

Back-to-School

First Grade Parent Handbook and Syllabus

2018-2019



Greenwood Laboratory School

Missouri State University

901 South National Avenue
Springfield, Missouri 65897

Instructor:
Dr. Melinda Hammerschmidt
MelindaHammerschmidt@missouristate.edu

School Phone: 417-836-5955

"From there to here, and here to there, funny things are everywhere."

**Dr. Seuss
1904-1991**

Absences from School:

If your child will be missing school, please call the office (417) 836-5124 and inform them of your child's absence. If your child must leave early, please sign out at the office and the secretary will call the child to the office.

Academic Dishonesty- Missouri State University

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, [Student Academic Integrity Policies and Procedures](#) and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Arrival Time/Dismissal Time:

Students attend school from 8:15- 2:00. Students arriving between 7:15 and 8:00 will go to the cafeteria. Classroom doors open at 8:10 at which time students may go directly to the classroom and remain there until school begins.

Students riding home with someone other than their regular ride must have parent permission either through email, note, or a phone call to the classroom office phone 417-836-5955.

You will only need one note for regularly scheduled activities and I will keep the original note on file.

Students arriving late must sign in at the main office. Parents must sign their child out at the office if leaving before 3:00. Students not picked up outside by 3:15 will wait in the office until their ride arrives.

Assignments and Homework:

Assignments are given throughout the school day. Homework will be assigned Monday through Thursday. Each day there will be a Math Connects Study Link as an extension of a classroom math lesson and a monthly reading log to be completed for independent reading, along with any other assignments. When returning assignments they must include the student name, number, and date. Special Projects will be assigned during the year with ample time for completion. Please let your child do as much as they can on their own with your guidance. If you have a problem please send me a note or email.

Work missed from an excused absence can be turned in late without penalty. Students will be allowed one day for each day absent to turn in missed work.

Attendance Policy- Missouri State University

Op3.04-7 Attendance Policy

Because class attendance and course grade are demonstrably and positively related, the University expects students to attend *all* class sessions of courses in which they are enrolled. Each instructor has the *responsibility* to determine specific attendance policies for each course taught, including the role that attendance plays in calculation of final grades and the extent to which work missed due to non-attendance can be made up. On the *first day of class*, each instructor will make available to each student a written statement of the specific attendance policy for that class. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade. The University expects instructors to be reasonable in accommodating students whose absence from class resulted from: (1) participation in University-sanctioned activities and programs; (2) personal illness; (3) temporary military orders or Veterans Administration medical appointments; or (4) family and/or other compelling circumstances. Instructors have the right to request documentation verifying the basis of any absences resulting from the above factors. Any student who believes that his or her final grade for a course has been reduced unfairly because of attendance factors has the right to appeal that grade under the process outlined below.

Appeal process for attendance-related grade reductions:

The process of grade appeal based upon attendance factors is intended to render a timely and peer-based judgment and is outlined as follows:

- A. The student should first attempt to resolve the grade conflict with the instructor on an informal basis. If satisfactory resolution is not reached, formal appeal should be initiated as outlined in (2) below.
- B. The student initiates the formal appeal process as follows:
 1. The student writes a formal letter to the instructor (or to the appropriate department head if the instructor is no longer on campus) requesting a re-evaluation of his or her grade. The letter should include the following information: student's name and Bear Pass Number; the course code, number, and section; the year and semester the course was taken; the instructor's name; and a clear statement of the grade change request and reasons which justify the request. This formal letter must be initiated no later than the end of the first semester after the grade in question is received (excluding summer semester).
 2. The instructor (or the appropriate department head if the instructor is no longer on campus) must respond to the formal appeal within ten (10) school days of the receipt of the formal letter:
 - a. If it is determined that the student's request is justified, the instructor (or department head, as appropriate) will prepare a Grade Change Authorization and submit it to the department head, who will forward it to the Office of the Registrar. If the grade change is in a course taken for graduate credit, the department head must also notify the Graduate College.
 - b. If it is determined by the instructor (or department head, as appropriate) that the student's request is *not* justified, the instructor (or department head) will write a formal response to the student justifying his or her decision.

3. Should the student desire to continue the appeal process, he or she may request a formal hearing before the Attendance Appeal Board (AAB)¹ as follows:
 - a. The student will submit to the Office of the Vice President for Student Affairs a completed AAB Request for Hearing Form (including a release of information on grades awarded on examinations and assignments, and attendance data, for the specific course in question); the student's formal letter to the instructor (or department head, as appropriate); and the instructor's (or department head's) response.
 - b. Upon receipt of the specified documentation, the AAB will determine if the grade reduction is attendance related and potentially unreasonable and/or at variance with the instructor's stated attendance policy. If it is so determined, the AAB will convene a hearing *at the earliest possible date* based upon the schedules of the involved parties. The hearing will be conducted in an attempt to determine the facts associated with the appeal and the intent is that a recommendation will be rendered by the end of the semester in which the appeal was filed.
 - c. The AAB is advisory only. The Board will forward all documentation and its recommendation to the Provost. Based upon those data, the Provost will make a ruling to the extent that: (1) the grade should be changed including the new grade to be awarded; or (2) the grade should not be changed.

