# LIFE SCHOOL Unit Planning Guide

# LIFE SCHOOL

## Standards Based Grading Rubrics

## First Grade Reading Language Arts

| First Grade Reading Language Arts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Learning Goals** | **Standards Assessed (TEKS)** | **Nine Weeks Assessed** | | | | **Nine Weeks Expected to Meet Standard** | **Assessment of Mastery** | | |
| | | | | | | | **Meets Grade Level Standard (3)** | **Approaching Grade Level Standard (2)** | **Below Grade Level Standard (1)** |
| **Phonetic Knowledge** | | | | | | | | | |
| I can demonstrate and apply grade-level phonological awareness. | 1.2A.i<br>1.2Aii<br>1.2Aiii<br>1.2Aiv<br>1.2Av<br>1.2vi<br>1.2vii | 1 | 2 | 3 | 4 | 4 | The student demonstrates and applies grade-level phonological awareness using rhyming words, alliteration, vowel sounds in one-syllable words, changes in spoken words, phonemes to form one-syllable words and segmenting one-syllable words into phonemes. | The student demonstrates and applies some grade-level phonological awareness using rhyming words, alliteration, vowel sounds in one-syllable words, changes in spoken words, phonemes to form one-syllable words and segmenting one-syllable words into phonemes. | The student does not demonstrate and apply grade-level phonological awareness using rhyming words, alliteration, vowel sounds in one-syllable words, changes in spoken words, phonemes to form one-syllable words and segmenting one-syllable words into phonemes. |
| I can demonstrate and apply | 1.2Bi | 1 | 2 | 3 | 4 | 4 | The student demonstrates | The student demonstrates | The student does not |

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| phonetic knowledge. | 1.2Bii<br>1.2Biii<br>1.2Biv<br>1.2Bv | | | | | | phonetic knowledge by decoding words with consonant blends, digraphs, trigraphs, r controlled vowels, vowel teams, open and closed syllables, base words to decode common compound words, contractions, decoding words with inflectional endings, including -ed, -s, and -es | some phonetic knowledge by decoding words with consonant blends, digraphs, trigraphs, r controlled vowels, vowel teams, open and closed syllables, base words to decode common compound words, contractions, decoding words with inflectional endings, including -ed, -s, and -es | demonstrate phonetic knowledge by decoding words with consonant blends, digraphs, trigraphs, r controlled vowels, vowel teams, open and closed syllables, base words to decode common compound words, contractions, decoding words with inflectional endings, including -ed, -s, and -es |
| I can demonstrate and apply grade level spelling knowledge. | 1.2Ciii<br>1.2Civ | 1 | 2 | 3 | 4 | 4 | The student demonstrates and applies grade-level spelling knowledge by spelling one-syllable words, words with closed syllables, consonant blends, vowel teams and high-frequency words. | The student demonstrates and applies some grade-level spelling knowledge by spelling one-syllable words, words with closed syllables, consonant blends, vowel teams and high-frequency words. | The student does not demonstrate and apply grade-level spelling knowledge by spelling one-syllable words, words with closed syllables, consonant blends, vowel teams and high-frequency words. |
| I can read high frequency words from a district approved list. | 1.2Bvi | | 2 | 3 | 4 | 4 | The student reads **100 or more words** from the Life School High-Frequency Words list. | The student reads **75-99 words** from the Life School High-Frequency Words list. | The student reads **less than 75 words** from the Life School High-Frequency Words list. |
| **Reading** | | | | | | | | | |
| I can use appropriate fluency when reading aloud grade-level texts. | 1.4A | 1 | 2 | 3 | 4 | 4 | The student uses appropriate fluency (rate, accuracy, and prosody) when reading aloud grade-level texts. | The student uses some appropriate fluency (rate, accuracy, and prosody) when reading aloud grade-level texts. | The student does not use appropriate fluency (rate, accuracy, and prosody) when reading aloud grade-level texts. |

