

BILOXI PUBLIC SCHOOL DISTRICT



1st Grade English Language Arts

2023-2024

Finalized May 12, 2023

Term 1

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units. The standards listed for each term are the priority tested standards.

Reading Literature (RL)

- RL.1.1** Ask and answer questions about key details in a text.
- RL.1.3** Describe characters, settings, and major events in a story, using key details.

Reading Informational Text (RI)

- RI.1.1** Ask and answer questions about key details in a text.
- RI.1.2** Identify the main topic and retell key details of a text.
- RI.1.7** Use the illustrations and details in a text to describe its key ideas.

Writing (W)

- W.1.5** 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.
- W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.1.7** 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).
- W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Reading Foundational Skills (RF)

- RF.1.1** Demonstrate understanding of the organization and basic features of print.
 - a.** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a.** Know the spelling-sound correspondences for common consonant digraphs.
 - b.** Decode regularly spelled one-syllable words
 - c.** Know final -e and common vowel team conventions for representing long vowel sounds.
 - d.** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - e.** Decode two-syllable words following basic patterns by breaking the words into syllables.
 - f.** Read words with inflectional endings.
 - g.** Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
 - a.** Read grade-level text with purpose and understanding.
 - b.** Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening (SL)

- SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a.** 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).
- SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6** Produce complete sentences when appropriate to the task and situation.

Language (L)

- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
 - a.** Print all upper- and lowercase letters.
 - e.** 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).
 - f.** Use frequently occurring adjectives.
- L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a.** Capitalize dates and names of people.
 - b.** Use end punctuation for sentences.

Term 2

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units. The standards listed for each term are the priority tested standards.

Reading Literature (RL)

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

Continue to review and reinforce RL.1.1 and RL.1.3.

Reading Informational Text (RI)

RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RI.1.8 Identify the reasons an author gives to support points in a text.

Continue to review and reinforce RI.1.1, RI.1.2, and RI.1.7.

Writing (W)

W.1.1 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.

Continue to review and reinforce Production and Distribution of Writing (W.1.5, W.1.6) and Research to Build and Present Knowledge (W.1.7, W.1.8).

Reading Foundational Skills (RF)

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Continue to review and reinforce Print Concepts (RF.1.1 a), Phonics and Word Recognition (RF.1.3 a, b, c, d, e, f, g), and Fluency (RF.1.4 a, b, c).

Speaking and Listening (SL)

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Continue to review and reinforce Comprehension and Collaboration (SL.1.1 a, SL.1.2, SL.1.3) and Presentation of Knowledge and Ideas (SL.1.6).

Language (L)

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.

- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Continue to review and reinforce Conventions of Standard English (L.1.1 a, e, f, L.1.2 a, b).

Term 3

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units. The standards listed for each term are the priority tested standards.

Reading Literature (RL)

- RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6** Identify who is telling the story at various points in a text.
- RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

Continue to review and reinforce RL.1.1, RL.1.3, RL.1.7.

Reading Informational Text (RI)

- RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Continue to review and reinforce RI.1.1, RI.1.2, RI.1.6, RI.1.7, and RI.1.8.

Writing (W)

- W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Continue to review and reinforce Text Types and Purposes (W.1.1), Production and Distribution of Writing (W.1.5, W.1.6), and Research to Build and Present Knowledge (W.1.7, W.1.8).**

Reading Foundational Skills (RF)

- Continue to review and reinforce Print Concepts (RF.1.1 a), Phonics Awareness (RF.1.2 a, b, c, d), Phonics and Word Recognition (RF.1.3 a, b, c, d, e, f, g), and Fluency (RF.1.4 a, b, c).**

Speaking and Listening (SL)

- SL.1.1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - b.** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
 - SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- Continue to review and reinforce Comprehension and Collaboration (SL.1.1 a, c, SL.1.2, SL.1.3) and Presentation of Knowledge and Ideas (SL.1.6).**

Language (L)

- L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
 - b.** Use common, proper, and possessive nouns.
 - d.** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
 - a.** Use sentence-level context as a clue to the meaning of a word or phrase.
 - b.** Use frequently occurring affixes as a clue to the meaning of a word.
 - c.** Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- Continue to review and reinforce Conventions of Standard English (L.1.1 a, c, e, f, j, L.1.2 a, b, c, d, e).**

Term 4

When using the Wonders curriculum, many skills will be taught in each unit. Please introduce the standards as they appear within the units. The standards listed for each term are the priority tested standards.