¹The Attendance Appeal Board will consist of five members as follows: The Board Chair will be the Vice President for Student Affairs or his/her designee. The Vice President for Student Affairs will also select one faculty member from among those serving on the Faculty Student Judicial Commission and three students from among those serving as Justices on the Campus Judicial Board.

Students are not automatically dropped for non-attendance. Failure to properly drop or withdraw will result in F grade (s) and a continued financial obligation.

Bear Pass Cards:

There will be a special place for the Bear Pass Cards used for lunch and library. These should not be brought home. If they come home by accident please return them the next morning to school.

Birthdays:

If you would like to send a treat please let me know ahead of time. These will be eaten at snack time or after lunch. If you are having a party and would like to invite all the children in the class then you may send the invitations and these will be handed out at the end of the school day. We do have peanut allergies in the classroom so please do not send any snack with peanuts.

Book Club:

Each month I will be sending home a Scholastic Book Club Order for you and your child to look over. If you would like to order, please send a check made payable to Scholastic Books. The points I receive will be given back to the class to order books for one of our Service Projects.

Cell Phone Policy:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost

prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Chance Tickets:

These are handed out to children during the day and collected. There will be a drawing on Friday afternoon. All children are given an equal opportunity to earn chance tickets for good behavior toward a reward.

Class Notes The First 9 to 12 Weeks of School:

During the first six weeks of school I will be sending a note home each Friday. This note is a quick way to let you know about positive areas and areas needing some improvement. The scale I use for this is the following:

N=Needs Improvement S= Satisfactory O=Outstanding

There will also be a section where the student will score themselves.

Conferences:

Parent/Teacher Conferences are held twice a year, after our first grading period in October and following the third grading period in April. In May the students report card will be sent to your home.

Course Policy Statement:

Greenwood students are actively involved in the learning process, a differentiated curriculum is taught to meet a variety of ability levels through inquiry based learning.

Curriculum:

The first grade curriculum is designed to encourage the development of students as independent lifelong learners. Our curriculum is aligned with the expectations of the Missouri Department of Elementary and Secondary Education (DESE). The Elementary Course Policy Statement for Greenwood Laboratory School is attached.

Cheating and Plagiarism Policy:

At Greenwood first grade students are expected to be honest and accountable for their own work and dishonesty will result in appropriate action being taken. First offense will result in a conference involving the teacher and student. The second offense will result in a conference with the teacher, student, and parents.

Classroom Rules: Our classroom rules will be decided upon by the students with my guidance during our morning meeting times. The rules may look something like the following:

1. Students will work on and practice treating others the way they want to be treated.
2. Students will work on and practice raising their hands before speaking.
3. Students will work on and practice listening to others and following directions.
4. Students will work on and practice keeping their hands, feet and objects to themselves.

Students will be given verbal warnings the first time a rule is broken. If a rule is broken again, the student will have a logical consequence. We will be using a [Fantastic First Grader Form](#) that will help children discuss and explore ways to become responsible for their own behavior. Parents will read the form with their child and discuss the behavior and explore various ways to change that behavior. These should be signed by the child and parent, and returned the following day to school. Greenwood Laboratory School first grade classroom uses the Love and Logic discipline technique when dealing with student behavior. The Love and Logic rule is "**You can do anything in this classroom as long as it is not a problem for anyone else.**" When appropriate the student may decide the consequence after I have given them a choice. To learn more, visit the [Love and Logic](#) website.

Disability Accommodations:

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Carrington Hall, Room 302, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

Statement of Nondiscrimination:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Discipline:

Our First Grade classroom is a community where we learn, work and play together. The children and I will practice procedures each day to help us accomplish the behavior goals expected in First Grade.

Diversity and Multicultural Education: Infusion of diversity and multicultural education will be integrated into instructional activities and course content through:

- Critical reflection on the topics of diversity & culturally responsive teaching
- Examining the cognitive, social and emotional needs of diverse learners
- Examining ways to build relationships with diverse learners and their families
- Making community connections to support diverse learners
- Linking class content to field experience in classrooms with diverse learners

*(Text reading, in-class activities, assignments) *****

Emergency Response:

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Emergency Response

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, go to <http://www.missouristate.edu/safetran/51597.htm>

Emergency Storm Shelter and Evacuation Information:

In the event of an emergency or incident in the classroom, the faculty member is often the first university representative or authority figure recognized to be in charge until emergency first responders arrive. At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the emergency relocation areas for the building. For your convenience, this information has been provided by the Office of the Provost and Safety and Transportation and appears below. Students with disabilities impacting mobility should discuss with their instructor the approved accommodations for emergency situations and additional options. Faculty must include information related to emergency response in their syllabi (see <http://www.missouristate.edu/provost/syllabi.htm>). For more information contact Safety and Transportation (417-836-5509) or consult the [Emergency Quick Reference Guide](#) and [Campus Emergency Response Plan](#).

Emergency: Tornado Shelter Area Information (in case of severe weather).

Building	Tornado Shelter Area
Greenwood Lab School	Evacuate to basement locker rooms using stairs by gymnasium, overflow to Rooms 306, 402 and 406

Emergency Assembly Point Instructions (in case the building needs to be evacuated for events such as fire, gas leak, etc.)