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| I can monitor comprehension and make adjustments using reading strategies when reading grade-level texts. | 1.6i | 1 | 2 | 3 | 4 | 4 | The student monitors comprehension and makes adjustments using reading strategies such as: background knowledge, re-reading, using visual cues and asking questions when reading grade-level texts. | The student is beginning to monitor comprehension and makes adjustments using reading strategies when reading grade-level texts. | The student does not monitor comprehension and make adjustments using reading strategies when reading grade-level texts with adult assistance. |
| I can retell grade-level texts in ways that maintain meaning. | 1.7D | 1 | 2 | 3 | 4 | 4 | The student independently retells a variety of grade-level texts in ways that maintain meaning. | The student retells a variety of grade-level texts in ways that maintain meaning with support. | The student does not retell a variety of grade-level texts in ways that maintain meaning with support. |
| I can write brief comments and use text evidence on literary or informational texts | 1.7B | 1 | 2 | 3 | 4 | 4 | The student writes brief comments and uses text evidence on literary or informational texts. | The student is beginning to write brief comments or use text evidence on literary or informational texts. | The student does not write brief comments or use text evidence on literary or informational texts. |
| I can identify genres and describe characteristics and structures of text. | 1.8A<br>1.8B<br>1.8C<br>1.8D<br>1.8E<br>1.9Aiii<br>1.9Biii<br>1.9Ciii<br>1.9Diii<br>1.10D | 1 | 2 | 3 | 4 | 4 | The student identifies genres and describes characteristics and structures of text. *The student uses adult support as needed for informational text structure and theme.* | The student identifies some genres and describes some of the characteristics and structures of text. *The student uses adult support as needed for informational text structure and theme.* | The student does not identify genres and describe characteristics and structures of text. *The student uses adult support as needed for informational text structure and theme.* |
| I can analyze author's purpose through structure and language. | 1.10B<br>1.10C<br>1.10D | 1 | 2 | 3 | 4 | 4 | The student consistently analyzes author's purpose through structure and language using point of | The student inconsistently analyzes author's purpose through structure and language using point of | The student does not analyze author's purpose through structure and language using point of |

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| | | | | | | | view, text structures and visualizing meaning. | view, text structures and visualizing meaning. | view, text structures and visualizing meaning. |
| I can make inferences about text and provide evidence to support understanding of grade-level texts. | 1.6F | 1 | 2 | 3 | 4 | 4 | The student makes inferences about text and provides evidence to support understanding of grade-level texts with adult assistance.. | The student is beginning to make inferences about text and provides evidence to support understanding of grade-level texts. | The student does not make inferences about text and provide evidence to support understanding of grade-level texts. |
| **Writing** | | | | | | | | | |
| I can write in complete sentences using capital letters, and punctuation correctly. | 1.11Di<br>1.11Dviii<br>1.11Dix | 1 | 2 | 3 | 4 | 4 | The student writes in complete sentences using capital letters, and punctuation correctly. | The student is beginning to write in complete sentences using capital letters, and punctuation correctly. | The student does not write in complete sentences using capital letters, and punctuation correctly. |
| I can develop handwriting by printing words, and sentences legibly. | 1.2F | 1 | 2 | 3 | 4 | 4 | The student develops handwriting by printing words, and sentences legibly. | The student demonstrates some development in handwriting by printing words, and sentences legibly. | The student does not demonstrate development in handwriting by printing words, and sentences legibly. |
| I can compose a variety of meaningful texts using the writing process. | 1.11A<br>1.11B<br>1.11C<br>1.11D<br>1.11E<br>1.12A<br>1.12B<br>1.12C | 1 | 2 | 3 | 4 | 4 | The student composes a variety of meaningful texts using the writing process. | The student is beginning to compose a variety of meaningful texts using the writing process. | The student does not compose a variety of meaningful texts using the writing process. |
| **Oral Language Skills** | | | | | | | | | |

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| I can communicate ideas effectively through speaking and discussion. | 1.1A<br>1.1B<br>1.1C | 1 | 2 | 3 | 4 | 4 | The student communicates ideas effectively through speaking and discussion. | The student demonstrates some effective communication through speaking and discussion. | The student does not communicate ideas effectively through speaking and discussion. |

## First Grade Math

| First Grade Math | | | | | | | | | |
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| **Learning Goals** | **Standards Assessed (TEKS)** | **Nine Weeks Assessed** | | | | **Nine Weeks Expected to Meet Standard** | **Assessment of Mastery** | | |
| | | | | | | | **Meets Grade Level Standard (3)** | **Approaching Grade Level Standard (2)** | **Below Grade Level Standard (1)** |
| **Developing an Understanding of Place Value** | | | | | | | | | |
| I can count forward and backward to and from 120. | 1.5A | 1 | 2 | 3 | 4 | 4 | The student can recite numbers forward to **at least 120** and backward **from 120** by ones from any given number. | The student can recite numbers forward to **at least 100** and backward **from 50** by ones from any given number. | The student does not recite numbers forward to **at least 100** and backward **from 50** by ones from any given number. |
| I can represent, compose, and decompose numbers up to 120 using standard and expanded forms using models and pictures. | 1.2B<br>1.2C | 1 | 2 | 3 | 4 | 4 | The student can represent, compose, and decompose numbers **to 120** using objects, pictures, expanded, and standard forms in more than one way. | The student can represent, compose, and decompose numbers to **at least 100** using objects, pictures, and expanded and standard forms in more than one way. | The student can represent numbers to **at least 50** using objects, pictures, and standard forms, but the student does not compose or decompose numbers **up to 50** using concrete and pictorial models in at least one way. |

