



# Diocese of Jackson Office of Education

1<sup>st</sup> Grade  
Teacher Guide

The following are the specific standards and objects for first grade in each subject that should be used as a reference tool. The completed curriculum documents should be consulted for explanation of use and implementation of these standards and to ensure vertical planning and alignment between grades. Please note this is **not** a complete curriculum document, it is only meant to be used as a reference tool for individual teachers.

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1<sup>st</sup> Grade- Mathematics

<b>Counting &amp; Cardinality</b>
<p><b>1. The student will be able to count to 120.</b>  <b>Students will demonstrate mastery by:</b></p> <p>1.1. Counting to 120 from any given number  1.2. Counting by 2's, 3's, 5's, 10's from any given number</p>
<b>Operations &amp; Algebraic Thinking</b>
<p><b>1. The student will be able to use whole numbers to solve problems.</b>  <b>Students will demonstrate mastery by:</b></p> <p>1.1. Using 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 (use objects, drawings, and equations with a symbol for the unknown number to represent the problem)</p> <p>1.2. Solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (using objects, drawings, and equations with a symbol for the unknown number to represent the problem)</p> <p>1.3. Applying properties of operations as strategies to add and subtract (commutative property of addition and associative property of addition)</p> <p>1.4. Demonstrating that subtraction as an unknown-addend problem</p> <p>1.5. Relating counting to addition and subtraction (by counting on 2 to add 2)</p> <p>1.6. Adding and subtracting with 20, demonstrating fluency within 20; using strategies such as counting on, making ten, decomposing a number leading to a ten, using the relationship between addition and subtraction or creating an equivalent</p> <p>1.7. Understanding the meaning of the equal sign and determining if equations involving addition and subtraction are true or false</p> <p>1.8. Determining the unknown whole number in an addition or subtraction equation relating three whole numbers</p>
<b>Numbers &amp; Operations in Base Ten</b>
<p><b>1. The student will be able identify place value to solve problems.</b>  <b>Students will demonstrate mastery by:</b></p> <p>1.1. Counting to 120, starting at any number less than 120  1.2. Reading and writing numerals and representing a number of objects with a written numeral  1.3. Understanding that 10 can be thought of as a bundle of ten ones—called a "ten"  1.4. Understanding that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine objects</p>

1.5. Understanding that the numbers 10,20,30,40,50,60,70,80,90 refer to one, three, four, five, six, seven, eight, or nine tens

**2. The student will be able to compare numbers using terms greater than, less than or equal to.**

**Students will demonstrate mastery by:**

2.1. Comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $<$ ,  $>$ ,  $=$

**3. The student will be able to use their knowledge of place value to solve problems.**

**Students will demonstrate mastery by:**

3.1. Adding 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 models, drawings or strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relating the strategy to a written method and explaining the reasonings used

3.2. Understanding that sometimes in adding two-digit numbers, one adds tens and tens, ones and ones, and sometimes it is necessary to compose a ten

3.3. Mentally finding 10 more or 10 less than the number, without having to count and explaining the reasoning used

3.4. Subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relating the strategy to a written method and explain the reasoning used

### **Measurement & Data**

**1. The student will be able to use a variety of measurement tools.**

**Students will demonstrate mastery by:**

1.1. Ordering three objects by length; comparing the lengths of two objects indirectly by using a third object

1.2. Expressing the length of an object as a whole number of length units, by laying multiple copies of a shorter object end to end; understanding that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps

1.3. Telling and writing time in hours and half-hours using analog and digital clocks

1.4. Identifying hour hand, minute hand and numbers

1.5. Identifying the days of the week, the number of days in a week, and the number of weeks in each month

**2. The student will be able to create and analyze data.****Students will demonstrate mastery by:**

- 2.1. Organizing, representing, and interpreting data with up to three categories; asking and answering 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

**3. The student will be able to count money.****Students will demonstrate mastery by:**

- 3.1. Identifying the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins) and using appropriate cent and dollar notation
- 3.2. Knowing the comparative values of all U.S. coins
- 3.3. Counting like U.S. coins up to the equivalent of a dollar
- 3.4. Finding the equivalent value for all greater value U.S. coins using like value smaller coins (5 pennies equal 1 nickel, etc.)

