



Teacher Learning Report: Grade 1 ELAR

Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

1.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

1.3 Vocabulary. The student uses newly acquired vocabulary expressively

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Beginning Reading and Writing					
1.2 demonstrate and apply phonetic knowledge while reading and spelling	1.2(A) (i) producing a series of rhyming words				
	1.2(A) (ii) recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound				
	1.2(A) (iii) distinguishing between long and short vowel sounds in one-syllable words				
	1.2(A) (iv) recognizing the change in spoken word when a specified phoneme is added, changed, or removed				
	1.2(A) (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends				
	1.2(A) (vi) manipulating phonemes within base words				
	1.2(A) (vii) segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends				
	1.2(B) (i) decoding words in isolation and in context by applying common letter sound correspondences				
	1.2(B) (ii) decoding words with initial and final consonant blends, digraphs, and trigraphs				
	1.2(B) (iii) decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables				
	1.2(B) (iv) using knowledge of base words to decode common compound words and contractions				
	1.2(B) (v) decoding words with inflectional endings, including -ed, -s, and -es				
	1.2(B) (vi) identifying and reading at least 100 high-frequency words from a research-based list				
	1.2(D) demonstrate print awareness by identifying the information that different parts of a book provide				

Application	Instructional Focus	Unit	CHECKPOINT		
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Application	Instructional Focus		1	2	3
Vocabulary					
1.3 use skills to support strategies for determining the meaning of unknown words while reading	1.2(E) alphabetize a series of words to the first or second letter and use a dictionary to find words				
	1.3(A) use a resource such as a picture dictionary or digital resource to find words				
	1.3(B)* use illustrations and texts the student is able to read or hear to learn or clarify word meanings		Data included in "Tools to Know: Reading Process"		
	1.3(C)* identify the meaning of words with the affixes -s, -ed, and -ing				
	1.3(D)* identify and use words that name actions, directions, positions, sequences, categories, and locations				

Shared Reading

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking

1.3 Vocabulary. The student uses newly acquired vocabulary expressively.

1.4 Fluency. The student reads grade-level text with fluency and comprehension.

Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts

1.6 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Reading Process Ⓢ					
1.3 use skills to support strategies for determining the meaning of unknown words while reading	1.3(B)* use illustrations and texts the student is able to read or hear to learn or clarify word meanings				
	1.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text				
1.4 read grade-level text with fluency and comprehension; determine meaning of words	1.6(A) establish purpose for reading assigned and self-selected texts with adult assistance				
	1.6(B)* generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance				
1.6 use the reading process to develop and deepen comprehension	1.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures with adult assistance				
	1.6(D) create mental images to deepen understanding with adult assistance				



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of increasingly complex texts	1.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down				
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Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Tools to Know: Comprehension ⓘ					
1.6 use the reading process to develop and deepen comprehension of increasingly complex texts	1.6(E) make connections to personal experiences, ideas in other texts, and society with adult assistance				
	1.6(F)* make inferences and use evidence to support understanding with adult assistance				
	1.6(G) evaluate details to determine what is most important with adult assistance				
	1.6(H) synthesize information to create new understanding with adult assistance				

Shared Reading (continued)

Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts

1.8 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

1.9 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

1.10 Author's purpose.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show: Thinking about the Meaning					
1.8/1.9/1.10 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	Genre Characteristics				
	1.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes (<i>Fiction</i>)				
	1.9(B)* discuss rhyme, rhythm, repetition, and alliteration in a variety of poems (<i>Poetry</i>)				
	1.9(C) discuss elements of drama such as characters, dialogue, and setting (<i>Drama</i>)				
	1.9(D) (ii)* [recognize characteristics and structures of informational text, including] features and simple graphics to locate or gain information (<i>Informational</i>)				



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1.9(E)recognize characteristics of persuasive text with adult assistance ... <i>(Persuasive)</i>				
1.9(F)recognize characteristics of multimodal and digital texts <i>(Multimodal/Digital)</i>				
Overall Meaning				
1.8(A)*discuss topics and determine theme using text evidence with adult assistance				
1.9(D) (i)*[recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance				
1.9(E)[recognize characteristics and structures of argumentative text and] ... state what the author is trying to persuade the reader to think or do				
1.10(A)*discuss the author's purpose for writing text				
Analysis for Deeper Meaning				
1.8(B)*describe the main character(s) and the reason(s) for their actions				
1.8(C)*describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently				
1.8(D)describe the setting				
1.9(D) (iii)[recognize characteristics and structures of informational text, including organizational patterns such as chronological order and description with adult assistance				