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| I can skip count up to 120 by 2s, 5s, and 10s. | 1.5B | | 2 | 3 | 4 | 4 | The student can skip count by 2s, 5s, and 10s **up to 120** to determine a total number of objects. | The student can skip count by 2s, 5s, and 10s **up to 100** to determine a total number of objects. | The student does not skip count by 5s and 10s **up to 100** to determine a total number of objects. |
| I can compare whole numbers up to 120. | 1.2E<br>1.2G | 1 | 2 | 3 | 4 | 4 | The student can use place value to compare numbers **up to 120** using comparative language and can represent the comparison of two numbers **up to 120** using the symbols >, <, or =. | The student can use place value to compare numbers **up to 100** using comparative language and can represent the comparison of two numbers **up to 100** using the symbols >, <, or =. | The student does not use place value to compare numbers **up to 100** using comparative language and can represent the comparison of two numbers **up to 100** using the symbols >, <, or =. |
| I can order whole numbers up to 120 using place value and open number lines. | 1.2F | 1 | 2 | 3 | 4 | 4 | The student can order whole numbers **up to 120** using place value and open number lines. | The student can order whole numbers **up to 100** using place value and open number lines. | The student does not order whole numbers **up to 100** using place value and open number lines. |
| I can generate a number greater than or less than a given number up to 120, including 10 more and 10 less. | 1.2D<br>1.5C | | 2 | 3 | 4 | 4 | The student can generate a number that is greater than or less than a given whole number **up to 120**, including a number that is 10 more or 10 less than a given number, without supporting tools. | The student can generate a number that is greater than or less than a given whole number **up to 100**, including a number that is 10 more or 10 less than a given number, using supporting tools such as a number line, hundreds chart, or manipulatives. | The student does not generate a number that is greater than or less than a given whole number **up to 100**, including a number that is 10 more or 10 less than a given number, using supporting tools such as a number line, hundreds chart, or manipulatives. |
| **Solve Problems Involving Addition and Subtraction** | | | | | | | | | |
| I can determine the unknown number in an addition or subtraction equation. | 1.5F | | | 3 | 4 | 4 | The student can determine the missing whole number in an addition and subtraction | The student can determine the missing whole number in an addition or subtraction | The student cannot determine the missing whole number in an addition or subtraction |

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| | | | | | | | equation involving sums and differences with unknown terms in any one of three or four positions **up to 20** without using objects and pictorial models and explains the strategy he/she used to solve the problem. | equation involving sums and differences with unknown terms in any one of three or four positions **up to 10** without using objects and pictorial models. | equation involving sums and differences with unknown terms in anyone of three or four positions **up to 10** using objects and pictorial models. |
| I can solve word problems of sets within 20 using objects and pictorial models. | 1.3B | | | 3 | 4 | 4 | The student can solve word problems involving joining to find sums **up to 20** and separating to find differences **up to 20** using objects and pictorial models, including explaining the strategy used. | The student can solve word problems involving joining to find sums **up to 10** and separating to find differences **up to 10** using objects and pictorial models.. | The student does not solve word problems involving joining to find sums **up to 10** and separating to find differences **up to 10** using objects and pictorial models. |
| **Analyzing Attributes of Two-Dimensional Shapes and Three-Dimensional Solids** | | | | | | | | | |
| I can classify and sort 2-D shapes based on attributes using informal language. | 1.6A | | | | 4 | 4 | The student can classify and sort regular and irregular 2-D shapes based on attributes using informal language. | The student can classify and sort regular or irregular 2-D shapes based on attributes using informal language. | The student does not classify and sort regular and irregular 2-D shapes based on attributes using informal language. |
| I can identify 2-D shapes and 3-D solids using formal geometric language. | 1.6D<br>1.6E | | | | 4 | 4 | The student can identify 2-D figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-D solids (spheres, cylinders, cones, and rectangular prisms including cubes) using formal language such as | The student can identify 2-D figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-D solids (spheres, cylinders, cones, and rectangular prisms including cubes) using | The student does not identify 2-D figures (circles, squares, rectangles, triangles, hexagons, rhombi, and trapezoids) and 3-D solids (spheres, cylinders, cones, and rectangular prisms including cubes) or does |

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| | | | | | | | vertex and side (2-D) and vertex, edge, and face (3-D). | informal language to describe a 2-D or 3-D figure such as corner or round. | not use informal language to describe a 2-D figure. |
| **Developing the Understanding of Length** | | | | | | | | | |
| I can tell time to the hour and half hour using analog and digital clocks. | 1.7E | | | | 4 | 4 | The student tells time to the hour and half hour on analog and digital clocks. | The student tells time to the hour on analog and digital clocks. | The student does not tell time to the hour on analog and digital clocks. |
| I can use measuring tools to measure length using non-standard units. | 1.7A<br>1.7B<br>1.7C<br>1.7D | | | | 4 | 4 | The student can measure length using measuring tools such as ribbon or yarn and can describe length with a number unit (non-standard objects) with no gaps or overlapping and can compare the length of two objects describing how and why they differ. | The student can measure length using measuring tools such as ribbon or yarn and can describe length with a number unit (non-standard objects) and may have some gaps or overlapping. | The student does not measure length using measuring tools such as ribbon or yarn and does not describe length with a number and unit (non-standard objects) and may have some gaps or overlapping. |
| **Data Analysis and Personal Financial Literacy** | | | | | | | | | |
| I can determine the value of a collection of coins. | 1.4A<br>1.4B<br>1.4C | | 2 | 3 | 4 | 4 | The student can determine the value of a collection of different coins, including pennies, nickels, and/or dimes using efficient strategies such as the relationship to count by twos, fives, and tens or grouping larger coins together first. | The student can determine the value of a collection of same coins, including pennies, nickels, or dimes with or without using an efficient strategy such as counting by twos, fives, and tens or grouping larger coins together first. | The student does not determine the value of a collection of same coins, including pennies, nickels, or dimes with or without using an efficient strategy such as counting by twos, fives, and tens or grouping larger coins together first. |
| I can collect, sort, and organize data for graphs. | 1.8A<br>1.8B | | | | 4 | 4 | The student can collect, | The student can collect, | The student does not |

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| | 1.8C | | | | sort, and organize data/objects with up to 3 categories, can use data to create a picture or bar-type graph, and can draw conclusions and generate and answer questions from information in the graphs. | sort, and organize data/objects with up to 3 categories and can use data to create a picture or bar-type graph. | collect, sort, and organize data/objects with up to 3 categories or does not use data to create a picture or bar-type graph. |

## First Grade Science

## First Grade Science

| Learning Goals | Standards Assessed (TEKS) | Nine Weeks Assessed | Nine Weeks Expected to Meet Standard | Assessment of Mastery | | |
|---|---|---|---|---|---|---|
| | | | | Meets Grade Level Standard (3) | Approaching Grade Level Standard (2) | Below Grade Level Standard (1) |
| **Properties of Matter** | | | | | | |
| I can classify solid objects by properties and attributes and explain that the whole object is a system made up of parts. | 1.6A | 1 | 1 | The student sorts items into groups and explains the criteria that were used to sort the items (shape, color,texture, relative size, and relative mass). | The student accurately sorts the sample objects by the shape, color, texture, relative size, and relative mass. | The student does not accurately sort the sample objects by any of the following properties: shape, color, texture, relative size, or relative mass |
| **Force, Motion and Forms of Energy** | | | | | | |
| I can explain and investigate how pushes and pulls can start, stop, | 1.7A<br>1.7B | 1 | 1 | The student explains and predicts how an object pushes or pulls, starts, | The student identifies how an object pushes or pulls, starts, stops or the | The student does not identify how an object pushes or pulls, starts, |