Building	Emergency Assembly Point
Greenwood Lab School	North to Garst Dining Hall; Overflow, South to Blair-Shannon Dining Facility

Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

For additional information students should contact the [Disability Resource Center](#), 836-4192 (PSU 405), or Larry Combs, Interim Assistant Director of [Public Safety and Transportation](#) at 836-6576.

Folders:

The Take Home Return Folder will be the link between school and home. Please check the folder each day. On Friday the folder will be sent home with notes, forms, and graded work from the previous week. Please look over the papers, make comments, and sign any necessary forms and return the folder on Monday.

Got Caught Being Good Chain:

This is a paper chain that we use as an incentive for good behavior. This is a way we will work together for class rewards such as extra recess, extra center time, PSU visit, etc.

Grading Scale:

M – Meets Expectations P – Progressing N – Needs Improvement

Examples of the requirements for each are as follows:

M- Consistently meets grade level expectations; understands, applies, and transfers concepts or skills; performs and completes assignments independently

P- Steady Progress toward expectation; understands concepts or skills; Requires some guidance to complete assignments

N- Beginning to work toward expectations; demonstrates beginning understanding; requires frequent assistance to complete assignments

Grading and the Credit Point System-Missouri State University

[Op3.04-31 Grading and the Credit Point System](#)

Grades are awarded to indicate the quality of a student's work and are assigned as follows (point values per credit hour appear in parentheses). Transfer equivalent grades appear in the second set of parentheses.

A (4.00) (TA): Outstanding work. Outstanding achievement relative to the level necessary to meet course requirements. Performance was of the highest level. Excellence while meeting course objectives was sustained throughout the course. Not only was the student's performance clearly and significantly above satisfactory, it was also of an independent and creative nature.

A- (3.70) (TA-): Excellent work. Excellent achievement relative to the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B+ (3.30) (TB+): Near excellent work. Achievement was significantly above the level necessary to meet course requirements. Performance was clearly and significantly above satisfactory, and was creative and independent.

B (3.00) (TB): Very good work. Achievement significantly above the level necessary to meet course requirements. Performance was very good, although not of the highest level. Performance was clearly and significantly above satisfactory fulfillment of course requirements (For undergraduate students: B = meritorious: For graduate students: B = adequate).

B- (2.70) (TB-): Good work. Achievement at a level just above that necessary to meet course requirements. Performance was notable.

C+ (2.30) (TC+): Slightly above satisfactory work. Achievement that meets the course requirements. Performance was slightly more than adequate.

C (2.00) (TC): Satisfactory work. Achievement that meets the course requirements. Performance was adequate, although marginal in quality (For undergraduate students: C = adequate: For graduate students: C = inadequate).

C- (1.70) (TC-): Slightly below satisfactory work. Achievement that barely meets the course requirements. Performance has been slightly below satisfactory and was marginal in quality.

D+ (1.30) (TD+): Passing work. Achievement below satisfactory in meeting course requirements. Student demonstrated below satisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

D (1.00) (TD): Minimum passing work. Achievement barely worthy of credit. Student demonstrated unsatisfactory achievement in meeting course objectives, yet fulfilled a sufficient enough portion of the course objectives that repeating the course is not necessary unless required by the academic unit.

F (0.00) (TF): Failed – no credit. A failure to meet course requirements. The work of course objectives were either: 1) completed but not at a level of achievement that is worthy of credit, or 2) have not been completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

I (0.00): Incomplete. Grade assigned when due to unusual circumstances a small portion of a course, such as a term paper or final examination, has not been completed. (Refer to "Incomplete Grade" regulations for more information.)

IP (0.00): In-Progress course.

NG (0.00): Grade Not Yet Available/Extended Course. Grade assigned for extended course which has not yet ended.

NP (0.00) (TT): Not Pass. Student did not pass the course under the Pass/Not Pass policy.

NR (0.00): Grade Not Yet Reported. Grade not submitted by instructor on time.

NV (0.00): No Value/Informational Entry. Administrative notation used to designate course with a no value grade, such as enrollment tracking course.

P (0.00) (TP): Pass. Student passed the course under the Pass/Not Pass system or received Credit by Examination.

V (0.00): Visitor. Student enrolled in and attended the course as an auditor. No hours or points assigned.

W (0.00): Withdrew (Prior to fall 2009 this grade was represented by an N). Student withdrew from course without academic penalty.

XF (0.00): Failure due to academic dishonesty.

XM (0.00): Academic Renewal Elected on MSU course. Grades and hours removed from GPA calculation.

XT (0.00): Academic Renewal Elected on transfer course. Grades and hours removed from transfer GPA calculation.

Z (0.00): Deferred grade. Assigned only to students enrolled in 600-level or higher courses, restricted to graduate theses, graduate problem courses, or graduate seminars which might not be completed within a semester. If a Z grade is not removed within four calendar years, it will become a "W".