Shared Reading (continued)

1.10Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Author's Craft: Thinking about the Writing					
1.10discuss the authors' choices and how they influence meaning; apply author's craft	Point of View				
	1.10(E)listen to and experience first- and third-person texts				
	Structure				



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purposefully in writing and speaking	1.10(B) discuss how the use of text structure contributes to the author's purpose				
	1.10(C)* discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
	Language				
	1.10(D)* discuss how the author uses words that help the reader visualize				

Responding to Text (applied to Shared Reading)

1.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Show (Response Skills)					
1.7 respond to an increasingly challenging variety of sources that are read, heard, or viewed	1.7(A) describe personal connections to a variety of sources				
	1.7(B) write brief comments on literary or informational texts				
	1.7(C)* use text evidence to support an appropriate response				
	1.7(D) retell texts in ways that maintain meaning				
	1.7(E) interact with sources in meaningful ways such as illustrating or writing				
	1.7(F) respond using newly acquired vocabulary as appropriate				

Teacher Learning Report: Grade 1

Writing

Composition	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Tools to Know (Writing Process) ⓧ			
1.11(B) develop drafts in oral, pictorial, or written form by: (i) organizing with structure (ii) developing an idea with specific and relevant details	Included in scoring rubric to determine score code		
1.11(C) revise drafts by adding details in pictures or words			
1.11(D) edit drafts using standard English conventions			

Application	Unit	CHECKPOINT		
		1	2	3
1.12(A) dictate or compose literary texts, including personal narratives and poetry				
1.12(B) dictate or compose informational texts, including procedural texts				
1.12(C) dictate or compose correspondence such as thank you notes or letters				

Revision	Unit	CHECKPOINT		
		1	2	3
Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Tools to Know (Writing Process) ⓧ	Unit	CHECKPOINT		
			1	2	3
1.12(A) dictate or compose literary texts , including personal narratives and poetry	1.11(B) (i)[develop drafts in oral, pictorial, or written form by] organizing with structure				
1.12(B) dictate or compose informational texts , including procedural texts	1.11(B) (ii)[develop drafts in oral, pictorial, or written form by] developing an idea with specific and relevant details				
1.12(C) dictate or compose correspondence such as thank you notes or letters	1.11(C) revise drafts by adding details in pictures or words				

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Writing

Editing	Unit	CHECKPOINT		
		1	2	3
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking 1.2 Beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. Composition: listening, speaking, reading, writing, and thinking using multiple texts 1.11 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 1.12 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.				

Application	Instructional Focus: Encoding (Writing)	Unit	CHECKPOINT		
			1	2	3
1.2 demonstrate and apply phonetic knowledge while reading and spelling	1.2(C) (i)[demonstrate and apply spelling knowledge by:] spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables				
	1.2(C) (ii)[demonstrate and apply spelling knowledge by:] spelling words with initial and final consonant blends, digraphs, and trigraphs				
	1.2(C) (iii)[demonstrate and apply spelling knowledge by:] spelling words using sound-spelling patterns				
	1.2(C) (iv)[demonstrate and apply spelling knowledge by:] spelling high-frequency words from a research-based list				