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| or change the speed or direction of an object's motion. | | | | | | | stops or the change in the speed or direction of an object's motion. | change in the speed or direction of an object's motion. | stops or the change in the speed or direction of an object's motion. |
| I can investigate applications of heat in everyday life and describe how some changes caused by heat may be reversed while others cannot be reversed. | 1.8A<br>1.8B | 1 | | | | 1 | The student identifies and explains the application of heat and how some changes may be caused by heat may be reversed while others cannot be reversed. | The student identifies an application of heat and describes how some changes may be caused by heat in everyday life. | The student does not identify an application of heat in everyday life. |
| **Earth and Space** | | | | | | | | | |
| I can investigate and document the properties of different types of soils. | 1.10A<br>1.10B | | 2 | | | 2 | The student can compare,describe, and sort soil by its size, texture, and color. | The student describes or lists components of soil. | The student does not describe components of soil. |
| I can identify how plants, animals, and humans use earth's materials and explain why water conservation is important. | 1.11A<br>1.11B<br>1.11C | | 2 | | | 2 | The student identifies and describes how plants, animals, and humans use earth's material and explains why water conservation is important. | The student identifies how plants, animals, and humans use earth's material and explains why water conservation is important. | The student does not identify how plants, animals, and humans use earth's material and does not explain why water conservation is important. |
| I can investigate how water can move rock and soil particles from one place to another. | 1.10B | | | 3 | | 3 | The student can investigate and describe how water can move rock and soil particles from one place to another. | The student can investigate how water can move rock or soil particles from one place to another. | The student does not investigate how water can move rock or soil particles from one place to another. |
| I can describe and record | 1.10D | | | 3 | | 3 | The student can describe | The student can describe | The student does not |

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| weather information and explain the impact of weather on daily choices. | | | | | | | and record weather information and explain the impact of weather on daily choices. | and record the use of symbols, numbers and words to record daily weather data. | describe and record the use of symbols, numbers and words to record daily weather data. |
| **Organisms and Environments** | | | | | | | | | |
| I can describe examples of dependence and interactions between living and nonliving components in terrariums or aquariums. | 1.12B | | | | 4 | 4 | The student describes and records examples of dependence and interactions between living and nonliving components in terrariums or aquariums | The student identifies and describes examples of dependence and interactions between living or nonliving components in terrariums or aquariums. | The student does not identify examples of dependence and interactions between living and nonliving components in terrariums or aquariums. |
| I can identify how living organisms depend on each other through food chains. | 1.12C | | | | 4 | 4 | The student documents interactions between two or more organisms and explains evidence that the organisms are interdependent on each other using simple food chains. | The student documents examples of interactions between two or more organisms that depend on each other using food chains. | The student does not communicate examples of interactions between two or more organisms that depend on each other using food chains. |
| I can identify the external structures and compare how those structures help different animals live. | 1.13A | | | | 4 | 4 | The student compares how the physical characteristics and behaviors of organisms help them to meet their basic needs. | The student gives examples of an animal's external characteristics that are related to where it lives, how it moves, and what it eats. | The student does not give examples of how an animal's external characteristics that are related to where it lives, how it moves, and what it eats. |

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# LIFE SCHOOL Unit Planning Guide

## First Grade Social Studies

| First Grade Social Studies | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Learning Goals** | **Standards Assessed (TEKS)** | **Nine Weeks Assessed** | | | | **Nine Weeks Expected to Meet Standard** | **Assessment of Mastery** | | |
| | | | | | | | **Meets Grade Level Standard (3)** | **Approaching Grade Level Standard (2)** | **Below Grade Level Standard (1)** |
| **Government** | | | | | | | | | |
| I can identify the responsibilities of authority figures at home, at school, and in the community. | 1.11A | 1 | | | | 1 | I can independently identify the responsibilities of authority figures at home, at school, and in the community. | I can identify the responsibilities of authority figures at home, at school, and in the community with teacher support. | The student cannot identify the responsibilities of authority figures at home, at school, and in the community. |
| I can identify the features of civic engagement by describing the roles of public officials in the community, state, and nation. | 1.11B | 1 | | | | 1 | The student can independently identify the features of civic engagement by describing the roles of public officials in the community, state, and nation. | The student can identify the features of civic engagement by describing the roles of public officials in the community, state, and nation only with teacher support. | The student cannot identify the features of civic engagement by describing the roles of public officials in the community, the state, and the nation. |
| **Citizenship** | | | | | | | | | |
| I can explain and practice voting as a way of making choices and decisions. | 1.13D | | 2 | | | 2 | The student can independently explain and practice voting as a way of making choices and decisions. | The student can explain and practice voting as a way of making choices and decisions only with teacher support. | The student cannot explain or practice voting as a way of making choices and decisions. |
| **Culture** | | | | | | | | | |