Homework:

Homework will be sent home in the Take Home Folder. Please check the Assignments Page for Sharing and Homework for each week. Reading 20 minutes each day is a recommended part of the First Grade Homework and will be documented on the Reading Log for each month. Please remember that homework is used to reinforce skills learned in school and to encourage independent study habits for your child. Thank you for your support in helping your child develop important, lifelong study skills. Spelling City will be utilized for homework in addition to the Reading Log and papers sent home during the year.

Label All Items:

Please label any item you send to school with an indelible marker. There are always items left behind each year at the closing of school.

Library:

We go to the Library twice a week. Children may check out books on the first day we go to the Library during the week.

Lunch:

First Graders will not be allowed to use the microwave oven or vending machines. Please send items that can be consumed during our lunchtime. If you would like to come to lunch with your child please wait for 2 weeks. This will allow students time to get the lunch routine down, be comfortable in the setting and ready for guests. I will be present to assist students as they learn the rules and how to navigate the cafeteria. When you do come for lunch please remember that only you and your child may sit at the round table. If they want to eat with friends you will need to eat at the first grade designated table.

Nondiscrimination Policy:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Parent-Student Handbook:

Please refer to the Greenwood Parent-Student Handbook for school policies and procedures not addressed in this Back-to-School First Grade Parent Handbook.

Parking:

Please do not park in the circle drive in the front of Greenwood. If you will be less than thirty minutes you may park in the Visitors Parking spaces. The Park and Ride Lots or the Lot across from First and Calvary may be used as well. For other events, please watch for email or check the website and we will notify you about where to park.

Philosophy:

Albert Einstein stated, "Teaching should be such that what is offered is perceived as a valuable gift and not as hard duty." I believe that learning to read and write begins a rewarding lifelong journey toward the exciting adventure of knowledge. It is imperative to provide a diverse learning environment for each student. First Grade students are usually eager to learn, very creative and enjoy sharing information. Guiding these students in their pursuit of knowledge by providing an enjoyable, secure, loving and positive environment is essential to their future success. All children are capable of learning and deserve a challenging quality education. My role as an educator is to provide a nurturing environment and present activities and lessons that will allow each child to excel.

Policy on Disability Accommodation: Please refer to the Chapter on Legal Status of Greenwood Laboratory School in the Parent/Student Handbook.

Progress Reports:

Progress Reports will be sent home weekly for the first few weeks of school. These will be sent home on Friday in the Friday folder and should be signed and returned on Monday. Progress reports are given out at each parent conference and mailed at the end of the school year. Conferences are set for November and February.

Other areas of study will be evaluated as follows:

M – Meeting Expectations (performing where they should be at this time of the year)

P – Developing concepts (making progress)

N– Area of Concern (needs to or can do better or make improvements)

Schedule:

The class schedule is attached. On the day we have wellness please have your child wear tennis shoes for safety reasons. They will not be allowed to participate without the proper shoes.

Sharing Time:

Students will be assigned a specific day to share. This is a brief period of time where children share on a topic. Sharing time is an important part of the Communication Arts curriculum in first grade. Please let your children decide what they would like to share or bring on the assigned topic. The students will each have about 3-5 minutes to share. If a child is absent we will find a time for them to share when they return to school if they should miss their day. The topics for sharing and also a reminder will be on the class website. This is a tradition for Greenwood students. The purpose of sharing time in the First Grade at Greenwood is aimed at aiding in the development and encouragement of public speaking skills.

Sharing Schedule 2018-2019

Monday	Tuesday	Wednesday	Thursday	Friday
Jack	John Henry	Lilli	Cale	Danna
Max	Adelaide	Gannon	Addi	Grace
Skoti	Ella	Lucy	Dax	Gibbs
Channing	Chloe	Ellie	Easton	Evan
Ty	Eli	Kristen	Catherine	Cooper
	Andrew	Henry	Adam	

Snack:

When we have parties please remember healthy snacks are to be served if possible. Some items might include: Granola Bar, Fruit, Crackers, Pretzels, or Dry Cereal.

Please remember that some children have allergies to peanuts, nuts, lactose intolerant, MSG in our classroom when bringing snacks.

Special Projects: Special projects will be assigned and the teacher will provide expectations to students and parents at the beginning of each assignment.

Student Health and Safety:

After a child is fever free and medicine free for 24 hours they are usually safe to return to class. This 24 hour rule also applies to diarrhea and vomiting. I will encourage frequent hand washing, use of sanitizer, and I will use disinfecting wipes on tables and shared items.

Classroom Technology Information:

[Room classifications](#) are listed linking you to information on the instructional technology equipment you can expect in each classroom. All technology-enhanced classrooms offer standardized [base instructor software](#) providing a consistent software interface among classrooms. Should you have specialized technology-related needs or questions, please contact the designated "Primary Support" person/group for the related classroom as soon as possible so an effort can be made to assist you *before* classes begin.

When you need technical assistance in the classroom, day or evening, please call the Classroom Instructional Technologies (CIT) Help Desk at 417-836-5778. You will also see this CIT Help Desk number posted on red signs in the classrooms.



Classroom technology training opportunities are available to you through the [Faculty Center for Teaching and Learning](#) (FCTL). In addition, the FCTL provides assistance on effective use of instructional technology.