**Geometry****1. The student will be able demonstrate knowledge of shapes.****Students will demonstrate mastery by:**

- 1.1. Distinguishing between defining attributes (e.g. triangles are closed and three-sided) versus non-defining attributes; build and draw shapes to possess defining attributes
- 1.2. Composing two-dimensional shapes or three-dimensional shapes to create a composite shape and compose new shapes from the composite shape
- 1.3. Recognizing basic shape transformations (example flip, turn, slide)

**2. The student will be able to decompose shapes into fractions.****Students will demonstrate mastery by:**

- 2.1. Partitioning circles and rectangles into two and four equal shares, describing the shares using the words halves, fourths, and quarters, and using phrases half of, fourth of, and quarter of
- 2.2. Describing the whole as two of, or four of the shares and understanding that decomposing the shares into more equal shares creates smaller shares.

## Catholic Identity Integration in Mathematics 1<sup>st</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"><li>1. Sharing manipulatives</li><li>2. Provide a safe environment</li><li>3. Giving generously</li></ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"><li>1. Communitive property referenced in Luke 12:52</li><li>2. Counting by 2's for the animals on Noah's Ark</li><li>3. Peter breaking the net (John 21:11) - place value</li><li>4. Being good stewards with our money for God's Kingdom</li><li>5. Psalm 90:12</li></ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"><li>1. Johannes Widmann- came up with the + and – sign (1460-1498)</li><li>2. Francois Viete- father of modern algebra</li><li>3. Leonardo Pisano Bigollo (1170-1250)- “Fiboacci” numeral system</li></ol>

1<sup>st</sup> Grade- ELA**Reading- Literature**

<b>Key Ideas and Details (KID)</b>
<p><b>1. The student will be able to recount the elements of a story.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Asking and answering questions about key details in a text  1.2. Retelling stories, including key details, and demonstrating understanding of their central message or lesson  1.3. Describing characters, settings, and major events in a story, using key details</p>
<b>Craft and Structure (CS)</b>
<p><b>1. The student will be able to identify the craft and structure of a variety of texts.</b>  <b>Students will demonstrate mastery of this standards by:</b></p> <p>1.1. Identifying words and phrases in stories or poems that suggest feelings or appeal to the senses  1.2. Explaining major differences between books that tell stories and books that give information  1.3. Identifying who is telling the story at various points in a text</p>
<b>Integration of Knowledge and Ideas (IKI)</b>
<p><b>1. The student will be able to compare and contrast stories.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Describing characters, setting, or events by using illustrations and details  1.2. Comparing and contrasting the experiences of characters in stories</p>
<b>Range of Reading and Level of Text Complexity (RRTC)</b>
<p><b>1. The student will be able to read and comprehend age-appropriate text.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Reading and comprehending literature, including stories and poetry, in the grades K-2 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>

## Reading-Informational Text

<b>Key Ideas and Details (KID-I)</b>
<p><b>1. The student will be able to comprehend age-appropriate non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions about key details in a text</li> <li>1.2. Identifying the main topic and retelling key details of a text</li> <li>1.3. Describing the connection between individuals, events, ideas, or pieces of information in a text</li> </ul>
<b>Craft and Structure (CS-I)</b>
<p><b>1. The student will be able to explain the craft and structure of non-fiction text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Asking and answering questions to help determine or clarify the meaning of words and phrases in a text</li> <li>1.2. Explaining major differences between books that tell stories and books that give information</li> <li>1.3. Knowing and using various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text</li> <li>1.4. Distinguishing between information provided by pictures or other illustrations and information provided by the words in a text</li> </ul>
<b>Integration of Knowledge and Ideas (IKI-I)</b>
<p><b>1. The student will be able to describe a key idea in a text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Using the illustrations and details in a text to describe the key ideas</li> </ul>
<b>Range of Reading and Level of Text Complexity (RRTC-I)</b>
<p><b>1. The student will be able to read grade-appropriate text. Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading and comprehending informational texts, in the grades K-2 text complexity band proficiently, with scaffolding as needed at the high end of the range</li> </ul>