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| I can describe and explain the importance of beliefs, language, and traditions of families and communities. | 1.14A | | 2 | | | 2 | The student can independently describe and explain the importance of beliefs, language, and traditions of families and communities. | The student can describe and explain the importance of beliefs, language, and traditions of families and communities only with teacher support. | The student cannot describe and explain the importance of beliefs, language, and traditions of families and communities. |
| **Social Studies Skills** | | | | | | | | | |
| I can use a calendar to describe and measure time in days, weeks, months, and years. | 1.17B | | 2 | | | 2 | The student can independently use a calendar to describe and measure time in days, weeks, months, and years. | The student can use a calendar to describe and measure time in days, weeks, months, and years only with teacher support. | The student cannot use a calendar to describe and measure time in days, weeks, months, and years. |
| **Geography** | | | | | | | | | |
| I can identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather. | 1.5A | | | 3 | | 3 | The student can independently identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather. | The student can identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather only with teacher support. | The student cannot identify and describe the physical characteristics of a place such as its landforms, bodies of water, resources, and weather. |
| I can create and use simple maps and locate my community, Texas, and the United States on maps and globes. | 1.4A<br>1.4B | | | 3 | | 3 | The student can independently create and use simple maps and locate my community, Texas, and the United States on maps and globes. | The student can create and use simple maps and locate my community, Texas, and the United States on maps and globes only with teacher support. | The student cannot create and use simple maps or locate the community, Texas, and the United States on maps and globes. |
| **History** | | | | | | | | | |

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| I can demonstrate an understanding of the foundations of America by identifying the contributions of historical figures. | 1.2A | | | 3 | | 3 | The student can demonstrate an understanding of the foundations of America by identifying the contributions of historical figures. | The student can demonstrate an understanding of the foundations of America by identifying historical figures but cannot identify their contributions. | The student cannot demonstrate an understanding of the foundations of America by identifying the contributions of historical figures. |
| **Economics** | | | | | | | | | |
| I can identify examples of goods and services and explain the role of markets in the exchange of goods and services. | 1.7A<br>1.7C | | | | 4 | 4 | The student can identify examples of goods and services and explain the role of markets in the exchange of goods and services. | The student can identify examples of goods and services but cannot explain the role of markets in the exchange of goods and services. | The student cannot identify examples of goods and services and explain the role of markets in the exchange of goods and services. |

## Useful Documents

| Reading Language Arts | Math | Science | Social Studies |
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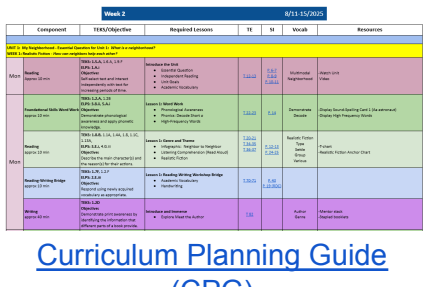
Year-at-a-Glance (YAG)

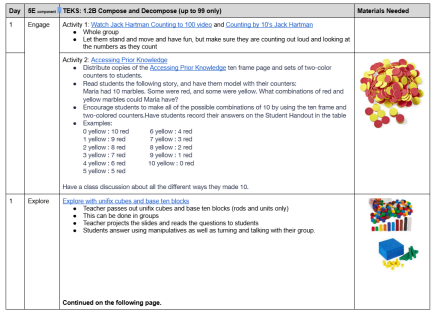
Year-at-a-Glance (YAG)

Year-at-a-Glance (YAG)

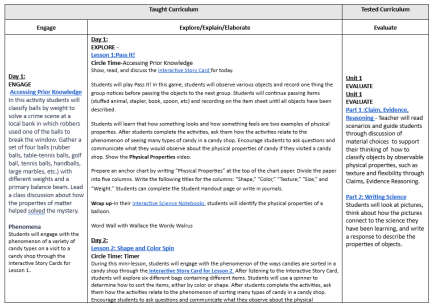
Year-at-a-Glance (YAG)



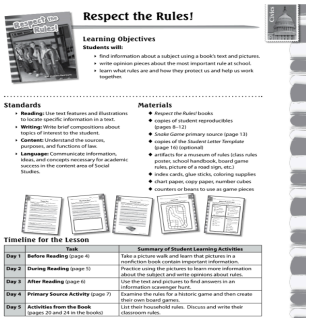

Curriculum Planning Guide (CPG)




Curriculum Planning Guide (CPG)




Curriculum Planning Guide (CPG)

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