Test and Examination Dates: A variety of assessments will be ongoing from August until May to document student progress. The scheduled test will be listed on the website or email notice if needed. Students will also be evaluated with teacher observation, portfolios, sharing reports, Scholastic Reading Inventory, DRA, nationally normed tests and presentations.

Water Bottles:

Students may bring a small water bottle with a closeable lid. These need to be taken home each night. Children will keep these in the area above their backpacks.

Weekly Newsletters:

Weekly newsletters will be posted to our classroom webpage each Friday. Check the website often for important assignments and information.

**Missouri State University
Greenwood Laboratory School
2017-2018 School Year
First Grade Course Policy Statement
Dr. Melinda Hammerschmidt**

- A. **Purpose:** The first grade curriculum at Greenwood Laboratory School guides students in building a solid foundation of basic skills and factual knowledge. Through active hands-on learning students are engaged as they become proficient in traditional content areas of reading, writing, mathematics, history, geography, science, physical education and fine arts. The first grade course sequence expands and builds upon the skills and knowledge that students have previously acquired, and prepared for continued future learning success.

Greenwood first grade students utilize inquiry based learning skills when solving problems to recognize, gather, analyze and apply information and ideas. Students practice public speaking skills while learning to communicate effectively within and outside the classroom. First grade students participate in age appropriate service learning projects within our community while learning to make decisions, respect diversity and act as responsible members of society.

First grade students at Greenwood Laboratory School will demonstrate mastery of factual knowledge, foundational skills and demonstrate application of strategies as outlined in the Missouri curriculum by the Department of Elementary and Secondary Education.

I. Communication Arts

In Communication Arts, students in Greenwood first grade will acquire a solid foundation which includes knowledge of and proficiency in:

Performance Indicators

A. Develop and apply skills and strategies to the reading process

The student will demonstrate concepts of print (upper- and lower-case letters, first and last letters in words, directionality in letter and word order, punctuation has meaning)

Print Concepts

RF.1.1 Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

B. Phonemic Awareness- The student will demonstrate ability to hear and say separate sounds in words (use phonemes to construct words, produce rhyming words, separate and say sounds in words, blend sounds to form words, replace beginning and ending sounds to form new words)

Phonological Awareness

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

a. Distinguish long from short vowel sounds in spoken single-syllable words.

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

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

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

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes), in spoken single - syllable words.

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

- d. Segment single-syllable words into their complete sequence of individual sounds (phonemes).
- C. Phonics-Develop and apply decoding strategies to "problem-solve" unknown words when reading grade level instructional text (beginning, middle and ending sounds)
- Phonics and Word Recognition**
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Know final-e and common vowel team conventions for representing long vowel sounds.
- D. Fluency-Read grade-level instructional text (by developing automaticity of an increasing core of high-frequency words, with appropriate phrasing and expression)
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode regularly spelled one-syllable words.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Read words with inflectional endings.
- RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Recognize and read grade-appropriate irregularly spelled words.
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text orally with purpose and understanding
- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- E. Vocabulary- Develop vocabulary by reading, listening to, and discussing unknown words in stories using (root words, word chunks, context clues)
- Craft and Structure**
- RI.1.4 Ask and answer questions to determine or clarify the meaning of words and phrases in a text.
- Integration of Knowledge and Ideas**
- RI.1.8 Identify the reasons an author gives to support points in a text.
- F. Pre-Reading-Develop and with assistance, pre-reading strategies to aid comprehension (access prior knowledge, preview, predict with evidence, state a purpose for reading, with assistance)
- G. Reading Comprehension Strategies used during reading and read-aloud, develop and utilize, with assistance, reading comprehension strategies to (self-question and correct, infer, predict and check using cueing systems: meaning, structure, and visual information)
- Key Ideas and Details**
- RI.1.1 Ask and answer questions about key details in a text
- H. Post-Reading Strategies- Develop and apply post-reading skills after reading or read-aloud to respond to text (answer basic comprehension questions, question to clarify, retell, reflect, draw conclusions, analyze)
- Key Ideas and Details**
- RL.1.1 Ask and answer questions about key detail in text.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RI.1.2 Identify the main topic and retell key details of a text.

Fluency

RF.1.4. Read with sufficient accuracy and fluency to support comprehension.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I. Making Connections-Identify connections between ,text to text (text ideas ---similarities and differences in various fiction and non-fiction works, with assistance) and text to self (text ideas and own experiences)

Craft and Structure

RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Integration of Knowledge and Ideas

RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

J. Vocabulary-Develop habits of reading (by selecting appropriate level materials for independent reading through sustained independent reading, leisure time activities)

Develop and apply skills and strategies to the reading process to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

Craft and Structure

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Range of Reading and Level of Text Complexity

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

A2. Text Features-locate and apply information in title, pictures and names of author and illustrator

B2. Literary Devices-The student will read and respond to rhythm, rhyme, and alliteration in poetry and prose with assistance

Range of Reading and Level of Text Complexity

RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

C2. Text Elements-The student will use details from the text to: identify characters, identify problems and solutions, identify events in logical sequence, identify the setting, identify the cause and effect. Develop and apply skills and strategies to the reading process to comprehend, analyze and evaluate non-fiction (such as biographies, newspapers, technical manuals, classroom text) from a variety of cultures and times

Craft and Structure

RL.1.6 Identify who is telling the story at various points in the text.

Integration of Knowledge and Ideas

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

A3. Text Features- The student will identify and explain information in: text, pictures, the title,

charts, the table of contents, finding the page number

Craft and Structure

RI.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

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

Integration of Knowledge and Ideas

RI.1.7 Use the illustrations and details in a text to describe its key ideas

D3. Understanding Directions-The student will read and follow a simple direction to perform a task.

Writing Standards- Text Type and Purpose

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure.

W.1.2. Write informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include

some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

W.1.6. With guidance and support from adults use a variety of digital tools to produce and publish writing, including collaboration with peers.

W.1.7. Participate in shared research or writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards-Comprehension and Collaboration

LS.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

LS.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

LS.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. c. Ask questions to clear up any confusion about the topics and texts under discussion.

LS.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LS.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

LS.1.4. Describe people, places, things, and events with relevant details, expressing ideas and

feelings clearly.

L.S.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LS.1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 on page 26 for specific expectations).

Conventions of Standard English

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. a. Print all upper and lower case letters.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. b. Use common, proper, and possessive nouns. —

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. d. Use personal possessive and indefinite pronouns (e.g., I, me, my, they, them, their; anyone, everything).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. f. Use frequently occurring adjectives.

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. h. Use determiners (e.g., articles, demonstratives).

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. i. Use frequently occurring prepositions (e.g., during, beyond, toward).

L.1.2. Demonstrate command of the conventions of standard English capitulation, punctuation, and spelling when writing. a. Capitalize dates and names of people.

L.1.2. Demonstrate command of the conventions of standard English capitulation, punctuation, and spelling when writing. b. Use end punctuation for sentences.

L.1.2. Demonstrate command of the conventions of standard English capitulation, punctuation, and spelling when writing. c. Use commas in dates and to separate single words in a series.

L.1.2. Demonstrate command of the conventions of standard English capitulation, punctuation, and spelling when writing. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2. Demonstrate command of the conventions of standard English capitulation, punctuation, and spelling when writing. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 meaning and context, choosing flexibly from an array of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 meaning and context, choosing flexibly from an array of strategies.

- b. Use frequently occurring affixes as a clue to the meaning of a word.
- L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 meaning and context, choosing flexibly from an array of strategies.
 - c. Identify the frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- L.1.5. With guidance and support from adults, demonstrate understanding of words relationships and nuances in word meaning. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts of the categories.
- L.1.5. With guidance and support from adults, demonstrate understanding of words relationships and nuances in word meaning. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- L.1.5. With guidance and support from adults, demonstrate understanding of words relationships and nuances in word meaning. c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- L.1.5. With guidance and support from adults, demonstrate understanding of words relationships and nuances in word meaning. d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to single simple relationships (e.g., because)

Mathematics

In Mathematics, students in Greenwood first grade will acquire a solid foundation which includes knowledge of and proficiency in:

Performance Indicators

Numbers and Operations

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems

A. Read, Write and Compare Numbers

Recognizes "how many" in a set of objects

Rote counts to 100

Counts using 1,2,3,5 and 10's

Read number words to twenty

C. Compose and Decompose Numbers

Compose or decompose numbers using known facts, doubles and close to doubles

2. Understand Meaning of Operations and How They Relate To One Another

A. Represent Operations

Represent a given situation involving addition and subtraction

3. Compute Fluently and Make Reasonable Estimates

A. Describe or Represent Mental Strategies

Describe or represent the mental strategy used to compute an addition or subtraction problem

B. Develop and Demonstrate fluency

Develop fluency with basic number relationships of addition and subtraction for sums up to 20

Algebraic Relationships

1. Understand Patterns, Relations and Functions

A. Recognize and Extend Patterns

Extend patterns of sound, shape, motion or a simple numeric pattern

B. Create and analyze Patterns

Describe how simple repeating patterns are generated

C. Classify Objects and Representations

Classify objects by size or number

2. Represent and analyze mathematical situations and structures using algebraic symbols

A. Represent Mathematical Situations

Represent a mathematical situation as an expression or number sentence

3. Use mathematical models to represent and understand quantitative relationships

Model situations that involve the addition of whole numbers, using pictures, objects or symbols

Geometric and Spatial Relationships

1. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships

A. Describe and Use Geometric Relationships

Recognize and name 2- and 3-dimensional shapes using physical models (circle, triangle, trapezoid, rectangle, rhombus, sphere, rectangular prism, cylinder, pyramid)

2. Specify locations and describe spatial relationships using coordinate geometry and other representational systems

A. Use Coordinate Systems

Describe, name and interpret relative positions in space (left, right)

3. Apply transformations and use symmetry to analyze mathematical situations

A. Use Transformations on Objects

Use manipulatives to model slides and turns

4. Use visualization, spatial reasoning and geometric modeling to solve problems

A. Recognize and draw three dimensional representations

Recognize geometric shapes and structures in the student's environment and specify the shape's location