## Reading Foundational Skills

<b>Print Concepts (PC)</b>
<p><b>1. The student will be able to apply print concepts when reading.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Demonstrating the organization and basic features of print</li> <li>1.2. Recognizing the distinguishing features of a sentence (first word, capitalization, ending punctuation)</li> </ul>
<b>Phonemic and Phonological Awareness (PPA)</b>
<p><b>1. The student will be able to apply phonological awareness skills.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Distinguishing long from short vowel sounds in spoken single-syllable words</li> <li>1.2. Producing single-syllable words orally by blending sounds including consonant blends</li> <li>1.3. Isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words</li> <li>1.4. Segmenting spoken single-syllable words into their complete sequence of individual sounds</li> </ul>
<b>Word Recognition and Vocabulary (WRV)</b>
<p><b>1. The student will be able to apply phonics and word recognition skills when reading.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Knowing the spelling-sound correspondences for common consonant digraphs</li> <li>1.2. Decoding regularly spelled one-syllable words</li> <li>1.3. Knowing final-e and common vowel team conventions for representing long vowel sounds</li> <li>1.4. Using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word</li> <li>1.5. Decoding two-syllable words following basic patterns by breaking the words into syllables</li> <li>1.6. Reading words with inflectional endings</li> <li>1.7. Recognizing and reading grade-appropriate irregularly spelled words</li> </ul>
<b>Fluency (F)</b>
<p><b>1. The student will read fluently.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <ul style="list-style-type: none"> <li>1.1. Reading grade-level text with purpose and understanding</li> <li>1.2. Reading grade-level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>1.3. Using context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>

## Writing

<b>Text Types &amp; Purposes (TTP)</b>
<p><b>1. The student will be able to write opinion pieces, informative/explanatory texts, and narratives.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Producing and expanding complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts</p> <p>1.2. Writing 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</p> <p>1.3. Writing informative/explanatory texts in which they name a topic, supply facts about the topic, and provide a sense of closure</p> <p>1.4. Writing 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</p>
<b>Production &amp; Distribution of Writing (PDW)</b>
<p><b>1. The student will be able to edit, revise and publish their writing.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Focusing on a topic, responding to questions and suggestions from peers, and adding details to strengthen writing as needed with support</p> <p>1.2. Using a variety of digital tools to produce and publish writing, including in collaboration with peers</p>
<b>Research to Build &amp; Present Knowledge (RBPK)</b>
<p><b>1. The student will be able to participate in research.</b>  <b>Students will demonstrate mastery of the standard by:</b></p> <p>1.1. Participating 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)</p> <p>1.2. Recalling information from experiences or gathering information from provided sources to answer questions</p>

## Speaking & Listening

### Comprehension & Collaboration (CC)

**1. The student will be able to actively participate in discussions.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Following agreed-upon rules for discussions (e.g. listening to others with care, speaking one at a time about topics and texts under discussion)
- 1.2. Building on shared conversations by responding to others through multiple exchanges
- 1.3. Asking questions to clear up any confusion about the topics and texts under discussion
- 1.4. Asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood

### Presentation of Knowledge & Ideas (PKI)

**1. Student will be able to present their knowledge to peers, teachers, and other appropriate audiences.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Describing people, places, things and events with relevant details; expressing ideas and feelings clearly
- 1.2. Adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.3. Producing complete sentences when appropriate to a task and situation

## Language

### Conventions of Standard English (CSE)

**1. The student will be able to use conventions of the English language.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Printing all uppercase and lowercase letters
- 1.2. Using common, proper, and possessive nouns
- 1.3. Using singular and plural nouns with agreeing verbs in basic sentences
- 1.4. Using personal, possessive, and indefinite pronouns
- 1.5. Using verbs to convey a sense of past, present, and future
- 1.6. Using frequently occurring adjectives
- 1.7. Using conjunctions
- 1.8. Using determiners (a, an, and the)
- 1.9. Using frequently occurring prepositions
- 1.10. Using proper capitalization and end punctuation (including dates and names of people, etc.)
- 1.11. Using commas correctly (including in dates, to separate single words in a series, etc.)
- 1.12. Using conventional spelling for words with common spelling patterns and frequently occurring irregular words
- 1.13. Spelling unfamiliar words phonetically, drawing on phonemic awareness and spelling conventions

### Vocabulary Acquisition and Use

**1. The student will be able to analyze and use new words.**

**Students will demonstrate mastery of the standard by:**

- 1.1. Using sentence-level context as a clue to the meaning of a word or phrase
- 1.2. Using frequently occurring prefixes and suffixes as a clue to the meaning of a word
- 1.3. Identify frequently occurring root words and their inflectional forms
- 1.4. Sorting words into categories to gain a sense of the concepts that categories represent
- 1.5. Defining words by category and by one or more key attributes
- 1.6. Identifying real-life connections between words and their uses
- 1.7. Distinguishing shades of meaning among verbs differing in manner, and adjectives differing in intensity by defining or choosing them
- 1.8. Using words and phrases acquired through conversations, read-alouds and independent reading and responding to text using conjunctions to signal simple relationships.

## Catholic Identity Integration in English Language Arts 1<sup>st</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. The student will be able to discuss the differences between right and wrong.</li> <li>2. Students will treat one another and adults with respect.</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. The student will be able to recite prayers. (Sign of the Cross, Our Father, Hail Mary, Glory Be, Guardian Angel Prayer, Meal Time Prayer).</li> <li>2. The student will be able to participate and respond in Mass.</li> <li>3. The student will be able to listen to and retell Bible stories.</li> <li>4. The student will be able to understand that prayer is listening and speaking to God.</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. The student will be able to listen to and retell stories of the saints.</li> </ol>

1<sup>st</sup> Grade- Science

<b>Hierarchical Organization</b>
<p><b>1. Students will demonstrate an understanding of the basic needs and structures of plants.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Constructing explanations using first-hand observations or other media to describe the structures of different plants (root, stem, leaves, flowers, and fruit) and reporting findings using drawings, writings, or models</p> <p>1.2. Obtaining information from informational text and other media to describe the function of each plant part (roots absorb water and anchor the plant, leaves make food, the stem transports water and food, petals attract pollinators, flowers produce seeds, and seeds produce new plants)</p> <p>1.3. Designing and conducting an experiment that shows the absorption of water and how it is transported through the plant and reporting observations using drawings, sketches, or models</p> <p>1.4. Creating a model which explains the function of each plant structure (roots, stem, leaves, petals, flowers, seeds)</p> <p>1.5. With teacher support, gaining an understanding that scientists are humans who use observations and experiments to learn about the natural world</p> <p>1.6. Obtaining information from informational text or other media about scientists who have made important observations about plants (e.g., Theophrastus, Gregor Mendel, George Washington Carver, Katherine Esau)</p>
<b>Reproduction &amp; Heredity</b>
<p><b>1. Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.</b>  <b>Students will demonstrate mastery of this standard by:</b></p> <p>1.1. Investigating, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (e.g., germination, growth, reproduction, and seed dispersal) and communicating their findings using drawings, writings, or models</p> <p>1.2. Obtaining, evaluating, and communicating information through labeled drawings of the life cycles of pollinating insects (e.g. bees, butterflies)</p>
<b>Ecology &amp; Interdependence</b>

**1. Students will demonstrate an understanding of what plants need from the environment for growth and repair.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Conducting structured investigations to make and test predictions about what plants need to live, grow, and repair including water, nutrients, sunlight, and space
- 1.2. Developing explanations, comparing results and reporting findings related to their investigations

**2. Students will demonstrate an understanding of the interdependence of flowering plants and pollinating insects.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Identifying the body parts of a pollinating insect and describing how insects use these parts to gather nectar or disperse pollen and reporting their findings using drawings, writing or models

### **Adaptations & Diversity**

**1. Students will demonstrate an understanding of the ways plants adapt to their environment to survive.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Exploring the cause and effect relationship between plant adaptations and environmental changes (e.g., leaves turning toward the sun, leaves changing color, leaves wilting, or trees shedding leaves)
- 1.2. Describing how the different characteristics of plants help them to survive in distinct environments (e.g. rain forests, deserts, grasslands, deciduous forests)
- 1.3. Creating a solution for an agricultural problem (e.g., pollination, seed dispersal, over-crowding) and using the engineering design process to define the problem, design, construct, evaluate, and improve the solution

### **Motions, Forces and Energy**

**1. Students will demonstrate an understanding that light is required to make objects visible.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Constructing explanations using first-hand observations or other media to describe how reflected light makes an object visible
- 1.2. Using evidence from observations to explain how shadows form and change with the position of the light source

**2. Students will demonstrate an understanding of sound.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Conducting an investigation to provide evidence that vibrations create sound and that sound can create vibrations
- 2.2. Creating a device that uses sound to communicate over a distance and using the engineering design process to define the problem, design, construct, evaluate, and improve the device

## **Earth's Systems and Cycles**

- 1. Students will demonstrate an understanding of the patterns of weather by describing, recording, and analyzing weather data to answer questions about daily and seasonal weather patterns.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Analyzing and interpreting data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation)
- 1.2. Developing and using models to predict weather conditions associated with seasonal patterns and changes
- 1.3. Constructing an explanation for the general patterns of change in daily temperatures by measuring and calculating the difference between morning and afternoon temperatures

- 2. Students will demonstrate an understanding of models (drawings or maps) to describe how water and land are distributed on Earth.**

**Students will demonstrate mastery of this standard by:**

- 2.1. Locating, classifying, and describing bodies of water (oceans, rivers, lakes, and ponds) on the Earth's surface using maps, globes, or other media
- 2.2. Generating and answering questions to explain the patterns and locations of frozen and liquid bodies of water on earth using maps, globes or other media
- 2.3. Planning and conducting a structured investigation to determine how the movement of water can change the shape of the land on Earth

## **Earth's Resources**

- 1. Students will demonstrate an understanding of human dependence on clean and renewable water resources.**

**Students will demonstrate mastery of this standard by:**

- 1.1. Obtaining and evaluating informational texts and other media to generate and answer questions about water sources and human uses of clean water
- 1.2. Communicating solutions that will reduce the impact of humans on the use and quality of water in the local environment
- 1.3. Creating a device that will collect free water to meet human need, using the engineering design process to define the problem, design construct, evaluate, and improve the device

## Catholic Identity Integration in Science

### 1<sup>st</sup> Grade

<b>Core Values of Classroom Behavior and Culture</b>
<ol style="list-style-type: none"> <li>1. Students will continue to develop an awareness of being special and unique persons created by God.</li> <li>2. Students will understand that diversity is a good thing because it is part of God's plan, and no one plant, animal, or human can totally reflect God's goodness alone.</li> <li>3. Students will treat one another and adults with respect</li> </ol>
<b>Integration of Scripture and Church Teaching</b>
<ol style="list-style-type: none"> <li>1. Students will recognize that God gave us our senses to hear, see, and feel vibrations.</li> <li>2. Students will recognize that we are called to let our lights shine and will discuss the science of light and how it can be related to God's love and Christ's mission.</li> <li>3. Students will relate the liturgical calendar to scientific seasons (i.e. Spring and Easter are both associated with new life; Christmas comes shortly after the darkest days of the year and shows that Baby Jesus was the light coming back to the world)</li> </ol>
<b>Historic Church Figures and Events</b>
<ol style="list-style-type: none"> <li>1. Students will study saints within the Church who were scientists or experts in the areas of science that they are studying.</li> </ol>

## 1st Grade- Social Studies

### Theme: Citizenship at School

<b>Civics</b>
<p>1. <b>The student will be able to demonstrate knowledge of how to be a good citizen at home and school.</b>  <b>The will demonstrate mastery by:</b>            1.1. Identifying characteristics of good citizenship at home and school            1.2. Describing individuals who have exemplified good citizenship at home and school</p> <p>2. <b>The student will be able to examine how individuals play different roles and exercise good citizenship.</b>  <b>The student will demonstrate mastery by:</b>            2.1. Identifying different family members, both nuclear and extended            2.2. Distinguishing the difference in responsible behaviors of different individuals within the home, extended family, and school that exhibit good citizenship</p> <p>3. <b>The student will be able to demonstrate knowledge of authority figures at home and school.</b>  <b>The student will demonstrate mastery by:</b>            3.1. Identifying authority figures at home and school            3.2. Determining why rules are necessary and the consequences of failing to obey them at home and school</p>
<b>Economics</b>
<p>1. <b>The student will be able to differentiate between needs and wants of individuals at home and school.</b>  <b>The student will demonstrate mastery by:</b>            1.1. Describing the difference between needs and wants            1.2. Comparing and contrasting an individual's needs and wants to those of their family            1.3. Comparing and contrasting an individual's needs and wants to those of their school community</p> <p>2. <b>The student will be able to evaluate how families use goods and services.</b>  <b>The student will demonstrate mastery by:</b>            2.1. Identifying the types of goods and services used by families            2.2. Identifying the types of goods and services used by schools            2.3. Comparing and contrasting the types of goods and services a family may use to those of a school.</p> <p>3. <b>The student will be able to analyze the role of money within a home.</b>  <b>The student will demonstrate mastery by:</b>            3.1. Explaining the concept of exchanges            3.2. Recognizing the use of money to purchase goods and services</p>