Reading Literature (RL)

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

Continue to review and reinforce **RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.6, RL.1.7, and RL.1.9.**

Reading Informational Text (RI)

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.5 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.
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

Continue to review and reinforce **RI.1.1, RI.1.2, RI.1.4, RI.1.6, RI.1.7, RI.1.8, and RI.1.9.**

Writing (W)

W.1.3 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.
Continue to review and reinforce **Text Types and Purposes (W.1.1, W.1.2), Production and Distribution of Writing (W.1.5, W.1.6), and Research to Build and Present Knowledge (W.1.7, W.1.8).**

Reading Foundational Skills (RF)

Continue to review and reinforce **Print Concepts (RF.1.1 a), Phonics Awareness (RF.1.2 a, b, c, d), Phonics and Word Recognition (RF.1.3 a, b, c, d, e, f, g), and Fluency (RF.1.4 a, b, c).**

Speaking and Listening (SL)

Continue to review and reinforce **Comprehension and Collaboration (SL.1.1 a, b, c, SL.1.2, SL.1.3) and Presentation of Knowledge and Ideas (SL.1.4, SL.1.5, SL.1.6).**

Language (L)

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
h. Use determiners (e.g., articles, demonstratives).
i. Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6 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., because).
Continue to review and reinforce **Conventions of Standard English (L.1.1 a, b, c, d, e, f, j, L.1.2 a, b, c, d, e) and Vocabulary Acquisition and Use (L.1.4 a, b, c).**

1st Grade ELA

Term 1 : Unit 0 Weeks 1-3, Unit 1 Weeks 1-5, Unit 2 Week 1

Activities:	Testing Window:	Tests:	Testing Window:	Grammar:	Writing:	Spelling:
Teacher reads all directions, passages, items, and answer choices.		Teacher reads all directions, passages, items, and answer choices.		Teacher may read the entire test to students, but no interpretations or paraphrasing are allowed.	Teacher should begin gradually reducing support for graded writing pieces.	Sentence dictation will be practiced, but not graded. (1 sentence)
Smart Start Review	July 31st- August 4th	Genre Test: Unit 1 Week 1	August 7th- August 11th	<ul style="list-style-type: none"> - Nouns - Verbs - Adjectives 	Complete sentences with grammar focus	10 words sent home following rule. -6 list words -4 challenge words - Sentence dictation
Genre Test: Unit 1 Week 2	August 14th- August 18th	Genre Test: Unit 1 Week 3	August 21st- August 25th			
Genre Test: Unit 1 Week 4	August 28th- September 1st	Genre Test: Unit 1 Week 5	September 5th- September 8th			
Genre Test: Unit 2 Week 1	September 11th- September 15th					

Term 1 CTA: Unit Test 1
Writing CTA:

Term 2 : Unit 2 Weeks 2-5, Unit 3 Weeks 1-3

Activities:	Testing Window:	Tests:	Testing Window:	Grammar:	Writing:	Spelling:
Teacher reads all directions and question stems.		Teacher reads all directions and question stems.		Teacher may read the entire test to students, but no interpretations or paraphrasing are allowed.	Teacher should begin gradually reducing support for graded writing pieces.	Sentence dictation will be graded by capitalization, punctuation, spacing, and spelling. (1 sentence)
Genre Test: Unit 2 Week 2	October 10th- October 13th	Genre Test: Unit 2 Week 3	October 16th- October 20th	<ul style="list-style-type: none"> - Nouns (singular and plural) - Commas in a series - Commas in a date - Sentence types (!/?) 	Opinion	10 words sent home following rule. -6 list words -4 challenge words - Sentence dictation
Genre Test: Unit 2 Week 4	October 23rd- October 27th	Genre Test: Unit 2 Week 5	October 30th- November 3rd			
Genre Test: Unit 3 Week 1	November 6th- November 10th	Genre Test: Unit 3 Week 2	November 13th- November 17th			