Application	Tools to Know (Writing Process) Ⓢ	Unit	CHECKPOINT		
			1	2	3
1.12(A) dictate or compose literary texts , including personal narratives and poetry 1.12(B) dictate or compose informational texts , including procedural texts 1.12(C) dictate or compose correspondence such as thank you notes or letters	1.11(B) (i)[develop drafts ... by] organizing with structure		Data included in "Revision"		
	1.11(D) (i)[edit drafts using standard English conventions, including] complete sentences with subject-verb agreement				
	1.11(D) (ii)[edit drafts using standard English conventions, including] past and present verb tense				
	1.11(D) (iii)[edit drafts using standard English conventions, including] singular, plural, common, and proper nouns				
	1.11(D) (iv)[edit drafts using standard English conventions, including] adjectives, including articles				
	1.11(D) (v)[edit drafts using standard English conventions, including] adverbs that convey time				
	1.11(D) (vi)[edit drafts using standard English conventions, including] prepositions				
	1.11(D) (vii)[edit drafts using standard English conventions, including] pronouns, including subjective, objective, and possessive cases				
	1.11(D) (viii)[edit drafts using standard English conventions, including] capitalization for the beginning of sentences and the pronoun "I"				
	1.11(D) (ix)[edit drafts using standard English conventions, including] punctuation marks at the end of declarative, exclamatory, and interrogative sentences				
1.11(D) (x)[edit drafts using standard English conventions, including] correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance					

Handwriting

[Video on effective handwriting instruction](#)

- [Hold a pencil correctly](#)
- Write first and last name with appropriate upper case and lower case letters
- [Write upper and lower case letters using the correct form/stroke pattern](#)
- Independently print legible letters, numerals, and punctuation on grade-level appropriate lined paper.
 - a. Identify and form uppercase and lowercase letters independently and legibly with minimal rotations or reversals.
 - b. Use uppercase letter for I.
 - c. Identify and form numerals 0–9, including two-digit numeral pairs (e.g., 27).
 - d. Identify and form sentence end punctuation (period, exclamation point, question mark)

Social Studies Connections

Integrating Social Studies with Reading and Writing

Holidays: Informational Text Connections

- 1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom
- 1.1(B) compare the observance of holidays and celebrations

Historical Figures: Informational Text Connections

- 1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation
- 1.2(B) compare the lives of historical figures who have influenced the state and nation

Culture: Personal Narrative Writing Connections

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities

Research Project

Spring: Complete the research project through a shared reading/writing experience followed by an independent writing product.

- Students and teacher will identify a question on a given topic from Social Studies
- Students and teacher will work together to locate answers to the question(s) using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond individually with a written product containing 3-5 well formed sentences.

Religion Connections

Integrating Catholic Identity with Reading and Writing

Virtues in Practice

Journal entries relating to saints of the month.

Writing prompts in relation to the virtues for the month.

Oral language skills through presentations and discussion.

Synthesizing information as students make connections to their daily life, other characters they meet in literature, and members of their school/parish community.

Research Project

Fall: Complete the research project through a shared reading/writing experience followed by an independent writing product.

-Students and teacher will identify a question on a given topic.

example: What is the meaning of Advent and how do we celebrate it?

-Students and teacher will work together to locate answers to the question using text, digital and primary sources.

-Students and teacher will create a shared writing product to report their research.

-Students will respond with a written product containing 3-5 well formed sentences.

Oral Language

Retell in simple terms Bible stories of creation, birth of Jesus, and the Easter story.



Teacher Learning Report Grade 1 Math

Representation and Comparison of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
<p>1.2 Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</p> <p style="text-align: right;"><i>Connected Knowledge and Skills 1.5</i></p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>1.1(A) apply math in everyday situations ☉</p> <p>1.1(B) use problem-solving models ☉ <i>connected 1.1(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Whole Numbers				
1.2(C)* use objects, pictures, and expanded and standard forms to represent numbers up to 120 ☉				
1.2(A) recognize instantly the quantity of structured arrangements				
1.2(B)* use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones ☉				
1.5(A) recite numbers forward and backward from any given number between 1 and 120				

Comparison of Whole Numbers				
1.2(G)* represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$ ☉				
1.2(D) generate a number that is greater than or less than a given whole number up to 120				
1.2(E) use place value to compare whole numbers up to 120 using comparative language				
1.2(F) order whole numbers up to 120 using place value and open number lines				
1.5(C) use relationships to determine the number that is 10 more and 10 less than a given number up to 120				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3



Teacher Learning Report Grade 1 Math

1.1(E) create representations				
1.1(F) analyze information ☉	<i>connected 1.1(D), 1.1(G)</i>			

>> Addition and Subtraction of Whole Numbers	Unit	CHECKPOINT		
		1	2	3
<p>1.3 Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.</p> <p>1.5 Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ☉				
1.1(B) use problem-solving models ☉	<i>connected 1.1(C)</i>			

