

# CONNECTIONS

## *for School Success*

Dear Parent/Guardian:

This brochure provides an overview of the Wake County Public School System's first grade program. You will find a list of the characteristics of first grade students as well as sections on language arts, mathematics, social studies, science, computer/technology, and healthful living. It is important to remember that students also have instruction in art, music, and physical education.

Each of these sections should provide you with a better understanding of the major topics included in first grade. For example, you can use the language arts and social studies sections to help choose books and other materials to support your child's studies. Although this brochure describes only the first grade program, some students will work in language arts or mathematics at a level above or below their grade.

You are an important part of your child's total school program. Your involvement helps make your child's elementary school experiences successful.

**Instructional Services Division**  
*Curriculum and Instruction*

Promotion standards have been established that require students to be proficient in reading, writing, and mathematics before being promoted to the next grade level. **The approved K-8 Promotion and Intervention policy requires students to meet grade level proficiency to be promoted.** Although End-of-Grade tests, as a measure of minimal achievement, are a significant factor in determination of proficiency, multiple other achievement factors are considered. The policy also defines options for intervention and retesting. Refer to the *Sample Learning Activities and Creating Good Homework Habits* for helpful tips for success in this booklet.

Since we are focusing on improving student achievement, you can help by monitoring your student's progress through interim reports, teacher conferences, and daily by talking with your child about school. Please carefully review your child's report card and test results.

You can expect your child's school to:

1. Conduct information sessions for you, outlining the Promotion and Intervention Policy, the options for your child, and give you the opportunity to ask questions that clarify the program and what you can do to support your child.
2. Contact you by separate letter, mailed to your home, describing the options for your child if he or she is not proficient in reading, writing, or mathematics.

The Wake County Public School System is deeply committed to making the intervention and support available to all students not meeting promotion requirements so they will have the opportunity to perform at or above grade level and be successful in school. Together, with parents and the community, our students will achieve academic success.

Sample Learning Activities	Creating Good Homework Habits	Character Traits
<ul style="list-style-type: none"> <li>Describe various community workers and the services they perform.</li> <li>List and discuss renewable and nonrenewable resources.</li> <li>Put a series of pictures (or cartoons) in a logical sequence.</li> <li>Create a personal dictionary.</li> <li>Read a book. Retell the story in your own words.</li> <li>Use upper and lower case letters in writing.</li> <li>Keep a list of books you have read in a reading log.</li> <li>Describe and name as many characteristics (attributes) of a given object as possible.</li> <li>Make a set that has more or less objects than a given set.</li> <li>Group popsicle sticks into sets of 10's, 8's, 5's, 2's.</li> <li>Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones.</li> <li>Classify objects according to their similarities. Measure objects to find their length.</li> <li>Look at a calendar. What is today's date, yesterday's date, tomorrow's date?</li> </ul>	<p>Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits:</p> <ul style="list-style-type: none"> <li>Sit down with your child and schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day.</li> <li>Help your child choose an appropriate study location such as a quiet corner, a desk, or a comfortable chair. The location can vary with the assignment.</li> <li>Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.).</li> <li>Ask your child to describe the assignment before beginning, and later show you the completed work or summarize what he or she learned.</li> <li>Encourage your child to work on his or her own, but say that you are available for help.</li> <li>If your child does need help, look over the material before you begin so you are familiar with the assignment.</li> <li>Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval.</li> <li>If your child becomes frustrated, put away the assignment for awhile.</li> <li>Be available to check work. Praise your child for completing homework.</li> <li>When possible, help your child relate homework assignments to everyday life and skills. In general, be encouraging and supportive. Your attitude is contagious.</li> </ul>	<p>Listed below are character traits that WCPSS believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities:</p> <p><b>Courage:</b> Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.</p> <p><b>Good Judgment:</b> Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.</p> <p><b>Integrity:</b> Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.</p> <p><b>Kindness:</b> Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.</p> <p><b>Perseverance:</b> Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.</p> <p><b>Respect:</b> Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.</p> <p><b>Responsibility:</b> Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community .</p> <p><b>Self-Discipline:</b> Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.</p>

## Computer/Technology Skills

**Focus Areas:**

- Respecting computer work of others
- Using technology at home and school
- Gathering, organizing, and displaying data
- Using word processing
- Exploring multimedia
- Responsible care of resources
- Observing online resources

**Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.**

- Discuss ownership of computer-created work.
- Identify graphing as a tool for organizing information.
- Recognize, discuss, and cite various types of resources as a class.
- Recognize and discuss safe and responsible use and care of technology resources.

**Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.**

- Use common computing devices and

resources in class activities.

- Observe, discuss, and use software to enter, calculate, display data, and interpret results as a class/group.
- Locate and use letters, numbers, and special keys on the keyboard.
- Use teacher-selected Internet resources/information to identify, discuss, and chart elements that make an online resource useful, appropriate, and safe as a class.

## Reading and Writing

The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc., at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Encourage your child to write by helping him or her translate experiences and thoughts into writing. You can help your child create a product that will be interesting for him or her to read. Some of the ways you can encourage your child to write include:

- keeping a diary on a family trip.
- taking pictures and arranging them in a scrapbook with your child, then writing captions for each picture.
- writing notes and letters to friends and relatives.
- writing short stories about favorite events or activities.
- providing models of good writing by reading to your children everyday.
- displaying your children's written work and talking about that writing.

## Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates.

Generally, children ages five to eight, in grades kindergarten through three, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Broad characteristics for six-year-olds are as follows:

<i>Physical</i>	<i>Social/Emotional</i>	<i>Mental</i>
<ul style="list-style-type: none"><li>• Experiences rapid growth</li><li>• Has high activity level</li><li>• Is awkward/clumsy</li><li>• Has eye-hand control to be able to hit moving object</li><li>• Reverses letters and numerals</li><li>• Shows stress through wiggling, nail biting</li><li>• Enjoys boisterous, adventuresome activities</li></ul>	<ul style="list-style-type: none"><li>• Is talkative</li><li>• Has good sense of humor</li><li>• Desires to please</li><li>• Works best with only one peer</li><li>• Shows expansive, out-of-bounds behavior</li><li>• Loves praise</li><li>• Is insecure but wants to be independent</li><li>• Sees self as center of the universe; feels very important</li><li>• Likes to experiment</li><li>• Is sensitive to failure, criticism</li></ul>	<ul style="list-style-type: none"><li>• Has selective attention span</li><li>• Is easily distracted</li><li>• Enjoys discovering new things</li><li>• Is creative, imaginative</li><li>• Has greater control of oral language</li><li>• Begins to understand past, future; fact, fantasy</li><li>• Is interested in process rather than product</li></ul>

# Language Arts

## ***The learner will develop and apply enabling strategies and skills to read and write.***

- Counts syllables in spoken words
- Blends the sounds to read one-syllable words
- Blends spoken syllables to form compound words
- Breaks words into individual sounds
- Changes the beginning and ending sounds to produce new words (adding a sound, deleting, and substituting a sound)
- Changes the middle sounds to produce new words
- Creates and states a series of rhyming words that may include consonant blends (e.g., flag, brag)
- Generates the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns
- Uses phonics knowledge of letter sounds to figure out regular one-syllable words when reading
- Recognizes many high frequency words in text (between 25-100)
- Uses consonant digraphs to read unknown words (i.e., th-, ch-, sh-, wh-, -ck)
- Uses word families to read new words
- Uses consonant blends to read unknown words (i.e., s blends, l blends, r blends)
- Uses endings and root words to read new words (i.e., -s, -ed, -ing)
- Uses ending consonant blends (i.e., -ng, -nk, -mp, -lt, -ft) to help read new words
- Reads compound words and contractions
- Uses meaning, language structure, and letters in words to correct errors when reading
- Uses known parts of words to identify unknown words (If you know *and*, you can read *hand*.)
- Reads aloud independently any text that is designed for early beginning readers (reading smoothly and with understanding)
- Is familiar with a variety of texts (story books, poems, everyday print, informational books, etc.)

