



# Burrillville School Department

## Parent Guide to the Standards: Grade One

### READING

Foundational Skills	
<b>Print Concepts</b>	<p>Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>● Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
<b>Phonological Awareness</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>● Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>● Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>● Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>● Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
<b>Phonics and Word Recognition</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>● Know the spelling-sound correspondences for common consonant digraphs.</li> <li>● Decode regularly spelled one-syllable words.</li> <li>● Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>● Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>● Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>● Read words with inflectional endings.</li> <li>● Recognize and read grade-appropriate irregularly spelled words.</li> </ul>

<b>Fluency</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
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Key Ideas and Details	
Literature	Informational Text
<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li> <li>• Describe characters, settings, and major events in a story, using key details.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about key details in a text.</li> <li>• Identify the main topic and retell key details of a text.</li> <li>• Describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>

Craft and Structure	
Literature	Informational Text
<ul style="list-style-type: none"> <li>• Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</li> <li>• Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</li> <li>• Identify who is telling the story at various points in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</li> <li>• Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</li> <li>• Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</li> </ul>

## Integration of Knowledge and Ideas

### Literature

- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

### Informational Text

- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

### Literature

- With prompting and support, read prose and poetry of appropriate complexity for grade 1. (For more information about exemplars of text in this band, please go to [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf))

### Informational Text

- With prompting and support, read informational texts appropriately complex for grade 1. (For more information about exemplars of text in this band, please go to [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf))

# WRITING

## Text Types and Purposes

### Opinion

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### Informative/ Explanatory

- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### Narrative

- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

<b>Production and Distribution</b>	<ul style="list-style-type: none"> <li>• With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</li> <li>• With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>
<b>Research to Build and Present Knowledge</b>	<ul style="list-style-type: none"> <li>• Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</li> <li>• With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>

## SPEAKING AND LISTENING

<b>Comprehension and Collaboration</b>	<ul style="list-style-type: none"> <li>• Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>◦ Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>◦ Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>◦ Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> </li> <li>• Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</li> <li>• Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>	<ul style="list-style-type: none"> <li>• Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</li> <li>• Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> <li>• Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</li> </ul>

# LANGUAGE

## Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print all upper- and lowercase letters.
  - Use common, proper, and possessive nouns.
  - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - Use frequently occurring adjectives.
  - Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
  - Use determiners (e.g., articles, demonstratives).
  - Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
  - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize dates and names of people.
  - Use end punctuation for sentences.
  - Use commas in dates and to separate single words in a series.
  - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

<b>Vocabulary Acquisition and Use</b>	<ul style="list-style-type: none"> <li>● Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>○ Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>○ Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>○ Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul> </li> <li>● With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>○ Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>○ Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>○ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>○ Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul> </li> <li>● Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</li> </ul>
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## MATH

<b>Mathematical Practices (embedded into all other standards)</b>	<ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Reason abstractly and quantitatively.</li> <li>● Construct viable arguments and critique the reasoning of others.</li> <li>● Model with mathematics.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> <li>● Look for and make use of structure.</li> <li>● Look for and express regularity in repeated reasoning.</li> </ul> <p>For additional information, see <a href="http://www.corestandards.org/Math/Practice/">http://www.corestandards.org/Math/Practice/</a></p>
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### Operations and Algebraic Thinking

<b>Represent and solve problems involving addition and subtraction.</b>	<ul style="list-style-type: none"> <li>● Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. For more information about types of problems, see</li> </ul>
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	<p><a href="http://www.corestandards.org/Math/Content/mathematics-glossary/T-able-1/">http://www.corestandards.org/Math/Content/mathematics-glossary/T-able-1/</a></p> <ul style="list-style-type: none"> <li>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul>
Understand and apply properties of operations and the relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i></li> <li>Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></li> </ul>
Add and subtract within 20.	<ul style="list-style-type: none"> <li>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</li> <li>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</li> </ul>
Work with addition and subtraction equations.	<ul style="list-style-type: none"> <li>Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</li> <li>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = _ - 3</math>, <math>6 + 6 = _</math>.</i></li> </ul>

Number and Operations in Base Ten	
Extend the counting sequence	<ul style="list-style-type: none"> <li>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</li> </ul>

<p><b>Understand Place Value</b></p>	<ul style="list-style-type: none"> <li>• Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: <ul style="list-style-type: none"> <li>◦ 10 can be thought of as a bundle of ten ones — called a "ten."</li> <li>◦ The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>◦ The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).</li> </ul> </li> <li>• Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</li> </ul>
<p><b>Use place value understanding and properties of operations to add and subtract.</b></p>	<ul style="list-style-type: none"> <li>• Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</li> <li>• Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</li> <li>• Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</li> </ul>

<p style="text-align: center;"><b>Measurement and Data</b></p>	
<p><b>Measure lengths indirectly and by iterating length units.</b></p>	<ul style="list-style-type: none"> <li>• Order three objects by length; compare the lengths of two objects indirectly by using a third object.</li> <li>• Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></li> </ul>
<p><b>Tell and write time</b></p>	<ul style="list-style-type: none"> <li>• Tell and write time in hours and half-hours using analog and digital clocks.</li> </ul>
<p><b>Represent and interpret data.</b></p>	<ul style="list-style-type: none"> <li>• Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</li> </ul>

## Geometry

### Reason with shapes and their attributes.

- Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
- Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
- Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## SCIENCE

### Earth and Space Science (Trimester 1: Air and Weather)

- Use observations of the Sun, Moon, and stars to describe patterns that can be predicted.
- Make observations at different times of the year to relate the amount of daylight to the time of year.
- Use and share observations of local weather conditions to describe patterns over time.
- Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
- Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

### Physical Science (Trimester 2: Sound and Light)

- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- Make observations to construct an evidence-based account that objects can be seen only when illuminated.