Term 2 CTA: Unit Test 2
Writing CTA: Opinion

Term 3 : Unit 3 Week 4-5, Unit 4 Week 1-5

Activities:	Testing Window:	Tests:	Testing Window:	Grammar:	Writing:	Spelling:
Teacher reads all directions, but does not read questions or stems.		Teacher reads all directions, but does not read questions or stems.		Teacher may read directions and questions only.	Teacher should begin gradually reducing support for graded writing pieces.	Sentence dictation will be graded by capitalization, punctuation, spacing, and spelling. (2 sentences)
Genre Test: Unit 3 Week 4	January 8th- January 12th	Genre Test: Unit 3 Week 5	January 16th- January 19th	<ul style="list-style-type: none"> - Common vs. proper nouns - Possessive nouns - Pronouns 	Informational	12 words sent home following rule. -6 list words -6 challenge words - Sentence dictation
Genre Test: Unit 4 Week 1	January 22nd- January 26th	Genre Test: Unit 4 Week 2	January 29th- February 2nd			
Genre Test: Unit 4 Week 3	February 5th- February 9th	Genre Test: Unit 4 Week 4	February 19th- February 23rd			

Term 3 CTA: Unit Test 4
Writing CTA: Informational

Term 4 : Unit 5 Week 1-5, Unit 6 Week 1

Activities:	Testing Window:	Tests:	Testing Window:	Grammar:	Writing:	Spelling:
Students read the entire test independently. Teachers may assist with untaught vocabulary in stems and questions only.		Students read the entire test independently. Teachers may assist with untaught vocabulary in stems and questions only.		Students read the entire test independently.	Teacher should begin gradually reducing support for graded writing pieces.	Sentence dictation will be graded by capitalization, punctuation, spacing, and spelling. (2 sentences)
Genre Test: Unit 5 Week 1	March 18th- March 22nd	Genre Test: Unit 5 Week 2	March 25th- March 28th	<ul style="list-style-type: none"> - Prepositions - Simple and Compound Sentences - Adjectives that compare 	Narrative	12 words sent home following rule. -6 list words -6 challenge words - Sentence dictation
Genre Test: Unit 5 Week 3	April 8th- April 12th	Genre Test: Unit 5 Week 4	April 15th- April 19th			
Genre Test: Unit 5 Week 5	April 22nd- April 26th	Genre Test: Unit 6 Week 1	April 29th- May 3rd			

Term 4 CTA: School Discretion
Writing CTA: Narrative

BILOXI PUBLIC SCHOOL DISTRICT



1st Grade Math

2023-2024

Finalized May 12, 2023

Term 1

Operations and Algebraic Thinking (OA)

1.OA.1 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. (See Glossary, Table 1.)

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

1.OA.7 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? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Number and Operations in Base Ten (NBT)

No new standards this term.

Measurement and Data (MD)

No new standards this term.

Geometry (G)

No new standards this term.

Introduce identifying the days of the week and identifying coins. (Tested 4th Term)

Term 2

Operations and Algebraic Thinking (OA)

1.OA.2 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. Understand and apply properties of operations and the relationship between addition and subtraction.

1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$.

Continue to review and reinforce 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, and 1.OA.7.

Number and Operations in Base Ten (NBT)

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- a.** 10 can be thought of as a bundle of ten ones—called a “ten.”
- b.** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- c.** The numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Measurement and Data (MD)

No new standards this term.

Geometry (G)

No new standards this term.

Introduce telling time to the hour. (Tested 3rd Term) Introduce identifying coins and comparing coins, identifying the days of the week, the number of days in a week, and the number of weeks in each month. (Tested 4th Term)

Term 3

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, and 1.OA.8.

Number and Operations in Base Ten (NBT)

1.NBT.1 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.

1.NBT.3 Compare two two-digit numbers based on the meaning of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.4 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.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

1.NBT.6 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 relationship between addition and subtraction; relate the strategy to a written method and explain the reading used.

Continue to review and reinforce 1.NBT.2 (a, b, c).

Measurement and Data (MD)

1.MD.4 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.

Geometry (G)

No new standards this term.

Introduce identifying coins, comparing coins, counting like coins, identifying the days of the week, the number of days in a week, and the number of weeks in each month. (Tested 4th Term)

Term 4

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 1.OA.1, 1.OA.2, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, and 1.OA.8.

Number and Operations in Base Ten (NBT)

No new standards this term.

Continue to review and reinforce 1.NBT.1, 1.NBT.2 (a, b, c), 1.NBT.3, 1.NBT.4, 1.NBT.5, and 1.NBT.6.

