

## SCIENCE

### The Nature of Science

- raises questions about the natural world, investigates them in teams through free exploration, and generates appropriate explanations based on those explorations
- uses the five senses as tools, makes careful observations, describes objects in terms of number, shape, texture, size, weight, color, and motion, and compares their observations with others
- keeps records as appropriate-such as pictorial and written records-of investigations conducted
- asks “how do you know?” in appropriate situations

### Earth and Space Science

- observes and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky
- investigates how magnifiers make things appear bigger and help people see things they could not see without them
- identifies the beneficial and harmful properties of the Sun
- describes the need for water and how to be safe around water

### Life Science

- makes observations of living things and their environment using the five senses
- identifies the major parts of plants, including stem, roots, leaves, and flowers
- differentiates between living and nonliving things
- through observation, recognizes that all plants and animals, including humans, need the basic necessities of air, water, food and space

### Physical Science

- sorts objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float
- demonstrates and describes the various ways that objects can move, such as in a straight line, zigzag, back and forth, round and round, fast and slow
- demonstrates that the way to change the motion of an object is by applying as push or pull

### Ideas for Helping Your Child at Home



- ☺ Send your child on a magnet hunt, searching for magnets being used in a variety of ways throughout the house. Magnets can be found in unusual places: paper clip holders, cupboard door catches, flashlight holders, handbag clasps, magnetized strips on bank cards, and so on.
- ☺ Have your child place some soil in a small pot. Make sure it has light and water. Observe the soil daily for signs of growth. Perhaps there were weed seeds hidden below the soil.
- ☺ Have your child draw things they observe providing details. Discuss with them.
- ☺ Discuss the basic needs of different plants and animals they observe.

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## What Your Child is Expected to Learn...



# 1<sup>st</sup> Grade

A Representative Sample of Grade Level Learning Expectations

For a complete list of the Next Generation Sunshine State Standards and the Common Core State Standards, please go to the key word search tab at:

<http://www.cpalms.org/Standards/FLStandardSearch.aspx>

Dear Parents,

The mission of Brevard Public Schools is “to serve every student with excellence as the standard.” Our elementary schools work toward this goal each school day by ensuring that every child has exciting and meaningful learning experiences. We expect all of our students to learn and to demonstrate increasingly complex skills as they progress through the grades toward the goal of becoming responsible and productive adults. Toward this end, I am pleased to share with you a representative sample of the learning expectations for your child this year. These sample learning expectations are stated within the Next Generation Sunshine State Standards (NGSSS) and in the recently-adopted Common Core State Standards (CCSS) from the Florida Department of Education.

These standards provide focus and consistency for teachers and students, and offer parents and community members a clear view of a school’s expectations for student learning. The parents’ role in supporting children’s educational progress is increasingly important in our rapidly changing world. I urge you to review these expectations and to take advantage of opportunities to provide rewarding learning experiences for your child each day.

I wish your child a successful school year!

Sincerely,

A handwritten signature in cursive script that reads 'Lynn Spadaccini'.

Lynn Spadaccini, Ed.D., Director  
Office of Elementary Programs

For a complete list of standards, go to the subject area links at  
<http://elementarypgms.sp.brevardschools.org/Home/default.aspx>

## ENGLISH/LANGUAGE ARTS

### Reading

- distinguishes and pronounces individual parts of spoken words (sounds, blends, etc.) and manipulates them to create similar words
- applies letter sounds to decode simple words
- recognizes the features of a sentence (capitalization, punctuation, etc.)
- applies knowledge of vowel teams and silent –e, as well as identifying syllables based on vowel sounds
- reads with sufficient accuracy and fluency to support comprehension
- asks questions about key details in books (literature and nonfiction) that are read aloud or independently
- retells key ideas and details from literature or nonfiction read together or independently
- states the main topic of an informational text and reasons an author gives to support his ideas
- relates what happens at the beginning, middle, and end of the story
- identifies connections between individuals, events, or ideas in literature and nonfiction
- describes how words or phrases in a book appeal to the five senses
- explains the difference between books that tell stories and books that give information
- identifies who is telling a story at a particular moment
- understands how the images in a book relate to the words on the page
- uses text features to locate information in a text
- compares and contrasts the adventures of characters in familiar stories (literature) or between two nonfiction books on the same topic

### Writing

- writes opinion pieces that introduce the topic or name of the book, reasons to support the opinion and provide a sense of closure
- writes informative pieces with some facts and narrative pieces that include sequenced events and details with a sense of closure
- revises writing to add details with the teacher's guidance and support
- uses a variety of digital tools to publish writing with the teacher's guidance
- participates in shared research and writing projects (e.g., "how-to" books)
- gathers information from sources to answer a question in writing, with the teacher's guidance

