.

Computer and Information Sciences Standards Highlighted standards appear on the report card

- IT.1.A Create original works as a means of personal or group expression.
IT.1.A.1 Creates simple works using digital tools.
- IT.1.B Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
IT.1.B.1 Communicates information and ideas using a variety of media and formats.
- IT.1.D.1 Locate, organize, analyze, evaluate, synthesize and cite information from a variety of sources and media.
IT.1.D.1 Uses graphic organizers to explore, depict, and create projects with guidance.
- IT.1.F Advocate and practice safe, legal and responsible use of information and technology.
IT.1.F.1 Demonstrates the safe and responsible use of technology.
- IT.1.G Understand and uses technology systems.
IT.1.G.1 Communicate about basic technology using appropriate and accurate terminology.
- IT.1.H Select and use applications effectively and productively.
IT.1.H.1 Demonstrate ability to navigate within an application with guidance.

Why aren't all standards on the report card?

The concise answer is space. The report card would be very long and difficult to read. The standards selected to be on the report cards are essential learning that takes place within that grade.

Language Arts Standards

Highlighted standards appear on 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.

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- Use commas correctly to punctuate dates.
 - **Spell frequently used words correctly.**
 - **Edit for use of proper punctuation including, periods, exclamation points, and question marks.**
 - LA.1.F.9 Use guided strategies for pre-writing (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.A.1.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

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 volleyin
- 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

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.

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- 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.

Religion Standards

Highlighted standards appear on 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. Identify that God speaks to us in Sacred Scripture.
- 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/sacramentals 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 1 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).

Science Standards

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 Gods 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 non-living 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

World Language Standards

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.C Students in Wisconsin will present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

WL.1.C.4 Students will tell a simple story.

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).

Art Standards

All listed standards appear on the report card

1.1 Understands concepts and techniques

1.2 Applies basic elements and principles of art

1.3 Demonstrates individuality and creativity

1.4 Respects efforts and contributions of peers and working artists