## ***The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.***

- Reads and comprehends stories (from level 5-6 to level 15-16)
- Reads and comprehends nonfiction text (from level 5-6 to level 15-16)
- Uses prior knowledge and graphic organizers, summarizes what is read, and asks questions to help understand texts
- Previews a text, anticipates the vocabulary they might read, and connects what they already know about the topic to a new reading selection
- Predicts and explains what will happen next in stories
- Pays attention to whether he is understanding what he read by using one or two strategies (retelling, asking questions, summarizing)

- Answers *what, when, where, and how* questions
- Discusses *how, why, and what if* questions about what has been read
- Reads and understands simple written instructions
- Demonstrates the following strategies when reading: searching for a few chunks to figure out new words, moving away from pointing to every word, and reading with meaningful phrasing
- Demonstrates the following strategies: figures out that he has made a mistake after just a few words, thinking about what has happened so far in the story to predict what is likely to happen next, and flexibly looking for clues to help them figure out new words
- Demonstrates the following strategies: accurately reading long stretches with only a few hesitations and repeats, quickly figuring out unfamiliar words without losing the meaning of what has been read
- Retells a story including plot and author's message

## ***The learner will make connections through the use of oral language, written language, and media and technology.***

- Elaborates on how information and events connect to life experiences
- Recognizes and relates similar vocabulary use and concepts across experiences and texts
- Discusses unfamiliar vocabulary after listening to or reading texts
- Shares personal responses to texts by discussing interpretations, creating pictures, or writing about their reaction to what they have read
- Recognizes how particular authors use vocabulary and language to develop an individual, recognizable voice
- Discusses author's use of different kinds of sentences to interest a reader/listener and communicate a message
- Compares how authors use different kinds of sentences to help their readers understand their text including: kinds of sentences
- Notice how authors use the capitalization of first word in a sentence and proper names in their writing
- Notice how authors use periods and question marks in their writing

## ***The learner will apply strategies and skills to create oral, written, and visual texts.***

- Selects and uses new vocabulary and language structures in both speech and writing
- Incorporates new vocabulary, language patterns, concepts, and ideas in oral and written language
- Uses words that describe and name characters and settings (who, where) and words that tell action and events (what happened, what did *character* do) in simple texts
- Uses specific words to name and tell action in oral and written language (using words

- such as *frog* and *toad* when discussing a nonfiction text)
- Understands the purpose of speaking and writing
- Extends skills in using oral and written language by using clear and precise language to paraphrase messages
- Uses clear and precise language to put a message in their own words
- Participates in more extended oral discussions
- Produces written products and uses graphic organizers
- Uses or extends an author's model of writing to create own writing (e.g., writing different ending for a story, composing an innovation of a poem)
- Composes a variety of products (journal entries, oral retellings, stories, poems, letters, response logs, etc.) using the writing process
- Uses prewriting strategies with teacher support (brainstorming, drawing, storyboarding, story maps)
- Writes sentences that relate to the topic
- Uses some details when writing
- Can write short, patterned, repetitive sentences
- Reads aloud familiar text with fluency and expression

## ***The learner will apply grammar and language conventions to communicate effectively.***

- Uses knowledge about sounds and letters to correctly spell 3 and 4 letter words
- Uses word families and word parts to spell and write
- Generates words using known word families and patterns
- Records consonant sounds in correct sequence in own writing
- Records vowel sounds and patterns in own writing
- Spells many high frequency words correctly in own writing
- Uses spelling resources appropriately to spell or check spelling (charts, personal dictionaries, word walls)
- Applies what is known about letters and sounds to spell, using temporary and/or conventional spelling that can generally be read by others
- Writes all upper and lower case letters of the alphabet using correct letter formation
- Uses complete sentences to write simple texts
- Capitalizes the first word in a sentence and names of people and places
- Ends a telling sentence with a period and an asking sentence with a question mark
- Reviews what has been written by rereading and asking a friend to read their writing
- Uses spacing between words
- Uses legible manuscript handwriting

## Mathematics

### Number and Operation

**Develop number sense for whole numbers through 99.**

- Connect the model, number word, and number, using a variety of representations.
- Use efficient strategies to count the number of objects in a set.
- Read and write numbers.
- Compare and order sets and numbers.
- Build understanding of place value (ones, tens).
- Estimate quantities fewer than or equal to 100.
- Recognize equivalence in sets and numbers 1-99.

**Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.**

**Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.**

**Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).**

### Measurement

**For given objects:**

- Select an attribute (length, capacity, mass) to measure (use non-standard units).
- Develop strategies to estimate size.
- Compare, using appropriate language,

with respect to the attribute selected.

**Develop an understanding of the concept of time.**

- Tell time at the hour and half-hour.
- Solve problems involving applications of time (clock and calendar).

### Geometry

**Identify, build, draw, and name parallelograms, squares, trapezoids, and hexagons.**

**Identify, build, and name cylinders, cones, and rectangular prisms.**

**Compare and contrast geometric figures.**

**Solve problems involving spatial visualization.**

### Data Analysis & Probability

**Collect, organize, describe and display data using line plots and tallies.**

**Describe events as certain, impossible, more likely or less likely to occur.**

### Algebra

**Sort and classify objects by two attributes.**

**Use Venn diagrams to illustrate similarities and differences in two sets.**

**Create and extend patterns, identify the pattern unit, and translate into other forms.**

## Writing Process

**Prewriting** is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.

**Drafting** is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.

**Revising** writing may be the most difficult step in the process. It also is the most important step. Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.

**Editing** occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.

**Publishing** provides a chance for students to complete a product, see themselves as "authors," read with appreciation, and learn from others.

## Academically Gifted

For information on the Academically Gifted Program, please contact your school's AG Resource Teacher. Informational brochures are available at each school.

## Science

The focus for first grade is on students using their senses to make observations and using their own rules to classify living and nonliving objects. Identifying types and levels of organization helps students find useful ways of describing objects and organisms. Guide student learning to continue to emphasize the unifying concepts introduced in kindergarten, including evidence, explanation and measurement as well as the introduction at grade one of order and organization. The strands provide a context for teaching the content goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

**GOAL 1: The learner will conduct investigations and make observations to build an understanding of the needs of living organisms.**

- 1.1 Investigate the needs of a variety of different plants: air, water, light, space.
- 1.2 Investigate the needs of a variety of different animals: air, water, food, shelter, space.
- 1.3 Observe the ways in which humans are similar to other organisms.
- 1.4 Identify local environments that support the needs of common North Carolina plants and animals.

**GOAL 2: The learner will make observations and use student-made rules to build an understanding of solid earth materials.**

- 2.1 Describe and sort a variety of earth materials based on their properties: color, hardness, shape, size.
- 2.2 Describe rocks and other earth materials in more than one way, using student-made rules.
- 2.3 Observe the various components that combine to make soil.
- 2.4 Compare the components of soil samples from different places.
- 2.5 Explore where useful earth materials are found and how they are used.

## Science *(continued)*

<p><b>GOAL 3: The learner will make observations and conduct investigations to build an understanding of the properties and relationship of objects.</b></p> <p>3.1 Describe the differences in the properties of solids and liquids.</p> <p>3.2 Investigate several ways in which objects can be described, sorted, or classified.</p> <p>3.3 Classify solids according to their properties: color, texture, shape (ability to roll or stack), ability to float or sink in water.</p>	<p>3.4 Determine the properties of liquids: color, ability to float or sink in water, tendency to flow.</p> <p>3.5 Observe mixtures including: solids with solids, liquids with liquids, solids with liquids.</p> <p><b>GOAL 4: The learner will make observations and conduct investigations to build an understanding of balance, motion, and weighing of objects.</b></p> <p>4.1 Describe different ways in which objects can be moved.</p>	<p>4.2 Observe that movement of an object can be affected by pushing or pulling.</p> <p>4.3 Investigate and observe that objects can move steadily or change direction.</p> <p>4.4 Observe and describe balance as a function of position and weight.</p> <p>4.5 Describe and observe systems that are unstable and modify them to reach equilibrium.</p>
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## Social Studies