Content	Unit	CHECKPOINT		
		1	2	3
Strategies for Addition/Subtraction of Whole Numbers				
1.5(G)* apply properties of operations to add and subtract two or three numbers				
1.3(A) use concrete and pictorial models to determine the sum of a multiple of ten and a one-digit number in problems up to 99				
1.3(C) compose 10 with two or more addends with and without concrete objects				
1.3(D) apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10				
1.3(E) explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences				
1.5(B)* skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set				

Application for Addition/Subtraction of Whole Numbers				
1.3(F)* generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20				
1.5(D) represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences ☉				
1.3(B) use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = \underline{\quad}$; $3 + \underline{\quad} = 7$; and $5 = \underline{\quad} - 3$ ☉				
1.5(E) understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)				



Teacher Learning Report Grade 1 Math

1.5(F) determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation				
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Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations				
1.1(F) analyze information ⓘ <i>connected 1.1(D), 1.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Math

Fractions	Unit	CHECKPOINT		
		1	2	3
1.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ☉ 1.1(B) use problem-solving models ☉ <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Fractions				
1.6(G) partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words				
1.6(H) identify examples and non-examples of halves and fourths				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations 1.1(F) analyze information ☉ <i>connected 1.1(D), 1.1(G)</i>				



Teacher Learning Report Grade 1 Math

>> Geometry	Unit	CHECKPOINT		
		1	2	3
1.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ☉ 1.1(B) use problem-solving models ☉ <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Two-Dimensional				
1.6(A)* classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language ☉				
1.6(D) identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language ☉				
1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape				
1.6(C) create two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons				
1.6(F) compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible				
Three-Dimensional				
1.6(E)* identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language				
1.6(B) distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations 1.1(F) analyze information ☉ <i>connected 1.1(D), 1.1(G)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Math

>> Measurement	Unit	CHECKPOINT		
		1	2	3
1.7 Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ☉				
1.1(B) use problem-solving models ☉ <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Length				
1.7(D)* describe a length to the nearest whole unit using a number and a unit				
1.7(A) use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement				
1.7(B) illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other				
1.7(C) measure the same object/distance with units of two different lengths and describe how and why the measurements differ				

Time				
1.7(E)* tell time to the hour and half hour using analog and digital clocks				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations				
1.1(F) analyze information ☉ <i>connected 1.1(D), 1.1(G)</i>				



>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Math

Data Analysis	Unit	CHECKPOINT		
		1	2	3
1.8 Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(A) apply math in everyday situations ☉				
1.1(B) use problem-solving models ☉ <i>connected 1.1(C)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Representation of Data				
1.8(A)* collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts				
1.8(B) use data to create picture and bar-type graphs				
 Social Studies Integration 1.16(B) sequence and categorize information				
Interpretation of Data				
1.8(C)* draw conclusions and generate and answer questions using information from picture and bar-type graphs ☉				
 Social Studies Integration 1.17(D) create and interpret visual and written material				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.1(E) create representations				
1.1(F) analyze information ☉ <i>connected 1.1(D), 1.1(G)</i>				



Teacher Learning Report Grade 1 Math

Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
<p>1.4 Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.</p> <p>1.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>1.1(A) apply math in everyday situations ③</p> <p>1.1(B) use problem-solving models ③ <i>connected 1.1(C)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
Money				
1.4(C)* use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes				
1.4(A)* identify U.S. coins including pennies, nickels, dimes, and quarters by value and describe the relationships between them				
1.4(B) write a number with the cent symbol to describe the value of a coin				

Earning, Spending, and Saving	Unit	CHECKPOINT		
		1	2	3
1.9(A) define money earned as income				
1.9(B) identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs				
1.9(C) distinguish between spending and saving				
1.9(D) consider charitable giving				