Measurement and Data (MD)

1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 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. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.

1.MD.3b Identify the days of the week, the number of days in a week, and the number of weeks in each month. (Use Ready Ms. Lesson 34A)

1.MD.5a Identify the value of all U.S. coins (penny, nickel, dime, quarter, half-dollar, and dollar coins). Use appropriate cent and dollar notation (e.g., 25¢, \$1). (Use teacher-selected materials to teach this standard.)

b. Know the comparative values of all U.S. coins (e.g., a dime is of greater value than a nickel).

c. Count like U.S. coins up to the equivalent of a dollar.

d. Find the equivalent value for all greater value U.S. coins using like-value smaller coins (e.g., 5 pennies equal 1 nickel; 10 pennies equal a dime, but not 1 nickel, and 5 pennies equal 1 dime). (Use Ready Ms. Lesson 34B)

Continue to review and reinforce 1.MD.4.

Geometry (G)

1.G.1 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.

1.G.2 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. (Students do not need to learn formal names such as "right rectangular prism.")

1.G.3 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.

Tell and write time in hours and half hours using analog and digital clocks.

1st Grade Math

Term 1 : Ready Lessons 1-6, 8-9

Activities:	Testing Window:	Tests:	Testing Window:
Testing Procedures: Teacher reads all directions and items. No paraphrasing or coaching.		Testing Procedures: Teacher reads all directions and items. No paraphrasing or coaching.	
Ready Quiz: 1	July 24th- July 28th	Online Comprehension Check: 1 and 3	July 31st- August 4th
Ready Quiz: 2 and 4	August 14th- August 18th	Mid Unit Assessment: 1	August 21st- August 25th
Ready Quiz: 6 and 8	September 5th- September 8th	Unit Assessment: 1 (Remove questions 9&10)	September 18th- September 22nd

Term 1 CTA: 1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, and 1.OA.7 (do not include add and subtract in word problems)

Term 2 : Ready Lessons 11-17, 19

Activities:	Testing Window:	Tests:	Testing Window:
Testing Procedures: Teacher reads all directions and items. No paraphrasing or coaching.		Testing Procedures: Teacher reads all directions and items. No paraphrasing or coaching.	
Ready Quiz: 13	October 23rd- October 27th	Online Comprehension Check: 11 and 12	October 16th- October 20th
Ready Quiz: 15 and 16	November 13th- November 17th	Mid Unit Assessment: 2	October 30th- November 3rd
Ready Quiz: 19	December 4th- December 8th	Unit Assessment: 2	November 27th- December 1st

Term 2 CTA: 1.OA.2, 1.OA.6, 1.OA.8, and 1.NBT.2 a, b, c.

Term 3 : Ready Lessons 20-22, 25-29

Activities:	Testing Window:	Tests:	Testing Window:
Testing Procedures: Teacher reads all directions and stems. Students may ask for help reading a word, but no definitions. No paraphrasing or coaching.		Testing Procedures: Teacher reads all directions and stems. Students may ask for help reading a word, but no definitions. No paraphrasing or coaching.	
Ready Quiz: 20 and 21	January 8th- January 12th	Mid Unit Assessment: 3	January 16th- January 19th
Ready Quiz: 25	January 22nd- January 26th	Online Comprehension Check: 25 and 27	February 5th- February 9th
Ready Quiz: 27 and 28	February 19th- February 23rd	Unit Assessment: 4	March 4th- March 8th

Term 3 CTA: 1.NBT.1, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6, and 1.MD.4.

Term 4 : Ready Lessons 18, 23-24, 30-35

Activities:		Tests:	Testing Window:
Testing Procedures: Teacher reads all directions and stems. Students may ask for help reading a word, but no definitions. No paraphrasing or coaching.		Testing Procedures: Teacher reads all directions and stems. Students may ask for help reading a word, but no definitions. No paraphrasing or coaching.	
Ready Quiz: 30 and 31	March 25th- March 28th	Unit Assessment: 5	April 8th- April 12th
Ready Quiz: 33 and 34	April 15th- April 19th	Unit Assessment: 6	April 22nd- April 26th
Ready Quiz: 18	May 6th- May 10th	Online Comprehension Check: 18 and 23	April 29th- May 3rd

Term 4 CTA: 1.MD.1, 1.MD.2, 1.MD.3 a, b, 1.MD.5 a, b, c, d, 1.G.1, 1.G.2, and 1.G.3.

BILOXI PUBLIC SCHOOL DISTRICT



1st Grade Science

Discovering Patterns and Constructions Explanations

2023-2024

Finalized May 12, 2023

Term 1

Earth and Space Science (E)

Standards

Performance Objectives

E.1.9 Earth's Systems and Cycles

Conceptual Understanding: Weather is a combination of temperature, sunlight, wind, snow, or rain in a particular place at a particular time. People measure weather conditions (temperature, precipitation) to describe and record the weather and to notice patterns over time. Temperature and precipitation can change with the seasons. Some kinds of severe weather (hurricane, tornado, flood, and drought) are more likely to occur in certain regions. Meteorologists forecast severe weather so that communities can prepare for and respond appropriately.

E.1.9A 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.

E.1.9A.1 Analyze and interpret data from observations and measurements to describe local weather conditions (including temperature, wind, and forms of precipitation).

E.1.9A.2 Develop and use models to predict weather conditions associated with seasonal patterns and changes.

E.1.9A.3 Construct an explanation for the general pattern of change in daily temperatures by measuring and calculating the difference between morning and afternoon temperatures.

E.1.9A.4 Obtain and communicate information about severe weather conditions to explain why certain safety precautions are necessary.

Term 2

Life Science (L)

Standards

L.1.1 Hierarchical Organization

Conceptual Understanding: All living things reproduce, grow, develop, respond to stimuli, and die. Living things require air, food, water, and an environment in which to live. Plants are living things, and each plant part (roots, stem, leaves, and fruit) helps them survive, grow, and reproduce.

L.1.1 Students will demonstrate an understanding of the basic needs and structures of plants.

L.1.3 Ecology and Interdependence

Conceptual Understanding: The needs of plants must be met to survive. Sunlight, water, nutrients, and space to grow are necessary for plant growth and repair.

L.1.3A Students will demonstrate an understanding of what plants need from the environment for growth and repair.

Performance Objectives

L.1.1.1 Construct explanations using first-hand observations or other media to describe the structures of different plants (i.e., root, stem, leaves, flowers, and fruit). Report findings using drawings, writing, or models.

L.1.1.2 Obtain 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).

L.1.1.3 Design and conduct an experiment that shows the absorption of water and how it is transported through the plant. Report observations using drawings, sketches, or models.

L.1.1.4 Create a model which explains the function of each plant structure (roots, stem, leaves, petals, flowers, seeds).

L.1.1.5 With teacher support, gain an understanding that scientists are humans who use observations and experiments to learn about the natural world. Obtain 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).

L.1.3A.1 Conduct structured investigations to make and test predictions about what plants need to live, grow, and repair including water, nutrients, sunlight, and space. Develop explanations, compare results, and report findings.

Earth and Space Science (E)

Standards

E.1.9 Earth's Systems and Cycles

Conceptual Understanding: The Earth is made of different materials, including rocks, soil, and water (nonliving things). Plants and animals, including humans, depend on the Earth's land, water, and air to live and grow. Animals, including humans, can change the environment (e.g., shape of the land, the flow of water).

E.1.9B Students will demonstrate an understanding of models (drawings or maps) to describe how water and land are distributed on Earth.

E.1.10 Earth's Resources

Conceptual Understanding: Water is essential to life on earth. Humans and other living things are dependent on clean water to survive. Water is an Earth material, and like all of Earth's resources, the amount of water is limited. Continued health and survival of humans are dependent on solutions that maintain clean water sources.

E.1.10 Students will demonstrate an understanding of human dependence on clean and renewable water resources.

Performance Objectives

E.1.9B.1 Locate, classify, and describe bodies of water (oceans, rivers, lakes, and ponds) on the Earth's surface using maps, globes, or other media.

E.1.9B.2 Generate and answer questions to explain the patterns and location of frozen and liquid bodies of water on earth using maps, globes, or other media.

E.1.9B.3 With teacher guidance, plan and conduct a structured investigation to determine how the movement of water can change the shape of the land on earth.

E.1.10.1 Obtain and evaluate informational texts and other media to generate and answer questions about water sources and human uses of clean water.

E.1.10.2 Communicate solutions that will reduce the impact of humans on the use and quality of water in the local environment.

E.1.10.3 Create a device that will collect free water to meet a human need (e.g., household drinking water, watering plants/animals, cleaning). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.

Continue to review and reinforce E.1.9a.

Term 3

Life Science (L)

Standards

L.1.2 Reproduction and Heredity

Conceptual Understanding: Plants and animals change with each stage of life. Plants have predictable and observable characteristics at each developmental stage (germination, growth, reproduction, and seed dispersal). Most plants are stationary so they depend upon animals or the wind for seed dispersal. Plants and animals are similar to their parents and resemble other plants and animals of the same kind.

L.1.2 Students will demonstrate an understanding of how living things change in form as they go through the general stages of a life cycle.

L.1.3 Ecology and Interdependence

Conceptual Understanding: Animals, such as insects, depend on other living organisms for food. Many plants depend on insects or other animals for pollination or to move their seeds around so the plant can survive.

L.1.3B Students will demonstrate an understanding of the interdependence of flowering plants and pollinating insects.

L.1.4 Adaptations and Diversity

Conceptual Understanding: Plants respond to stimuli (e.g., turn their leaves to the sun, use tendrils to grab and support) to adapt to changes in the environment. There are distinct environments in the world that support certain types of plants. Plants have features that help them survive in their environment.

L.1.4 Students will demonstrate an understanding of the ways plants adapt to their environment in order to survive.

Performance Objectives

L.1.2.1 Investigate, using observations and measurements (non-standard units), flowering plants (pumpkins, peas, marigolds, or sunflowers) as they change during the life cycle (i.e., germination, growth, reproduction, and seed dispersal). Use drawings, writing, or models to communicate findings.

L.1.2.2 Obtain, evaluate, and communicate information through labeled drawings, the life cycle (egg, larva, pupa, adult) of pollinating insects (e.g., bees, butterflies).

L.1.3B.1 Identify the body parts of a pollinating insect (e.g., bee, butterfly) and describe how insects use these parts to gather nectar or disburse pollen. Report findings using drawings, writing, or models.

L.1.4.1 Explore the cause and effect relationship between plant adaptations and environmental changes (i.e., leaves turning toward the sun, leaves changing color, leaves wilting, or trees shedding leaves).

L.1.4.2 Describe how the different characteristics of plants help them to survive in distinct environments (e.g., rain forest, desert, grasslands, forests).

L.1.4.3 Create a solution for an agricultural problem (i.e. pollination, seed dispersal, over-crowding). Use an engineering design process to define the problem, design, construct, evaluate, and improve the solution.*

Continue to review and reinforce 1.L.1, 1.L.3 a, E.1.9 a, b, and 1.E.10.

Term 4

Physical Science (P)

Standards

Performance Objectives

P.1.6 Motions, Forces, and Energy

Conceptual Understanding: Some objects allow light to pass through them and some objects do not allow any light to pass through them, creating shadows. Very hot objects give off light. Objects reflect light, and objects can only be seen when light is reflected off them. Mirrors and prisms can be used to change the direction of a light beam.

P.1.6A Students will demonstrate an understanding that light is required to make objects visible.

Conceptual Understanding: Vibrations of matter can create sound, and sound can make an object vibrate. Humans use sound and light to communicate over long distances.

P.1.6B Students will demonstrate an understanding of sound.

P.1.6A.1 Construct explanations using first-hand observations or other media to describe how reflected light makes an object visible.

P.1.6A.2 Use evidence from observations to explain how shadows form and change with the position of the light source.

P.1.6B.1 Conduct an investigation to provide evidence that vibrations create sound (e.g., pluck a guitar string) and that sound can create vibrations (e.g., feeling sound through a speaker).

P.1.6B.2 Create a device that uses light and/or sound to communicate over a distance (e.g., signal lamp with a flashlight). Use an engineering design process to define the problem, design, construct, evaluate, and improve the device.

Continue to review and reinforce 1.L.1, 1.L.2, 1.L.3 a, b, 1.L.4, E.1.9 a, b, and 1.E.10.

BILOXI PUBLIC SCHOOL DISTRICT



1st Grade Social Studies *Citizenship at School*

2023-2024

Finalized May 12, 2023

Term 1

Civics (CI)

Standard

Objectives

1.CI.1 Differentiate the rights and responsibilities citizens have in varying roles.

1. Define and identify rights and responsibilities.
2. Compare and contrast children's rights and responsibilities at home, school, and in the community.
3. Identify the various ways that citizens participate in their communities such as voting and volunteering.

1.CI.2 Distinguish rules from laws.

1. Compare and contrast rules and laws.
2. Differentiate the consequences of breaking rules versus breaking laws.
3. Recognize that governments establish laws to create peace and provide order.

1.CI.3 Discuss patriotism and how it is demonstrated by citizens.

1. Define patriotism.
2. Discuss how citizens show patriotism and respect for their communities and country.
3. Identify patriotic symbols of the local community, Mississippi, and the United States.
4. Explain the importance of the Pledge of Allegiance and the National Anthem.

Civil Rights (CR)

Standard

Objectives

1.CR.1 Evaluate the role of cooperation and compromise within and across various groups.

1. Define cooperation and compromise.
2. Identify examples of cooperation and compromise at home and school.
3. Analyze how cooperation and compromise support problem-solving in and among different cultures, customs, and traditions.

Term 2

Civil Rights (CR)

Standard

1.CR.2 Examine the diverse cultures found at school and in the local community.

Objectives

1. Define culture.
2. Identify various cultures at school and in the local community.
3. Recognize ways people celebrate their diverse cultural heritage.
4. Compare and contrast ways people celebrate their diverse cultural heritage.

Geography (G)

Standard

1.G.1 Demonstrate a global sense of place.

1.G.2 Examine the relationship between location, climate, physical features, and how people live.

1.G.3 Interpret maps using directions.

Objectives

1. Identify the seven continents and five major oceans.
 2. Classify the major landforms, and bodies of water on a map (e.g., mountains, hills, lakes, oceans, rivers, etc.).
 3. Describe places in relation to one another using cardinal and intermediate directions.
 4. Understand the relationship of the location of a place from community to county, state, nation, and continent (Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA, and on the continent of North America).
1. Recognize characteristics of the local region.
 2. Compare and contrast the climate, weather, and seasons of the regions of the United States.
 3. Describe how location impacts daily life for residents in various communities (e.g., shelter, clothing, food, activities, etc.).
1. Demonstrate map skills through vocabulary.
 2. Identify and define cardinal and intermediate directions, compass rose, map symbol, and map key.
 3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.

Review and reinforce 1.CI.1, 1.CI.2, 1.CI.3, and 1.CR.1.

Term 3

Economics (E)

Standard	Objectives
<p>1.E.1 Justify why people work to earn money.</p> <p>1.E.2 Determine how people meet their basic needs.</p>	<ol style="list-style-type: none">1. Define employment, income, salary, and wages.2. Describe what it means to be employed.3. Explain that people earn income through work.4. Illustrate the exchange of money for goods and services to meet needs and wants. <ol style="list-style-type: none">1. Identify basic needs.2. Explain how basic needs are met.3. Classify items or services as needs and wants.4. Examine how people prioritize spending and saving to meet their needs.
Review and reinforce 1.CI.1, 1.CI.2, 1.CI.3, 1.CR.1, 1.CR.2, 1.G.1, 1.G.2, and 1.G.3.	

Term 4

History (H)

Standard	Objectives
<p>1.H.1 Analyze the influence of significant historical figures and events from the history of the United States.</p> <p>1.H.2 Analyze various aspects of historic and modern life in the United States.</p>	<ol style="list-style-type: none">1. Identify historical figures who are used as symbols in United States culture.2. Examine the significant contributions of historical figures to the local community, state, and United States.3. Examine how the United States commemorates historical events through the celebration of national holidays. <ol style="list-style-type: none">1. Compare and contrast historic and modern forms of communication and sharing of information.2. Identify forms of technology and illustrate changes in how it was made and used from its conception to the present (e.g., telephone, assistive technology devices, etc.).3. Evaluate how apparel has changed through history, including how and why items are chosen and purchased.4. Compare and contrast Americans' use of free time in the past and present.
Review and reinforce 1.CI.1, 1.CI.2, 1.CI.3, 1.CR.1, 1.CR.2, 1.G.1, 1.G.2, 1.G.3, 1.E.1, and 1.E.2.	