	<ul style="list-style-type: none"> <li>● Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</li> <li>● Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</li> <li>● Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</li> <li>● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>● Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> </ul>
<p><b>Life Science (Trimester 3: Plants and Animals)</b></p>	<ul style="list-style-type: none"> <li>● Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</li> <li>● Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</li> <li>● Make observations to construct an evidence-based account that young plants and animals are like, but not exactly, like their parents.</li> <li>● Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>● Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>● Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> </ul>
<p><b>Science and Engineering Practices (embedded into other standards)</b></p>	<ul style="list-style-type: none"> <li>● Ask questions based on observations to find more information about the natural and/or designed world(s).</li> <li>● Develop and/or use a model to represent amounts, relationships, relative scales, and/or patterns in the natural world.</li> <li>● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.</li> <li>● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</li> <li>● Make predictions based on prior experiences.</li> <li>● Record information (observations, thoughts, and ideas).</li> <li>● Use and share pictures, drawings, and/or writings of observations.</li> <li>● Use observations (firsthand or from media) to describe patterns and/or use relationships in the natural and designed world(s) in</li> </ul>

	<p>order to answer scientific questions and solve problems.</p> <ul style="list-style-type: none"> <li>• Compare predictions (based on prior experiences) to what occurred (observable events).</li> <li>• Use counting and numbers to identify and describe patterns in the natural and designed world(s).</li> <li>• Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.</li> <li>• Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.</li> <li>• Construct an argument with evidence to support a claim.</li> <li>• Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).</li> <li>• Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.</li> </ul>
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## SOCIAL STUDIES

<p><b>Civics and Government</b></p>	<ul style="list-style-type: none"> <li>• Students demonstrate an understanding of origins, forms, and purposes of government by identifying rules and consequences for not following them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules; evaluating the rules in different settings; exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community</li> <li>• Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good; recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain)</li> <li>• Students demonstrate an understanding of United States government by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country)</li> <li>• Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs; using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy; c. identifying individual roles in a group and acting as a productive member of a group</li> <li>• Students demonstrate an understanding of citizens' rights and responsibilities by a. exhibiting respect for self, parents, teachers, authority figures, and others</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by demonstrating personal and group rights and responsibility; working cooperatively in a group, sharing responsibilities or individual roles within a group; identifying feelings and situations that lead to conflict and describing ways people solve problems effectively</li> <li>● Students demonstrate an understanding of political systems and political processes by identifying forms of civic participation</li> <li>● Students demonstrate their participation in political processes by experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern)</li> <li>● Students participate in a civil society by a. identifying problems, planning and implementing solutions in the classroom, school, and community</li> <li>● Students demonstrate an understanding of the many ways Earth's people are interconnected by . exploring and discussing ways we interact with others around the world</li> <li>● Students demonstrate an understanding of the benefits and challenges of an interconnected world by using a variety of print and non-print sources to explore other people and places</li> <li>● Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by listing the pros and cons of personal decisions</li> </ul>
<p><b>Economics</b></p>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of basic economic concepts by identifying human, natural, and capital resources; explaining how the availability of resources affects production of goods and offering of services and their consumption; identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want</li> <li>● Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by recognizing and discussing the differences between basic wants and needs</li> <li>● Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by identifying how goods and services are shared as a family</li> <li>● Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by identifying the ways in which people exchange goods and services; explaining how prices affect the choices people make about buying or selling goods or services; describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries</li> <li>● Students analyze how Innovations and technology affects the exchange of goods and services by identifying how technology has changed over time and explaining how they affect the way people live, work, or play</li> <li>● Students demonstrate an understanding of the interdependence created by economic decisions by identifying how the classroom community members exchange and consume resources; recognizing the purposes of money and how it can be used</li> </ul>