Social Studies Integration	Unit	CHECKPOINT		
		1	2	3
<p>1.6(A) describe ways that families meet basic human needs</p> <p>1.6(B) describe similarities and differences in ways families meet basic human needs</p> <p>1.7(A) identify examples of goods and services in the home, school, and community</p> <p>1.7(B) identify ways people exchange goods and services</p> <p>1.7(C) identify the role of markets in the exchange of goods and services</p> <p>1.8(A) identify examples of people wanting more than they can have</p> <p>1.8(B) explain why wanting more than they can have requires that people make choices</p> <p>1.8(C) identify examples of choices families make when buying goods and services</p> <p>1.9(A) describe the tools of various jobs and the characteristics of a job well performed</p> <p>1.9(B) describe how various jobs contribute to the production of goods and services</p>				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3



Teacher Learning Report Grade 1 Math

1.1(E) create representations
1.1(F) analyze information ⓘ

connected 1.1(D), 1.1(G)

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Teacher Learning Report Grade 1 Math

PROCESS STANDARDS: MATHEMATICAL PROCESS STANDARDS		Unit	CHECKPOINT		
			1	2	3
1.1	The student uses mathematical processes to acquire and demonstrate mathematical understanding.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
1.1(A)	apply mathematics to problems arising in everyday life, society, and the workplace ☉				
1.1(B)	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution ☉				
1.1(C)	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
1.1(D)	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate				
1.1(E)	create and use representations to organize, record, and communicate mathematical ideas				
1.1(F)	analyze mathematical relationships to connect and communicate mathematical ideas ☉				
1.1(G)	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication				



CATHOLIC SCHOOLS
— ARCHDIOCESE OF SAN ANTONIO —

Teacher Learning Report
Grade 1 Math



Teacher Learning Report Grade 1 Science

Properties and Patterns of Objects	Unit	CHECKPOINT		
		1	2	3
1.5 Matter and energy. The student knows that objects have properties and patterns.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(B) plan and conduct descriptive investigations ☉				
1.4(A) collect, record, and compare information using tools ☉ <i>connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Properties of Matter				
1.5(A) classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture ☉				
1.5(B) predict and identify changes in materials caused by heating and cooling ☉				
1.5(C) classify objects by the materials from which they are made				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(C) collect data and make observations				
1.2(D) record and organize data ☉				
1.2(E) communicate observations <i>connected 1.3(A), 1.3(B), 1.3(C)</i>				



Teacher Learning Report Grade 1 Science

>> Force, Motion, and Energy	Unit	CHECKPOINT		
		1	2	3
1.6 Force, motion, and energy. The student knows that force, motion, and energy are related and are a part of everyday life.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(B) plan and conduct descriptive investigations ☉				
1.4(A) collect, record, and compare information using tools ☉ <i>connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Forms of Energy				
1.6(A) identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life				
Magnets				
1.6(B) predict and describe how a magnet can be used to push or pull an object				
Motion				
1.6(C) demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ☉				
1.2(E) communicate observations <i>connected 1.2(C), 1.3(A), 1.3(B), 1.3(C)</i>				


>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

Earth's Materials	Unit	CHECKPOINT		
		1	2	3
1.7 Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.1(B) identify and learn how to use natural resources and materials				
1.2(B) plan and conduct descriptive investigations ③				
1.4(A) collect, record, and compare information using tools ③				
<i>connected 1.1(A), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Soil				
1.7(A) observe, compare, describe, and sort components of soil by size, texture, and color ③				
Water				
1.7(B) identify and describe a variety of natural sources of water, including streams, lakes, and oceans				
Uses of Rocks, Soil, and Water				
1.7(C) identify how rocks, soil, and water are used to make products				
Physical Characteristics of Place				
 Social Studies Integration 1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ③				
1.2(E) communicate observations				
<i>connected 1.2(C), 1.3(A), 1.3(B), 1.3(C)</i>				



Teacher Learning Report Grade 1 Science

>> Patterns in the Natural World	Unit	CHECKPOINT		
		1	2	3
1.8 Earth and space. The student knows that the natural world includes the air around us and objects in the sky.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(B) plan and conduct descriptive investigations ☉				
1.4(A) collect, record, and compare information using tools ☉ <i>connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Weather				
1.8(A) record weather information, including relative temperature such as hot or cold, clear or cloudy, calm or windy, and rainy or icy				
1.8(D) demonstrate that air is all around us and observe that wind is moving air				
Social Studies Integration				
1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather				

Objects in the Sky				
1.8(B) observe and record changes in the appearance of objects in the sky such as the Moon and stars, including the Sun ☉				

Earth's Patterns				
1.8(C) identify characteristics of the seasons of the year and day and night				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(C) collect data and make observations				
1.2(D) record and organize data ☉				
1.2(E) communicate observations				
1.3(B) make predictions based on observable patterns <i>connected 1.3(A), 1.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

>> Relationships of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
1.9 Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(B) plan and conduct descriptive investigations ☉				
1.4(A) collect, record, and compare information using tools ☉ <i>connected 1.1(A), 1.1(B), 1.2(A), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Interdependence				
1.9(C) gather evidence of interdependence among living organisms such as energy transfer through food chains or animals using plants for shelter				
1.9(B) analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver ☉				
Living and Nonliving Things				
1.9(A) sort and classify living and nonliving things based upon whether they have basic needs and produce offspring				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ☉				
1.2(E) communicate observations				
1.3(A) identify and explain a problem and propose a solution <i>connected 1.2(C), 1.3(B), 1.3(C)</i>				

>> TEKS clusters typically requiring additional time and focus in the curriculum



Teacher Learning Report Grade 1 Science

Characteristics of Plants and Animals	Unit	CHECKPOINT		
		1	2	3
1.10 Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.2(A) ask questions about observations 1.2(B) plan and conduct descriptive investigations ☉ 1.4(A) collect, record, and compare information using tools ☉ <i>connected 1.1(A), 1.1(B), 1.4(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Characteristics of Animals 1.10(A) investigate how the external characteristics of an animal are related to where it lives, how it moves, and what it eats ☉				
Life Cycles 1.10(D) observe and record life cycles of animals such as a chicken, frog, or fish				
Parts of Plants 1.10(B) identify and compare the parts of plants				
Inherited Traits 1.10(C) compare ways that young animals resemble their parents				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.2(D) record and organize data ☉ 1.2(E) communicate observations 1.3(B) make predictions based on observable patterns <i>connected 1.2(C), 1.3(A), 1.3(C)</i>				



Teacher Learning Report Grade 1 Science

PROCESS STANDARDS: SCIENTIFIC INVESTIGATION AND REASONING		Unit	CHECKPOINT		
			1	2	3
1.1	The student conducts classroom and outdoor investigations following home and school safety procedures and uses environmentally appropriate and responsible practices.	Tools to Know			
1.2	The student develops abilities to ask questions and seek answers in classroom and outdoor investigations.				
1.3	The student knows that information and critical thinking are used in scientific problem solving.	Ways to Show			
1.4	The student uses age-appropriate tools and models to investigate the natural world.				

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
1.1(A)	identify, discuss, and demonstrate safe and healthy practices as outlined in Texas Education Agency-approved safety standards during classroom and outdoor investigations, including wearing safety goggles or chemical splash goggles, as appropriate, washing hands, and using materials appropriately				
1.1(B)	identify and learn how to use natural resources and materials, including conservation and reuse or recycling of paper, plastic, and metals				
1.2(A)	ask questions about organisms, objects, and events observed in the natural world				
1.2(B)	plan and conduct simple descriptive investigations ☉				
1.4(A)	collect, record, and compare information using tools, including computers, hand lenses, primary balances, cups, bowls, magnets, collecting nets, notebooks, and safety goggles or chemical splash goggles, as appropriate; timing devices; non-standard measuring items; weather instruments such as demonstration thermometers and wind socks; and materials to support observations of habitats of organisms such as aquariums and terrariums ☉				
1.4(B)	measure and compare organisms and objects using non-standard units				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
1.2(C)	collect data and make observations using simple tools				
1.2(D)	record and organize data using pictures, numbers, and words ☉				
1.2(E)	communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations				
1.3(A)	identify and explain a problem and propose a solution				



Teacher Learning Report Grade 1 Science

1.3(B) make predictions based on observable patterns				
1.3(C) describe what scientists do				