3.3. Illustrating how work provides income to purchase goods and services for a family

### **Civil Rights**

1. **The student will be able to explore the similarities and differences of families and schools.**  
**The student will demonstrate mastery by:**
  - 1.1. Defining customs and traditions
  - 1.2. Describing customs and traditions that play roles within families
  - 1.3. Comparing customs and traditions within the school and community
2. **The student will be able to describe and explain traditions and contributions of various cultures.**  
**The student will demonstrate mastery by:**
  - 2.1. Describing celebrations held by members of the class and their families
  - 2.2. Describing the origins of customs, holidays, and celebrations within the school community
3. **The student will be able to explain the role of cooperation and compromise within families and school communities.**  
**The student will demonstrate mastery by:**
  - 3.1. Defining cooperation and compromise
  - 3.2. Identifying examples of cooperation and compromise within the home and school community
  - 1.1. Discussing the benefits of cooperation and compromise among different groups.

### **Geography**

1. **The student will be able to identify a sense of place relative to an individual, home, and school.**  
**The student will demonstrate mastery by:**
  - 1.1. Demonstrating terms related to location, direction, size, and distance
  - 1.2. Explaining how seasons, weather, climate, and other environmental characteristics of a place affect people and their actions
  - 1.3. Describe how the human characteristics of a place such as shelter, clothing, food, and activities are based upon geographic location
2. **The student will be able to describe physical features of the environment.**  
**The student will demonstrate mastery by:**
  - 2.1. Defining physical features of the environment
  - 2.2. Distinguishing between landforms such as mountains, hills, lakes, oceans, rivers, etc.
  - 2.3. Explaining how physical features affect how humans use the environment
3. **The student will be able to recognize maps, graphs, and other representations of the earth.**  
**The student will demonstrate mastery by:**
  - 3.1. Constructing a map of the route from their home to school

- 3.2. Applying cardinal and intermediate directions to a map
- 3.3. Identifying on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans

### **History**

1. **The student will be able to evaluate how people and events have shaped the local community, state, and nation.**  
**The student will demonstrate mastery by:**
  - 1.1. Identifying contributions of historical figures (e.g. Founding Fathers, etc.) who have influenced the nation
  - 1.2. Identifying contribution of historical events (e.g. the American Revolution, etc.) that have influenced the nation
2. **The student will be able to compare the ways individuals and groups in the local community and state lived in the past and how they live today.**  
**The student will demonstrate mastery by:**
  - 2.1. Describing how forms of communication have changed over time
  - 2.2. Describing how types of technology have changed over time

<b>1<sup>st</sup> Grade Catholic Identity Integration in Social Studies</b>		
<b>Core Values of Classroom Behavior and Culture</b>	<b>Integration of Scripture and Church Teaching</b>	<b>Historic Church Figures and Events</b>
<ul style="list-style-type: none"> <li>• The student will demonstrate good character through interactions with others.</li> <li>• The student will be able to determine the difference between right and wrong.</li> <li>• The student will be able to show compassion and empathy.</li> <li>• The student will be accepting of diversity in the classroom as well as in the world to create unity.</li> <li>• The student will recognize the importance of compromise and cooperation in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• The student will understand the importance of helping the poor and needy when discussing economics.</li> <li>• The student will determine the importance of prioritizing their money in order to tithe and give money to the poor.</li> <li>• The student will demonstrate the understanding of needs versus wants when praying. For example, we pray for things we need rather than things we want.</li> <li>• The student will be accepting of other cultures and traditions.</li> <li>• The student will identify that the community of God includes their family, class, church, and outside community.</li> <li>• The student will demonstrate understanding that God created the world along with the physical features and locations while referencing the Creation Story.</li> <li>• The student will demonstrate understanding of how technology has changed over time. (Example: show how in Biblical times they used stones and metal to write and how much technology has changed over time to computers and iPads).</li> </ul>	<ul style="list-style-type: none"> <li>• The student will recognize a priest as a community helper and authority figure.</li> <li>• The student will look at goods and services in Biblical times (occupations of people in Biblical times and what their wants and needs were and how they are different now).</li> <li>• The student will make the connection between holidays and significant religious, historical events. Examples: Christmas, Easter, etc.</li> </ul>