<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>● Students understand maps, globes, and other geographic tools and technologies by identifying the purpose of a variety of maps; describing where places are located on a map using relative distance and direction; organizing information about people places and environments in a spatial context</li> <li>● Students identify the characteristics and features of maps by recognizing elements of a map; explaining how the elements are used</li> <li>● Students understand the physical and human characteristics of places by identifying and describing natural/physical features; identifying and describing human-made features</li> <li>● Students distinguish between regions and places by identifying natural/physical features of different places and regions; comparing and contrasting human-made features of different places and regions</li> <li>● Students understand different perspectives that individuals/ groups have by identifying and describing how people in different places view their environments</li> <li>● Students understand how geography contributes to how regions are defined / identified by identifying natural physical boundaries of places</li> <li>● Students understand why people do/do not migrate by describing a reason why people have or have not moved</li> <li>● Students understand the interrelationships of geography with resources by identifying geographic origins of specific resources</li> <li>● Students understand how geography influences human settlement, cooperation or conflict by describing how features of a place influence what activities do or do not take place there; describing how people who live near each other sometimes help each other</li> <li>● Students explain how humans depend on their environment by identifying basic environmental resources needed in daily life</li> <li>● Students explain how humans react or adapt to an ever-changing physical environment by identifying examples of how changes in the environment can change people's behavior</li> <li>● Students explain how human actions modify the physical environment by identifying examples of how people can change the space around them; describing why people change the space around them</li> </ul>
<p><b>Historical Perspective</b></p>	<ul style="list-style-type: none"> <li>● Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by identifying and categorizing the kinds of information obtained from a variety of artifacts and documents; distinguishing objects, artifacts, and symbols from long ago and today</li> <li>● Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of various events in personal, classroom, or school life; . explaining how a sequence of events affected people in home, classroom, or school</li> <li>● Students connect the past with the present by recognizing the origin, name, or significance of local geographic and human-made features</li> <li>● Students chronicle events and conditions by describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life</li> </ul>

- Students show understanding of change over time by exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present
- Students demonstrate an understanding of how the past frames the present by identifying how events and people shape family and school life
- Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present
- Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying geographic factors that can affect how people interact; identifying events that can affect how people interact
- Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by identifying innovations or inventions that have impacted interaction between people
- Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by recognizing cultural differences and similarities between individuals, groups, or communities
- Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by describing daily life for individuals in a cultural community; identifying different cultures present in the local community
- Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by describing how people with different perspectives view events in different ways

## CO-CURRICULAR CONTENT AREAS

### Art

- Students demonstrate knowledge and application of Visual Art and Design concepts
- Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design
- Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts
- Students demonstrate the ability to communicate in the language of Visual Art and Design
- Students demonstrate the ability to extract meaning from works of art
- Students reflect upon, analyze and evaluate the work of self and others

For more gradespan-specific information, please go to <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf> and <http://curriculum.bsd-ri.net/art>

<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>● Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound)</li> <li>● Students show evidence of improvising, composing, and arranging</li> <li>● Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music</li> <li>● Students show evidence of connecting music to the arts and other disciplines</li> <li>● Students perform music alone and with others in a variety of settings</li> <li>● Students analyze and describe music</li> <li>● Students evaluate music</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf">http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf</a> and <a href="http://curriculum.bsd-ri.net/Music">http://curriculum.bsd-ri.net/Music</a></p>
<p><b>Physical Education</b></p>	<ul style="list-style-type: none"> <li>● Students will demonstrate competency in many movement forms and proficiency in a few movement forms.</li> <li>● Students will apply movement concepts and principles to the learning and development of motor skills.</li> <li>● Students will understand the implications of and the benefits derived from involvement in physical activity</li> <li>● Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.</li> <li>● Students will demonstrate responsible personal and social behavior in physical activity settings.</li> <li>● Students will understand that internal and external environments influence physical activity.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.thriveri.org/documents/RI_PE_Framework.pdf">http://www.thriveri.org/documents/RI_PE_Framework.pdf</a> and <a href="http://curriculum.bsd-ri.net/physical-education">http://curriculum.bsd-ri.net/physical-education</a></p>
<p><b>Health</b></p>	<ul style="list-style-type: none"> <li>● Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</li> <li>● Students will demonstrate the ability to access valid health information and health-promoting products and services.</li> <li>● Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks</li> <li>● Students will analyze the influence of culture, media, technology, and other factors on health.</li> <li>● Students will demonstrate the ability to use interpersonal and communication skills to enhance health.</li> <li>● Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</li> <li>● Students will demonstrate the ability to advocate for personal, family, community and environmental health.</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://thriveri.org/documents/RI_CHI_Outcomes.pdf">http://thriveri.org/documents/RI_CHI_Outcomes.pdf</a> and <a href="http://curriculum.bsd-ri.net/health">http://curriculum.bsd-ri.net/health</a></p>

<b>Computer Science/ Technology</b>	<ul style="list-style-type: none"> <li>● Students demonstrate an understanding of the nature of technology</li> <li>● Students demonstrate an understanding of the need for technology</li> <li>● Students demonstrate an understanding of the attributes of a design process</li> <li>● Students demonstrate an understanding of technological products and systems</li> <li>● Students demonstrate an understanding of effective design</li> <li>● Students demonstrate an understanding of the areas of engineering and technology</li> <li>● Students demonstrate an understanding of selecting appropriate tools</li> </ul> <p>For more gradespan-specific information, please go to <a href="http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf">http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf</a> and <a href="http://curriculum.bsd-ri.net/technology">http://curriculum.bsd-ri.net/technology</a></p>
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## HABITS OF A LEARNER

<b>Respectful</b>	Students demonstrate respect for school staff, peers, and property
<b>Responsible</b>	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
<b>Ready to Learn</b>	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions