

First Grade

Checkpoint of Progress on Standards

FIRST NINE WEEKS

1st

English/Language Arts

All students should be able to:

- Begin to use illustrations and details in a story to describe its characters, setting, or events
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Begin to read and comprehend level A books
- Begin reading leveled text A with purpose and understanding
- Begin to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Write narrative and opinion pieces in which they introduce the topic

Mathematics

All students should be able to:

- Count and represent numbers of objects up to 120 forward and backward
- Represent and interpret data

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.



Science

All students should be able to:

- Identify different types of weather and the characteristics of each type
- Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally
- Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes

Social Studies

All students should be able to:

- Identify the contributions & Daily Life of Ben Franklin
- Identify geography of Ben Franklin
- Identify geography of Historical Figures
- Identify geography of Georgia
- Explain the roles of Elected Officials
- Explain the types of goods and services that existed in the times of Benjamin Franklin
- Explain how consumers make choices

First Grade

Checkpoint of Progress on Standards

SECOND NINE WEEKS

1st

The standards listed on this page are in addition to those taught during the first nine weeks

English/Language Arts

All students should know and be able to:

- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Identify features such as pictures, subtitles, and bold print to gain meaning
- Ask and answer questions about a text
- Uses phonics to decode simple words in grade-appropriate material
- Read leveled text A/B with purpose and understanding
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Write narrative and opinion pieces in which they introduce the topic, events, and state an opinion

Mathematics

All students should know and/or be able to:

- Count and represent numbers to 120
- Organize, represent and interpret data with up to three categories
- Build, draw, compose and create specified 2D shapes and 3D figures
- Recognize whole, half, and fourth/quarter and use appropriate terms
- Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to (include left and right of)

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading *periods 1 – 4*.

Science

All students should be able to:

- Recognize changes in water when it freezes (ice) and when it melts (water)
- Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water)
- Determine that the weight of water before freezing, after freezing, and after melting stays the same
- Determine that water in an open container disappears into the air over time, but water in a closed container does not

Social Studies

All students should be able to:

- Identify contributions and daily life of Thomas Jefferson
- Identify geography of Thomas Jefferson
- Explain the types of goods and services that existed in the times of Thomas Jefferson, Lewis and Clark, and Sacagawea
- Identify contributions and daily life of Lewis & Clark and Sacagawea
- Identify the geography of Lewis & Clark and Sacagawea
- Production of goods and services
- Explain how consumers make choices

The standards listed on this page are in addition to those taught during the first and second nine weeks

English/Language Arts

All students should know and be able to:

- Explain major differences between books that tell stories and books that give information
- Identify features such as pictures, subtitles, bold print, and graphs to gain meaning
- Ask and answer questions about key details in a text
- Uses phonics to decode simple words in grade-appropriate material
- Read leveled text B/C with purpose and understanding
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Write narrative and opinion pieces in which they introduce the topic, events, and state an opinion

Mathematics

All students should know and/or be able to:

- Represent and solve word problems involving addition and subtraction
- Understand and apply properties of operations (use commutative property of addition and associative property)
- Understand the relationship between addition and subtraction (understand that subtraction is an unknown addend problem)
- Use strategies to add and subtract within 20
- Work with addition and subtraction equations (understanding the meaning of the equal sign).
- Measure, order and indirectly compare objects by lengths using a variety of units
- Tell and write time by hour and half hour
- Organize, represent and interpret data with up to three categories

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

Social Studies

All students should know and be able to:

- Understand Personal Finance: Spending and Saving, Factors of Production, and Decision Making
- Identify the contributions and daily life of Harriet Tubman
- Identify the geography of Harriet Tubman
- Identify the contributions and daily life of George Washington Carver
- Identify the geography of George Washington Carver
- Understand goods and services in the times of Harriet Tubman
- Understand goods and services in the times of George Washington Carver
- Explain how consumers make choices

Science

All students should know and be able to

- Identify the basic needs of a plant
- Identify the basic needs of an animal
- Identify the parts of a plant—root, stem, leaf, and flower
- Compare and describe various animals—appearance, motion, growth, basic needs

The standards listed on this page are in addition to those taught during the first, second and third nine weeks

English/Language Arts

All students should be able to:

- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- Read leveled text C/D with purpose and understanding
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Write narrative, opinion, or informational pieces in which they introduce the topic, name the book they are writing about, state an opinion, supply a reason for the opinion or shares information

Mathematics

All students should be able to:

- Understand place value—tens and ones
- Compare two 2- digit numbers using symbols ($>$, $<$, $=$)
- Use place value understanding and properties of operations for 2-digit addition and subtraction

Ongoing throughout the school year, students should be able to (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively; (3) Construct viable arguments and critique the reasoning of others; (4) Model with mathematics; (5) Use appropriate tools strategically; (6) Attend to precision; (7) Look for and make use of structure; (8) Look for and express regularity in repeated reasoning. The SMPs are addressed on an ongoing basis throughout grading periods 1 – 4.

Science

All students should be able to:

- Demonstrate how magnets attract and repel.
- Identify common objects that are attracted to a magnet
- Identify objects and materials (air, water, wood, paper, your hand, etc.) that do not block magnetic force
- Recognize sources of light
- Explain how shadows are made
- Investigate how vibrations produce sound
- Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft
- Identify emergency sounds and sounds that help us stay safe

Social Studies

All students should be able to:

- Explain contributions and daily life of Theodore Roosevelt
- Identify geography of Theodore Roosevelt
- Identify folktales & the American Character (Paul Bunyan, Johnny Appleseed, John Henry, Annie Oakley, Davey Crockett)
- Identify goods and services in the times of Theodore Roosevelt
- Explain how consumers make choices