<p style="text-align: center;"><b>Neighborhoods &amp; Communities Around The World</b></p> <p>Students continue to develop concepts, generalizations, and skills introduced in kindergarten as they learn about their neighborhood and community, and extend their knowledge of others throughout the world. They examine a variety of neighborhoods and recognize the multiple roles of individuals and families. Students explore characteristics of the local government while expanding their understanding of justice, authority, and responsibility. They analyze and evaluate the effects of change and become more aware of diversity and cultural traditions throughout communities.</p> <p><b>COMPETENCY GOALS OBJECTIVES</b></p> <p><b>Goal 1: The learner will analyze how individuals, families, and groups are similar and different.</b></p> <ul style="list-style-type: none"> <li>• Describe the roles of individuals in the family.</li> <li>• Identify various groups to which individuals and families belong.</li> <li>• Compare and contrast similarities and differences among individuals and families.</li> <li>• Explore the benefits of diversity in the United States.</li> </ul> <p><b>Goal 2: The learner will identify and exhibit qualities of good citizenship in the classroom, school, and other social environments.</b></p> <ul style="list-style-type: none"> <li>• Develop and exhibit citizenship traits in the classroom, school, and other social environments.</li> <li>• Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.</li> <li>• Participate in democratic decision-making.</li> <li>• Recognize the need for rules in different settings.</li> <li>• Identify the need for fairness in rules by</li> </ul>	<p>individuals and by people in authority.</p> <ul style="list-style-type: none"> <li>• Predict consequences that may result from responsible and irresponsible actions.</li> </ul> <p><b>Goal 3: The learner will recognize and understand the concept of change in various settings.</b></p> <ul style="list-style-type: none"> <li>• Describe personal and family changes, past and present.</li> <li>• Describe past and present changes within the local community.</li> <li>• Compare and contrast past and present changes within the local community and communities around the world.</li> <li>• Recognize that members of the community are affected by changes in the community that occur over time.</li> </ul> <p><b>Goal 4: The learner will explain different celebrated holidays and special days in communities.</b></p> <ul style="list-style-type: none"> <li>• Recognize and describe religious and secular symbols/celebrations associated with special days of diverse cultures.</li> <li>• Explore and cite reasons for observing special days that recognize celebrated individuals of diverse cultures.</li> <li>• Recognize and describe the historical events associated with national holidays.</li> <li>• Trace the historical foundations of traditions of various neighborhoods and communities.</li> </ul> <p><b>Goal 5: The learner will express geographic concepts in real life situations.</b></p> <ul style="list-style-type: none"> <li>• Locate and describe familiar places in the home, classroom, and school.</li> <li>• Investigate key features of maps.</li> <li>• Use geographic terminology and tools to create representations of the earth's physical and human features through simple maps, models, and pictures.</li> <li>• Analyze patterns of movement within the</li> </ul>	<p>community.</p> <ul style="list-style-type: none"> <li>• Demonstrate responsibility for the care and management of the environment within the school and community.</li> <li>• Compare and contrast geographic features of places within various communities.</li> <li>• Explore physical features of continents and major bodies of water.</li> </ul> <p><b>Goal 6: The learner will apply basic economic concepts to home, school, and the community.</b></p> <ul style="list-style-type: none"> <li>• Examine wants and needs, and identify choices people make to satisfy wants and needs with limited resources.</li> <li>• Describe how people of different cultures work to earn income in order to satisfy wants and needs.</li> <li>• Participate in activities that demonstrate the division of labor.</li> <li>• Explore community services that are provided by the government and other agencies.</li> <li>• Give examples of the relationship between the government and its people.</li> <li>• Identify the uses of money by individuals which include saving and spending.</li> <li>• Recognize that all families produce and consume goods and services.</li> </ul> <p><b>Goal 7: The learner will recognize how technology is used at home, school, and in the community.</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the use of media and forms of communication at home and in other social environments.</li> <li>• Describe how communication and transportation link communities.</li> <li>• Use the computer and other technological tools to gather, organize, and display data.</li> </ul>
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# Healthful Living

## Focus Areas

- Problem solving and decision making
- Personal safety
- Coping skills
- Conflict resolution
- Identify a variety of healthy foods from each food group
- Recognize heart rate
- Demonstration of beginning locomotor, non-locomotor, and manipulative skills
- Work cooperatively with others

**Strands:** Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/ Personal Responsibility

### COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

#### Objectives

- 1.01 Describe and demonstrate appropriate ways to express and cope with emotions and feelings.
- 1.02 Identify problem-solving strategies and demonstrate the ability to make choices using those strategies.
- 1.03 Identify and demonstrate appropriate methods for coping with disappointment and failure.

### COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

#### Objectives

- 2.01 Describe and demonstrate measures for preventing the spread of germs.
- 2.02 Predict symptoms of sickness and summarize measures to get well.
- 2.03 Identify safety hazards in the home and injury prevention strategies.
- 2.04 Identify items that can cause burns and describe strategies that prevent burns.
- 2.05 Demonstrate the stop, drop, and roll response to burning clothing.
- 2.06 Summarize the transition process between primary and permanent teeth and demonstrate how to get help with dental problems.
- 2.07 Demonstrate how to make an emergency phone call.

### COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

#### Objectives

- 3.01 Differentiate between appropriate and inappropriate touch and demonstrate how to seek adult assistance for inappropriate touch.
- 3.02 Demonstrate effective strategies for resolving conflict in a non-violent manner.
- 3.03 Demonstrate respect for the personal

space and boundaries of others and explain why this is important.

- 3.04 Conclude that different people have different abilities and summarize the benefits of diversity.
- 3.05 Differentiate between acceptable feelings and acceptable behaviors.
- 3.06 Differentiate between tattling and reporting aggression, bullying, and violence.

### COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

#### Objectives

- 4.01 Categorize foods into the appropriate groups of My Pyramid.
- 4.02 Identify a variety of foods that are healthy choices in each of the food groups.
- 4.03 Summarize the benefits of eating a variety of whole grains, fruits, and vegetables, and low fat dairy products.
- 4.04 Identify foods and beverages high in added sugar and generate examples of appealing healthy alternatives.
- 4.05 Explore various movement activities and predict the benefits of physical activity.

### COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

#### Objectives

- 5.01 Evaluate the benefits of medicine when used correctly.
- 5.02 Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs.
- 5.03 Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances.

### COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

#### Objectives

- 6.01 Utilize non-locomotor, locomotor, and combination skills to demonstrate pathways, levels, and force.
- 6.02 Demonstrate the emerging skills for throwing, catching, striking.
- 6.03 Demonstrate static and dynamic balances using different body parts.
- 6.04 Demonstrate a variety of movements and pathways.

### COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of

### physical activities (NASPE Standard 2).

#### Objectives

- 7.01 Identify personal effort made that vary the quality of movement (speed up, slow down, pacing).
- 7.02 Explain the importance of warm-up and cool down.

### COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

#### Objectives

- 8.01 Investigate likes and dislikes connected with participation in physical activity.
- 8.02 Explore activities you like which require physical activity during non-school hours.

### COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

#### Objectives

- 9.01 Examine one or two components of a health-related fitness assessment.
- 9.02 Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- 9.03 Demonstrate knowledge of flexibility through stretching exercises and perform exercises, which enhance flexibility in a variety of muscle groups.
- 9.04 Demonstrate knowledge of muscular strength and endurance through strengthening exercises and perform exercises, which enhance muscular strength and endurance in a variety of muscle groups.

### COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

#### Objectives

- 10.01 Describe 2-3 reasons why participation in physical activity is important and enjoyable.
- 10.02 Describe 2-3 ways physical activity improves health.
- 10.03 Apply safe practices, rules and procedures.
- 10.04 Works cooperatively with others to complete task.

Visual Arts	Music	Information Literacy
<p><b>The emphasis at this grade level is on:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Recognizing that mistakes can be turned into creative opportunities</li> <li>• Repetition, pattern, geometric shapes, and texture</li> <li>• Telling and recording original stories through art</li> <li>• Observing how artists tell stories through their art</li> </ul> <p><b>Strands:</b> Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</li> <li>• Develop skills necessary for understanding and applying media, techniques, and processes.</li> <li>• Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.</li> <li>• Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.</li> <li>• Understand the visual arts in relation to history and cultures.</li> <li>• Reflect upon and assess the characteristics and merits of their work and the work of others.</li> <li>• Perceive connections between visual arts and other disciplines.</li> <li>• Develop an awareness of art as an avocation and profession.</li> </ul>	<p><b>The study of music is cumulative and sequential to include learning from the previous grade level. Focus areas for learning at this level include:</b></p> <ul style="list-style-type: none"> <li>• Developing appropriate vocal and instrumental practices</li> <li>• Developing skills in improvising and creating music</li> <li>• Recognizing simple symbols and terms</li> <li>• Reading and notating melodic and rhythmic patterns</li> <li>• Developing skills in listening to, analyzing, and evaluating music</li> <li>• Developing understanding of music in relation to history, culture, and other content areas</li> <li>• Showing respect for the efforts of others</li> </ul> <p><b>Strands:</b> Creating, Performing, Responding, Understanding</p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>• Sing, alone and with others, a varied repertoire of music.</li> <li>• Play on instruments, alone and with others, a varied repertoire of music.</li> <li>• Improvise melodies, variations, and accompaniments.</li> <li>• Compose and arrange music within specified guidelines.</li> <li>• Read and notate music.</li> <li>• Listen to, analyze, and describe music.</li> <li>• Evaluate music and music performances.</li> <li>• Understand relationships between music, the other arts, and content areas outside the arts.</li> <li>• Understand music in relation to history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences.</li> <li>• Demonstrate appropriate care of resources.</li> <li>• Acknowledge ownership of ideas.</li> <li>• Select resources both within and outside the school for personal and informational purposes.</li> <li>• Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia).</li> <li>• Identify and apply published criteria of excellence in selecting resources.</li> <li>• Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats.</li> <li>• Develop and communicate personal criteria for selecting resources for information needs and enjoyment.</li> <li>• Recognize the power of media to influence.</li> <li>• Describe personal cultural heritage and environment.</li> <li>• Identify bias and stereotypes.</li> <li>• Relate cultural similarities and differences to personal life experiences.</li> <li>• Describe how information and ideas are influenced by prior knowledge and personal experience.</li> <li>• Identify information needs and formulate questions about them.</li> <li>• Describe several research models.</li> <li>• Develop a search strategy which includes continuous evaluation of both the research process and the information gathered.</li> <li>• Follow acceptable use guidelines (AUP/IUP) in accessing information.</li> <li>• Gather, organize, and use information.</li> <li>• Comply with the Copyright Law (P.L. 94-553) and credit sources of information.</li> <li>• Present information in a variety of formats and evaluate the product.</li> <li>• Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats.</li> <li>• Collaborate with others, both in person and through technologies, to identify information problems and to design, develop and evaluate information products and solutions.</li> </ul>
Guidance		
<p><b>The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:</b></p> <ul style="list-style-type: none"> <li>• Describe how s/he is alike as well as different from others.</li> <li>• Verbalize a personal trait or behavior that s/he likes about self.</li> <li>• Recognize words that express feelings.</li> <li>• Recognize that strengths and weaknesses are human characteristics.</li> </ul> <p><b>The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:</b></p>	<ul style="list-style-type: none"> <li>• Recognize that the world of work is diverse.</li> </ul> <p><b>The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:</b></p> <ul style="list-style-type: none"> <li>• Learn the rules for participating in group discussion.</li> <li>• Demonstrate knowledge of the importance of following rules for group discussion.</li> <li>• Learn effective listening skills.</li> <li>• Recognize the importance of working together in a group.</li> </ul>	<p><b>The learner will demonstrate an appreciation and understanding of the lifelong process of learning, growing and changing by being able to:</b></p> <ul style="list-style-type: none"> <li>• Adjust to the school environment. Recognize the importance of self-control and individual responsibility.</li> <li>• Demonstrate knowledge of the importance of learning.</li> </ul>