### Speaking & Listening

- participates in class conversations and follows rules for discussion
- asks questions of peers or speakers to get more information
- describes details about people, places, and things; describes illustrations or other visual displays
- speaks audibly and expresses ideas in clear, complete sentences

### Language

- prints upper and lowercase letters legibly
- spells grade-appropriate words correctly
- uses strategies to learn and apply new vocabulary for speaking, reading, and writing
- uses grammar correctly when speaking and writing (instruction will focus on nouns, verbs, and prepositions)



### Ideas for Helping Your Child at Home

- ☺ Read to and with your child using a variety of texts.
- ☺ Provide writing tools: paper, crayons, pens, pencils, chalkboard/ whiteboard.
- ☺ Encourage discussions at meal times, in the car, etc.

## MATHEMATICS

### Operations and Algebraic Thinking

- uses 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
- solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- applies properties of operations such as the commutative (e.g., If  $8 + 3 = 11$  then  $3 + 8 = 11$ ) and associative (to add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ ) properties to add and subtract
- understands subtraction as an unknown-addend problem (e.g.) subtract  $10 - 8$  by finding the number that makes 10 when added to 8
- adds and subtracts within 20 by using strategies such as make a ten and think addition
- understands the meaning of the equal sign
- determines the unknown whole number in an addition or subtraction equation (e.g.,  $5 = ? - 3$ )
- compares the relative magnitude of numbers, orders numbers, and represents them on a number line
- solves two-digit addition and subtraction problems using mathematical reasoning, understanding of place value, and invented strategies
- uses manipulatives, diagrams, and the "act it out" strategy to solve routine and non-routine problems
- extends patterns (repeating and growing), fills in the missing terms, and justifies their reasoning

### Number and Operations in Base Ten

- counts to 120 starting at any number less than 120
- understands that the two digits of a two-digit number represents amounts of tens and ones
- compares two two-digit numbers based on meaning of tens and ones
- decomposes two-digit numbers in multiple ways (e.g., 64 is 6 tens and 4 ones; 64 is 5 tens and 14 ones, etc.
- adds within 100 using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- given a two-digit number, mentally finds 10 more or 10 less than the number without having to count
- subtracts 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

### Measurement and Data

- orders three objects by length; compare the lengths of two objects indirectly by using a third object
- finds and expresses the length of an object as a whole number of length units
- tells and writes time in hours and half-hours using analog and digital clocks
- organizes, represents, and interprets data with up to three categories
- asks and answers questions about the total number of data
- understands how to use a ruler to measure length to the nearest inch

- identifies and combines values of money in cents up to one dollar working with a single unit of currency
- relates the value of pennies, dimes, and quarters to the dollar (e.g., there are 100 pennies, 10 dimes, or 4 quarters to the dollar)

### Geometry

- distinguishes between defining attribute such as closed and three-sided versus non-defining attributes such as color, orientation, size)
- composes two-dimensional shapes or three-dimensional shapes to create a composite shape



### Ideas for Helping Your Child at Home

- ☺ Engage your child in solving problems encountered daily.
- ☺ Have your child "teach" you the various addition and subtraction strategies she/he uses to solve basic addition and subtraction facts.
- ☺ Play thinking games that involve strategies with your child such as checkers, Connect Four, card games, and so on.
- ☺ Discuss the relationship of numbers as opportunities arise – for example, ages, the number of cupcakes needed for class celebrations, and so on.

## SOCIAL STUDIES

### American History

- understands and asks questions when examining primary sources
- compares lives from the past to present
- uses chronological thinking by sequentially ordering events and creating timelines

### Geography

- identifies key elements of maps and globes
- constructs simple maps
- uses maps and globes to locate home town, Brevard County, Florida, the Atlantic Ocean and the Gulf of Mexico

### Economics

- recognizes money is used for exchanging goods and services
- distinguishes between buyers, sellers and producers of goods and services
- recognizes the importance of saving money

### Civics and Government

- explains the purpose of rules and laws and people who have the power and authority to enforce them
- describes characteristics of responsible citizenship
- recognizes symbols and individuals that represent the United States Constitution and democracy



### Ideas for Helping Your Child at Home

- ☺ Visit important buildings in the community and discuss why they are needed (voting, city hall, tax collector, etc.).
- ☺ Read informational text with your child.
- ☺ Collect family stories and share your family history.
- ☺ Discuss current events with your child.