Measurement

1. Understand measurable attributes of objects and the units, systems and processes of measurement

A. Determine Unit of Measurement

Select the appropriate tool for the attribute being measured

B. Tell and Use Units of Time

Tell time to the nearest hour

D. Count and Compute Money

Count money to fifty cents, including quarters and half dollars

Identify and know the value of a penny, nickel, dime, quarter and dollar

2. Apply appropriate techniques, tools and formulas to determine measurements

A. Use standard or Non-Standard Measurement

Use repetition of a single unit to measure something larger than the unit, (e.g., measuring the length of the room with a single meter stick)

Data and Probability

1. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them

A. Formulas and Questions

Pose questions and gather data about themselves and their surroundings

B. Classify and Organize Data

Sort and classify items according to their attributes

C. Represent and Interpret Data

Represent data using pictures and bar graphs

Science

In Science, students in Greenwood first grade will acquire a solid foundation which includes knowledge of and proficiency in:

Strand 1: Properties and Principles of Matter and Energy Scope and Sequence-Properties of Matter: Mass and Temperature

1. Changes in properties and states of matter provide evidence of the atomic theory of matter

A. Objects, and the materials they are made of, have properties that can be used to describe and classify them - Scope and Sequence-Properties of Matter: Mass and Temperature

- a. Given an equal-arm balance and various objects, illustrate arrangements in which the beam is balanced
- b. Measure and compare the mass of objects (more/less)

- c. Order objects according to mass
- 2. Energy has a source, can be stored, and can be transferred but is conserved within a system

A. Forms of energy have a source, a means of transfer (work and heat), and a receiver
Scope and Sequence - Properties of Matter: Mass and Temperature

- a. Identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb)
- b. Compare the temperature of hot and cold objects using a simple thermometer
- c. Describe the change in temperature of an object as warmer or cooler

C. Electromagnetic energy from the Sun (solar radiation) is a major source of energy on Earth

Scope and Sequence - Characteristics of Plants and Animals

- a. Identify light from the Sun as a basic need of most plants

Strand 2: Properties and Principles of Force and Motion-
Scope and Sequence - Investigating Motion

1. The motion of an object is described by its change in position relative to another object or point

A. The motion of an object is described as a change in position, direction, and speed relative to another object (frame of reference)

Scope and Sequence - Investigating Motion

- a. Compare the position of an object relative to another object (e.g., left of or right of)
- b. Describe an object's motion as straight, circular, vibrating (back and forth), zigzag, stopping, starting, or falling.
- c. Compare the speeds (faster vs. slower) of two moving objects

1. Forces affect motion

A. Forces are classified as either contact (pushes, pulls, friction, buoyancy) or non-contact forces (gravity, magnetism), that can be described in terms of direction and magnitude

- a. Identify the force (i.e., push or pull) required to do work (move an object)

D. Newton's Laws of Motion explain the interaction of mass and forces, and are used to predict changes in motion

- a. Describe ways to change the motion of an object (i.e., how to cause an object to go slower, go faster, go farther, change direction, stop)

Strand 3: Characteristic ad Interactions of Living Organisms

1. There is a fundamental unity underlying the diversity of all living organisms

Characteristics of Plants and Animals

A. Organisms have basic needs for survival

Scope and Sequence - Characteristics of Plants and Animals

- a. Identify the basic needs of most animals (i.e., air, water, food, shelter)
- b. Identify the basic needs of most plants (i.e., air, water, light)
- c. Predict and investigate the growth of plants when growing conditions are altered (e.g., dark vs. light, water vs. no water)

D. Plants and animals have different structures that serve similar functions necessary for the survival of the organism

Scope and Sequence-Characteristics of Plants and Animals

- a. Identify and compare the physical structures of a variety of plants (e.g., stem, leaves, flowers, seeds, roots)
- b. Identify and compare the physical structures of a variety of animals (e.g., sensory organs, beaks, appendages, body covering) (Do NOT assess terms: sensory organs, appendages)
- c. Identify the relationships between the physical structures of plants and the function of those structures (e.g., absorption of water, absorption of light energy, support, reproduction)
- d. Identify the relationships between the physical structures of animals and the function of those structures (e.g., taking in water, support, movement, obtaining food, reproduction)

E. Biological classifications are based on how organisms are related

Scope and Sequence - Characteristics of Plants and Animals

- a. Distinguish between plants and animals based on observable structures and behaviors

Strand 4: Changes in Ecosystems and Interactions of Organisms With their Environments

Organisms are interdependent with one another and with their environment

A. All populations living together within a community interact with one another and with their environment in order to survive and maintain a balanced ecosystem

Scope and Sequence - Characteristics of Plants and Animals

- a. Identify ways man depends on plants and animals for food, clothing, and shelter

Strand 5: Process and Interaction of the Earth Systems

Geosphere, Atmosphere and Hydrosphere

1. Earth's systems (geosphere, atmosphere, and hydrosphere) interact with one another as they undergo change by common processes

F. Climate is a description of average weather conditions in a given area due to the transfer of energy and matter through Earth's systems

Scope and Sequence - Observing Water and Weather

- a. Observe, measure, record weather data throughout the year (i.e., cloud cover, temperature, precipitation, wind speed) by using thermometers, rain gauges, wind socks
- b. Compare temperatures in different locations (e.g., inside, outside, in the sun, in the shade)
- c. Compare weather data observed at different times throughout the year (e.g., hot vs. cold, cloudy vs. clear, types of precipitation, windy vs. calm)

Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation)

1. Human activity is dependent upon and affects Earth's resources and systems

A. Earth's materials are limited natural resource's affected by human activity

Scope and Sequence - Observing Water and Weather

- a. Observe and describe ways water, both as a solid and liquid, is used in everyday activities at different times of the year (e.g., bathe, drink, make ice cubes, build snowmen, cook, swim)

Observing Water and Weather

Strand 7: Scientific Inquiry

1. Science understanding is developed through the use of science process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking

A. Scientific inquiry includes the ability of students to formulate a testable question and explanation, and to select appropriate investigative methods in order to obtain evidence

relevant to the explanation

Scope and Sequence - All Units

- a. Pose questions about objects, materials, organisms, and events in the environment

Plan and conduct a simple investigation (fair test) to answer a question

Inquiry Based Learning and Problem Solving

B. Scientific inquiry relies upon gathering evidence from qualitative and quantitative observations

Scope and Sequence - All Units

- a. Make qualitative observations using the five senses
- b. Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers)
- c. Measure length, mass, and temperature using standard and non-standard units
- d. Compare amounts/measurements

C. Scientific inquiry includes evaluation of explanations (laws/principles, theories/models) in light of evidence (data) and scientific principles (understandings)

See CLEs: This concept became C, as the previous concept was eliminated and the GLEs were moved to this concept, and redundancy was eliminated

Scope and Sequence - All Units

- a. Use observations as support for reasonable explanations
- b. Use observations to describe relationships and patterns and to make predictions to be tested
- c. Compare explanations with prior knowledge

D. The nature of science relies upon communication of results and justification of explanation

See CLEs: This concept became D, as the original C concept was eliminated

Scope and Sequence - All Units

- a. Communicate simple procedures and results of investigations and explanations through:
 - oral presentations

- drawings and maps
- data tables
- graphs (bar, pictograph)
- writings

Strand 8: Impact of Science, Technology and man Activity

1. The nature of technology can advance, and is advanced by, science as it seeks to apply scientific knowledge in ways that meet human needs

A. Designed objects are used to do things better or more easily and to do some things that could not otherwise be done at all

Scope and Sequence - Properties of Matter/Weather and Seasons

a. Observe and identify that some objects occur in nature (natural objects); others have been designed and made by people

B. Advances in technology often result in improved data collection and an increase in scientific information Scope and Sequence - Properties of Matter/Characteristics of Plants and Animals

a. Describe how tools have helped scientists make better observations (e.g., magnifiers, balances, thermometers)

3. Science and technology affect, and are affected by, society

A. People, alone or in groups, are always making discoveries about nature and inventing new ways to solve problems and get work done Scope and Sequence - All Units

a. Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery)

Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member (Assess Locally)_____

Social Studies

In Social Studies, students in Greenwood first grade will acquire a solid foundation which includes knowledge of and proficiency in:

Performance Indicators

1. Principles of Constitutional Democracy

A. Principles of constitutional democracy in the United States

Explain how laws and rules are made and changed to promote the common good

B. Role of citizens and governments in carrying out constitutional principles

List the **rights and responsibilities** of citizens

D. Knowledge of the symbols of our nation

Recognize and explain the significance of the following national symbols:

Statue of Liberty and Nation's Capital

2. Knowledge of principles and processes of governance systems

A. Principles and purposes of government.

- a. Examine how individual rights are protected
- b. Propose peaceful resolutions of disputes in the classroom and on the playground

C. Processes of governmental systems

- a. Describe how authoritative decisions are made, enforced and interpreted within schools
- b. Explain what it means to make, enforce, carry out and interpret rules (i.e., explain what rules mean in specific cases)

Missouri, United States and World History

3a. Knowledge of continuity and change in the history of Missouri and the United States

G. Knowledge of contributions of non-Missourians

Describe the contributions of non-Missourians typically studied in K-4 programs, e.g., George Washington, Abraham Lincoln

Economic Concepts and Principles

4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)

A. Knowledge of basic economic concepts, being able to explain and use them to interpret historical and current events

- a. Identify examples of **private goods** and services

- b. Describe the relationships among **consumers, consumption, producers** and **production**

Elements of Geographical Study and Analysis

5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment

A. Reading and constructing maps

- a. Read maps
- b. Use a compass rose to identify cardinal directions

B. Understanding the concept of location to make predictions and solve problems

Locate a **place** by pointing it out on a map and by describing its **relative location** (description of a location by explaining where the place is in relation to one or more other places)

Relationships of Individuals and Groups to Institutions and Traditions

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions

A. Cultures meeting the needs of people

Explain how people have common physical, social and emotional need

Tools of Social Science Inquiry

7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)

A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry

a. Identify visual, graphic and auditory aids (globes, maps)

b. Identify and use **primary** and **secondary sources** (diaries, letters, people, interviews, journals and photos)

c. Identify library and media resources (videos electronic resources, books and periodicals)

d. Identify artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments)

Updated August 2018 by MMH