Teacher Learning Report Grade 1 Social Studies

Exploring Places	Unit	CHECKPOINT		
		1	2	3
1.3 Geography. The student understands the relative location of places.				
1.4 Geography. The student understands the purpose of geographic tools, including maps and globes.				
1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
1.17(E) use social studies terminology correctly <i>connected 1.17(A), 1.17(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Location and Maps				
1.3(B) locate places using the four cardinal directions ☉				
1.4(B) locate and explore the community, Texas, and the United States on maps and globes				
1.3(A) describe the location of self and objects relative to other locations in the classroom and school using spatial terms ☉				
1.4(A) create and use simple maps such as maps of the home, classroom, school, and community				

Humans Interact with Their Environment	Unit	1	2	3
1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather ☉				
1.5(B) identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities ☉				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information				
1.17(D) create and interpret visual and written material <i>connected 1.17(C), 1.18(A)</i>				



Teacher Learning Report Grade 1 Social Studies

Leaders and Rules	Unit	CHECKPOINT		
		1	2	3
1.10 Government. The student understands the purpose of rules and laws.				
1.11 Government. The student understands the role of authority figures, public officials, and citizens.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
1.17(E) use social studies terminology correctly <i>connected 1.17(A), 1.17(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Need for Rules				
1.10(A) explain the purpose for rules and laws in the home, school, and community				
1.10(B) identify rules and laws that establish order, provide security, and manage conflict				
Authority Figures				
1.11(B) identify and describe the roles of public officials in the community, state, and nation ☒				
1.11(A) identify the responsibilities of authority figures in the home, school, and community ☒				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information				
1.17(D) create and interpret visual and written material <i>connected 1.17(C), 1.18(A)</i>				



Teacher Learning Report Grade 1 Social Studies

Being an American	Unit	CHECKPOINT		
		1	2	3
<p>1.12 Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals.</p> <p>1.13 Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.</p>				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
<p>1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance</p> <p>1.17(E) use social studies terminology correctly</p> <p style="text-align: right;"><i>connected 1.17(A), 1.17(B)</i></p>				

Content	Unit	CHECKPOINT		
		1	2	3
<p>Characteristics of Good Citizenship</p> <p>1.12(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting ⑧</p> <p>1.13(D) explain and practice voting as a way of making choices and decisions ⑧</p> <p>1.12(B) identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt ⑧</p>				

Flags and Symbols	Unit	1	2	3
1.13(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo				
1.13(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag				
1.13(C) identify anthems and mottoes of Texas and the United States				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
<p>1.16(B) sequence and categorize information</p> <p>1.17(D) create and interpret visual and written material</p> <p style="text-align: right;"><i>connected 1.17(C), 1.18(A)</i></p>				



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Reading and Writing



Holidays, Historical Figures, and Culture

- 1.1 History.** The student understands the origins of customs, holidays, and celebrations.
- 1.2 History.** The student understands how historical figures helped shape the state and nation.
- 1.13 Citizenship.** The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity.
- 1.14 Culture.** The student understands the importance of family and community beliefs, language, and traditions.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

- 1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance
- 1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Holidays: Informational Text Connections

- 1.1(A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day
- 1.13(E) explain how patriotic customs and celebrations reflect American individualism and freedom
- 1.1(B) compare the observance of holidays and celebrations

Unit	CHECKPOINT		
	1	2	3

Historical Figures: Informational Text Connections

- 1.2(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation
- 1.2(B) compare the lives of historical figures who have influenced the state and nation

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Culture: Personal Narrative Writing Connections

- 1.14(A) describe and explain the importance of beliefs, language, and traditions of families and communities ☉
- 1.14(B) explain the way folktales and legends reflect beliefs, language, and traditions of communities ☉

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Process (Ways to Show)

- 1.16(B) sequence and categorize information
- 1.17(D) create and interpret visual and written material

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 1 Social Studies

connected 1.17(C), 1.18(A)

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Research

Spring: Complete the research project through a shared reading/writing experience followed by an independent writing product.

- Students and teacher will identify a question on a given topic from Social Studies
- Students and teacher will work together to locate answers to the question(s) using text, digital and primary sources.
- Students and teacher will create a shared writing product to report their research.
- Students will respond individually with a written product containing 3-5 well formed sentences.



