



# AKS

ACADEMIC KNOWLEDGE AND SKILLS  
GWINNETT COUNTY PUBLIC SCHOOLS

## 1ST GRADE

2020-21 COMPLETE AKS

Gwinnett's curriculum for grades K-12 is called the Academic Knowledge and Skills (AKS) and is aligned to the state-adopted Georgia Standards of Excellence (GSE) in Language Arts, Mathematics, Science, and Social Studies for elementary school students. Gwinnett's AKS is a rigorous curriculum that prepares students for college and 21st century careers in a globally competitive future. The AKS for each grade level spells out the essential things students are expected to know and be able to do in that grade or subject. The AKS offers a solid base on which teachers build rich learning experiences. Teachers use curriculum guides, technology, and instructional resources to teach the AKS and to make sure every student is learning to his or her potential.

The Academic Knowledge and Skills curriculum was developed by our teachers, with input from our parents and community, in response to Gwinnett County Public Schools' mission statement:

*The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student resulting in measured improvement against local, national, and world-class standards.*

In this booklet, you will find a complete list of the AKS for 1st grade. We encourage you to talk to your child about what he or she is learning.

**WELCOME TO 1ST GRADE!**





## **About the Academic Knowledge and Skills (AKS) Curriculum**

The AKS is Gwinnett’s custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett’s AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state’s standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Mathematics, Language Arts, Science, and Social Studies for elementary students. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement.

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS’ stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

## **About Testing in 1st Grade**

Gwinnett County Public Schools measures student achievement in a number of ways to ensure students are learning the curriculum. Our assessment program helps teachers monitor students’ academic progress. Assessment data and information pinpoints students’ strengths and weaknesses. This focus allows teachers to plan targeted instruction that promotes each student’s success. All 1st grade students participate in the Cognitive Abilities Test (CogAT) assessment in the fall. CogAT is a series of tests that provide information related to the development of general and specific learning skills of students. These skills are important for learning and problem-solving, both in and out of school. This test gives teachers details on how students learn so that teachers can develop appropriate learning objectives for each child.

## **Notes about this Booklet**

- Academic Knowledge and Skills beginning with “explore” will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- This book includes the AKS for 1st grade. AKS booklets are available for grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all elementary school grade levels (K–5) as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to [www.gcpsk12.org](http://www.gcpsk12.org). From the pull-down menu on the left, select “I want to... Get a copy of... The AKS.”
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book, available later in the year, serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a “course catalog.”

## Character Education

The school system supports a mandate from the Georgia General Assembly requiring all schools to teach character education. Society and culture are tied together through common threads that guide the way we live, work, and learn. These common beliefs are taught at home and reinforced by the community, schools, religious institutions, and youth service groups. These basic tenets guide the way Gwinnett County teachers teach and the way the school system conducts the business of teaching and learning. Character education is thoroughly embedded in the AKS curriculum. Traits emphasized in the curriculum include the following:

courage	respect for	self-control	generosity	respect for	creativity
patriotism	others	courtesy	punctuality	environment	sportsmanship
citizenship	cooperation	compassion	cleanliness	respect for	loyalty
honesty	kindness	tolerance	cheerfulness	creator	perseverance
fairness	self-respect	diligence	school pride	patience	virtue

## Parent Involvement

Research shows that when parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children's achievement increases and the schools they attend become even stronger. Be There is a national movement that inspires parents to become more involved in their child's education and their public schools. Teachable moments are everywhere. You can be your child's favorite teacher by connecting in meaningful ways as you go through the ordinary routines of the day... driving in the car, preparing a meal, shopping, or doing chores. Below and in your child's AKS brochure, you will find tips for helping your child have a successful 1st grade experience. Look for more helpful tipsheets and other resources on the school system website and your local school website.



## Suggestions for Helping Your Child Achieve Academically

The school system encourages parents to be an active part of their child's education. The following are just a few ways you can be involved:

- **Review the AKS** for your child's grade. You also can access the AKS on the system's website— [www.gwinnett.k12.ga.us](http://www.gwinnett.k12.ga.us).
- **Ask to see your child's work.**
- **Support your child** and communicate that his or her academic success is important to you.
- **Read and write with your child often.** Remind students to edit the entire sentence and paragraph when they write and to use complete sentences with appropriate grammar and spelling.
- **Ask children to show their work** in their assignments, making sure they answer the question asked, not just provide information that may or may not be relevant.
- **Participate in parent-teacher conferences.**

## Share these Keys to School Success with Your Child

- ☞ **Be prepared each day.** Have the needed materials and assignments for each class.
- ☞ **Stay organized.** Keep your desk, notebooks, book bag, and home study area neatly arranged.
- ☞ **Use an agenda book or calendar** to keep track of assignments and due dates. Check it every day.
- ☞ **Give your best effort** to both homework and in-class assignments. Complete assignments and turn them in on time.
- ☞ **Review your work** from each class every evening, even if you don't have a homework assignment due the next day.
- ☞ **Study** for every test and quiz.
- ☞ **Ask your teacher questions** if you do not understand a lesson or an assignment.
- ☞ **Get involved** in at least one extracurricular activity.

## 1st Grade Language Arts

### Language Arts

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#### A - Reading Literary Text

- ask and answer questions about key details in a text, such as who, what, when, where, why, and how
- retell stories in sequential order, including key details, and demonstrate understanding of the central message
- describe main characters, settings, and major events in a story, using key details
- ask and answer questions to determine the meaning of words and phrases as they are used in a text; describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- describe the overall structure of a story, including beginning, middle, and end
- identify and explain who is telling or speaking at various points in a text
- use illustrations and details in the text to predict and to describe the characters, settings, or events
- compare and contrast the adventures and experiences of main characters in stories
- read and comprehend literature, including stories and poems, of appropriate complexity for first grade

#### B - Reading Informational Text

- ask and answer questions about key details in a text, such as who, what, where, when, why, and how
- identify the main topic and retell key details of a text in a logical order
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text
- ask and answer questions to determine or clarify the meaning of words and phrases in a text
- use various text features (e.g., headings, tables of content, glossaries, electronic menus, and icons) to locate key facts or information in a text
- identify the main purpose of a text, including what the author wants to answer, explain, or describe
- describe how illustrations or photographs support the informational text
- identify reasons an author gives to support points in a text

## **1st Grade Language Arts**

### **B - Reading Informational Text** *(continued)*

- compare and contrast similarities and differences (e.g., in illustrations, descriptions, or procedures) between two texts on the same topic, using examples from the texts
- read and comprehend informational text of appropriate complexity for first grade

### **C - Reading Foundation**

- demonstrate understanding of the organization and basic features of print
- demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

### **D - Writing**

- 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
- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- 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
- focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults
- use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults

### **E - Speaking and Listening**

- participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- ask and answer questions about key details in a text read aloud or information presented orally or through other media
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

## **1st Grade Language Arts**

### **E - Speaking and Listening** *(continued)*

- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- produce complete sentences when appropriate to task and situation

### **F - Language**

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- 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
- demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults
- 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)

## Mathematics

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### A - Operations and Algebraic Thinking

- 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)
- 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)
- explore and apply properties of operations as strategies to add and subtract (e.g., 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)
- model and explain subtraction as an unknown-addend problem (e.g., subtract  $10 - 8$  by finding the number that makes 10 when added to 8)
- relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
- 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., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ )
- model and explain the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (e.g., which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ )
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ;  $5 = ? - 3$ ;  $6 + 6 = ?$ )

### B - Number and Operations in Base Ten

- 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
- model and explain that a two-digit number represents amounts of tens and ones
- explain that 10 can be thought of as a bundle of ten ones called a "ten"
- model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones



## 1st Grade Mathematics

### B - Number and Operations in Base Ten *(continued)*

- explain that 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
- compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$
- 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
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used
- 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 (e.g., 70-30; 30-10; 60-60)
- exchange equivalent values of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar

### C - Measurement and Data

- order the length of three objects; compare the lengths of two objects by using direct comparison or a third object
- 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
- tell and write time to the nearest hour and half-hour using analog and digital clocks
- 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

### D - Geometry

- 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

## 1st Grade Mathematics

### D - Geometry *(continued)*

- 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 to compose new shapes from the composite shape. This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions
- 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

## 1st Grade Mathematics

### Mathematics Grade 1 Enrich

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#### A - Operations and Algebraic Thinking

- 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
- model and explain the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ )
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols

#### B - Number and Operations in Base Ten

- exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar
- model and explain that a two-digit number represents amounts of tens and ones
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used
- 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 (e.g., 70-30; 30-10; 60-60)

#### C - Measurement and Data

- 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
- 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
- tell and write time to the nearest hour and half-hour using analog and digital clocks

## **1st Grade Mathematics**

### **D - Geometry**

- 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 to compose new shapes from the composite shape; this is important for the future development of spatial relations which later connects to developing understanding of area, volume and fractions
- 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

### **E - Understanding Place Value**

- 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

## 1st Grade Science

### Science

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#### A - Life Science

- obtain, evaluate, and communicate information about the basic needs of plants and animals

#### B - Physical Science

- obtain, evaluate, and communicate information to investigate light and sound
- obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects

#### C - Earth Science

- obtain, evaluate, and communicate weather data to identify weather patterns

## 1st Grade Science

### Science Grade 1 Enrich

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#### A - Content

- develop a model to identify the parts of a plant (i.e., root, stem leaf, and flower)
- design a solution to ensure that a particular need of a plant or animal is met
- plan and carry out an investigation of shadows by placing objects at various points from a source of light
- plan and carry out an investigation to observe that vibrating materials can make sound and that sound can make materials vibrate
- design a signal that can serve as an emergency alert using light and/or sound
- plan and carry out investigations to demonstrate the effect of magnets on common objects
- identify and describe different types of weather and the characteristics of each type
- plan and carry out investigations on current weather conditions by observing and measuring with simple weather instruments (i.e., thermometer, wind vane, and rain gauge)
- analyze data to identify seasonal patterns of change

## 1st Grade Science

# STEM Exploratory/Grade 1

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### A - Technology, Programming, and Robotics

- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (i.e., limit category counts to be less than or equal to 10)
- decompose a problem, into smaller, more manageable parts
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using visual block-based programming languages
- locate and debug errors in a program
- implement problem solutions using a programming language, including sequence and iteration (i.e., simple loops)

### B - Science

- obtain, evaluate, and communicate information about the basic needs of plants and animals
- obtain, evaluate, and communicate information to investigate light and sound
- obtain, evaluate, and communicate weather data to identify weather patterns

### C - Math

- 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
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (i.e., 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
- compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape; this is important for the future development of spatial relations which later connects to developing understanding of area, volume and fractions

## 1st Grade Social Studies

### Social Studies

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#### A - Map and Globe Skills

- use cardinal directions
- use intermediate directions

#### B - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines

#### C - Historical Figures

- read about and describe the life of historical figures in American history
- describe how historical figures in American history were influenced by his or her time and place
- describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment

#### D - Our Earth

- identify and apply cardinal directions when looking at a map or globe
- identify and apply intermediate directions when looking at a map or globe
- identify and locate one's own city, county, state, nation (country), and continent on a simple map or a globe
- locate major topographical features of the Earth's surface



## **1st Grade Social Studies**

### **E - Patriotism**

- explore the concept of patriotism through the words (e.g., brotherhood, liberty, freedom, pride, etc.) in the songs "America" (known as "My Country 'Tis of Thee") and "America the Beautiful"

### **F - Economics and Personal Finance**

- identify goods that people make and services that people provide for each other
- explain that scarcity is when unlimited wants are greater than limited resources
- describe how people are both producers and consumers
- explain that people earn income by working and that they must make choices about how much to save and spend

## 1st Grade ESOL

### ESOL

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#### A - Reading Foundations

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and non-fiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

#### B - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

## 1st Grade ESOL

### **B - Vocabulary Development** *(continued)*

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

### **C - Social and Instructional Language**

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

### **D - Writing**

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

### **E - Grammar and Conventions**

- use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

## **1st Grade ESOL**

### **F - United States Culture and Values**

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe American national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of American currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

## 1st Grade Fine Arts

### Dance 1

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#### A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

#### B - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

#### C - Responding

- demonstrate critical and creative thinking in dance

#### D - Connecting

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

## 1st Grade Fine Arts

### General Music 1

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#### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

#### B - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

#### C - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

#### D - Connecting

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

## 1st Grade Fine Arts

### Media Art Grade 1

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#### A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

#### B - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

#### C - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

#### D - Connecting

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

## 1st Grade Fine Arts

### Theatre Arts

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#### A - Creating

- organize, design, and refine theatrical works
- develop scripts through theatrical techniques

#### B - Performing

- act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

#### C - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

#### D - Connecting

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context



## 1st Grade Fine Arts

### Visual Arts

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#### A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, and processes of two-dimensional art
- understand and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

#### B - Presenting

- participate in appropriate exhibition(s) of works of art to develop identity of self as artist

#### C - Responding

- discuss personal works of art and the artwork of others to enhance visual literacy

#### D - Connecting

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

## 1st Grade Foreign Language

### **Modern Languages Level A**

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#### **A - Basic Oral and Listening Communication**

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B - Vocabulary Development**

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### **C - Culture**

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## **1st Grade Foreign Language**

### **C - Culture** *(continued)*

- explore significant people from the target language cultures

### **D - Connections, Comparisons, and Communities**

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

## 1st Grade Foreign Language

### Portuguese / Grade 1

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#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### B - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
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#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## **1st Grade Foreign Language**

### **C - Culture** *(continued)*

- explore significant people from the target language cultures

### **D - Connections, Comparisons, and Communities**

- explore connections to learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target cultures with the students' culture
- explore where students can encounter the target language beyond the classroom setting

## 1st Grade Health and PE

### Health

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#### A - First Aid

- demonstrate the ability to use decision-making skills to enhance health in first-aid situations

#### B - Safety

- demonstrate the ability to use decision-making skills related to safety
- demonstrate the ability to access valid information about safety
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks
- demonstrate the ability to advocate for personal, family, and community safety

#### C - Personal Care

- demonstrate the ability to use decision-making skills to enhance personal health
- demonstrate the ability to access services to enhance personal health
- demonstrate the ability to use goal-setting skills to enhance health

#### D - Disease Prevention

- comprehend concepts related to health promotion and disease prevention to enhance health

#### E - Tobacco, Alcohol, and Other Drugs

- comprehend concepts related to health promotion related to alcohol, tobacco, and drugs
- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to drug use

#### F - Nutrition

- analyze the influence of family, peers, culture, and media/technology on nutritional attitudes and practice
- demonstrate the ability to use nutritional goal-setting skills to enhance health
- demonstrate the ability to advocate for personal, family, and community nutritional health

#### G - Emotional Expression/Mental Health

- demonstrate the ability to use interpersonal communication skills to enhance mental and emotional health and to avoid or reduce health risks

## **1st Grade Health and PE**

### **G - Emotional Expression/Mental Health** *(continued)*

- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health
- demonstrate the ability to advocate for personal, family, and community mental health

### **H - Family Life**

- analyze the influence of family on health behaviors

### **I - Anatomy and Physiology**

- comprehend anatomical concepts related to health promotion







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