Teacher Learning Report Grade 1 Social Studies

Integrating Social Studies with Math

Data Analysis and Personal Financial Literacy	Unit	CHECKPOINT		
		1	2	3
1.6 Economics. The student understands how families meet basic human needs.				
1.7 Economics. The student understands the concepts of goods and services.				
1.8 Economics. The student understands the condition of not being able to have all the goods and services one wants.				
1.9 Economics. The student understands the value of work.				
1.16 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.				
1.17 Social Studies skills. The student communicates in oral, visual, and written forms.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
1.17(E) use social studies terminology correctly <i>connected 1.17(A), 1.17(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Data Analysis: Representation of Data				
1.16(B) sequence and categorize information				
Data Analysis: Interpretation of Data				
1.17(D) create and interpret visual and written material				

Personal Financial Literacy: Earning, Spending, and Saving	Unit	1	2	3
1.6(A) describe ways that families meet basic human needs ☉				
1.7(A) identify examples of goods and services in the home, school, and community ☉				
1.8(C) identify examples of choices families make when buying goods and services ☉				
1.6(B) describe similarities and differences in ways families meet basic human needs				
1.7(B) identify ways people exchange goods and services ☉				
1.7(C) identify the role of markets in the exchange of goods and services ☉				
1.8(A) identify examples of people wanting more than they can have				
1.8(B) explain why wanting more than they can have requires that people make choices				
1.9(A) describe the tools of various jobs and the characteristics of a job well performed				



Teacher Learning Report Grade 1 Social Studies

1.9(B) describe how various jobs contribute to the production of goods and services

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information				
1.17(D) create and interpret visual and written material				

connected 1.17(C), 1.18(A)



Teacher Learning Report Grade 1 Social Studies



Integrating Social Studies with Science

Earth's Materials and Patterns in the Natural World

1.5 Geography. The student understands physical and human characteristics of place to better understand their community and the world around them.

Unit	CHECKPOINT		
	1	2	3

Process (Tools to Know)

1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance
1.17(E) use social studies terminology correctly

connected 1.17(A), 1.17(B)

Unit	CHECKPOINT		
	1	2	3

Content

Earth's Materials: Physical Characteristics of Place

1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources and weather ☒

Unit	CHECKPOINT		
	1	2	3

Patterns in the Natural World: Weather

1.5(A) identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather ☒

Unit	CHECKPOINT		
	1	2	3

Process (Ways to Show)

1.16(B) sequence and categorize information
1.17(D) create and interpret visual and written material

connected 1.17(C), 1.18(A)

Unit	CHECKPOINT		
	1	2	3



Teacher Learning Report Grade 1 Social Studies



Integrating Social Studies with Technology Applications

Technology	Unit	CHECKPOINT		
		1	2	3
1.15 Science, technology, and society. The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present.				

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance 1.17(E) use social studies terminology correctly <i>connected 1.17(A), 1.17(B)</i>				

Content	Unit	CHECKPOINT		
		1	2	3
Technology				
1.15(B) describe how technology has affected communication, transportation, and recreation ☒				
1.15(A) describe how technology has affected the ways families live ☒				
1.15(C) identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan				

Process (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
1.16(B) sequence and categorize information 1.17(D) create and interpret visual and written material <i>connected 1.17(C), 1.18(A)</i>				



Teacher Learning Report Grade 1 Social Studies

PROCESS STANDARDS: SOCIAL STUDIES SKILLS		Unit	CHECKPOINT		
			1	2	3
1.16	The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology.	Tools to Know			
1.17	The student communicates in oral, visual, and written forms.				
1.18	The student uses problem-solving and decision-making skills, working independently and with others.	Ways to Show			

TOOLS TO KNOW		Unit	CHECKPOINT		
			1	2	3
Using and Evaluating Sources	1.16(A) gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance				
	1.17(A) use a simple timeline to distinguish among past, present, and future				
	1.17(B) use a calendar to describe and measure time in days, weeks, months, and years ⓧ				
Understanding Vocabulary and Terms	1.17(E) use social studies terminology correctly				

WAYS TO SHOW		Unit	CHECKPOINT		
			1	2	3
Analyzing Information	1.16(B) sequence and categorize information				
Representing and Communicating Information	1.17(C) express ideas orally based on knowledge and experiences				
	1.17(D) create and interpret visual and written material				
Researching	1.18(A) use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution				