

GRADE ONE Grade Level Expectations

These are the core grade level expectations that should be taught and learned during grade one based on the McRel standards and benchmarks. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. Because of students' developmental levels, not all standards are addressed at every grade level. If a standard is not appropriate at a given grade level, it is omitted or it is marked with an NA (not appropriate). **The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches second grade, all the primary ICC core concepts will have been taught.**

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Recalls Bible stories and knows the Bible is God's holy book
 - Participates in discussion*
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic. (NA)
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Learns that God made all things and wants us to know and love Him
 - Recognizes that Saints are holy people with God in heaven.
 - Recognizes that angels are God's special guardians
 - Knows that as Mary was the mother of Jesus; she is also our mother and the mother of the Church
 - Recognizes that God has gifted us with the wonders of creation and a share in divine life through Baptism
 - Knows that Holy Water is a reminder of one's baptism
 - Knows that God is Father, Son, and Holy Spirit
 - Deepens the understanding of Jesus as the Son of God
 - Reflects on what it means to be a child of God
 - Learns that Jesus, being God, also lived as a human like us
 - Recognizes that the Church is a community of God's people
 - Knows that the church is also a special house in which God's family can play and worship
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics. (NA)
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Recognizes that God gives us rules for living a life of love
6. Illustrates a basic understanding of the history of the Church. (NA)
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents and abilities that God has provided each of us
 - Accepts and loves others who are different from oneself
 - Cares for and respects all of God's creation by respecting and loving all members of God's family of all races, languages and abilities
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others - is considerate*
 - Is willing to help*
9. Demonstrates an appreciation for faith community as the way we come to know God (NA)
10. Uses effective community building skills in relating with others (NA)
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
 - Practices Christian action toward others - is considerate*
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others - is considerate*
13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others - is considerate*
14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service (NA)
15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, and technology. (NA)
16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences. (NA)
17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.

- Experiences a sense of joy, wonder, and discovery in prayer, work and play
 - Demonstrates that God wants us to relate lovingly through liturgical and spontaneous prayer
 - Develops a sense of prayer and celebration of God's gifts.
 - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.*
18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals. (NA)
19. Demonstrates an understanding of liturgical seasons and feasts.
- Increases knowledge of Church's liturgical seasons of Advent, Christmas, Lent and Easter

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
 - **Uses an effective writing process (ICC)**
 - Prints all upper and lower case letters
 - Writes a complete sentence using capitalization and ending punctuation*
 - Applies spelling words in written work*
 - Applies letter sounds*
 - **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
 - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
 - **Is able to write on demand (ICC)**
 - **Incorporates technology as a tool to enhance writing (ICC)**
 - Handwriting
 - Forms letters legibly*
 - Uses proper spacing*
 - Can print name, address, phone number and birthday*
 - Completes work neatly*
2. Uses stylistic and rhetorical techniques in written composition
 - Writes or dictates a story with a sequence of events that make sense
 - Writes a story with a beginning, middle and end*
 - Writes a composition to convey basic ideas
3. Uses grammatical and mechanical conventions in written composition
 - Writes a complete sentence using capitalization and ending punctuation correctly.
 - Alphabetizes by first letter
 - **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
4. Gathers and uses information for research purposes. (NA)
 - **Uses writing as a tool for learning (ICC)**
 - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**

Reading

5. Uses general skills and strategies of the reading process
 - **Demonstrates an understanding of written language and the relationship of letters and words to the sounds of speech (ICC)**
 - Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words.*
 - Identifies consonant and long and short vowel sounds*
 - Applies phonetic skills when decoding words*
 - Uses more than one strategy to identify unknown words*
 - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
 - Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)*
 - Can identify sight words*
 - Recognizes and uses vocabulary words*
 - **Uses multiple decoding strategies to accurately read words in text (ICC)**
 - Demonstrates the ability to follow oral directions involving two or three steps
 - Reads simple stories independently and reads on a daily basis

- Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone intonation)*
 - **Reads with fluency silently and aloud to support comprehension (ICC)**
 - Uses library/media center on regular basis
 - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
 - **Reads for a variety of purposes and across content areas (ICC)**
6. Uses reading skills and strategies to understand and interpret a variety of literary works*
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
 - Reads simple stories independently and comprehends main idea*
 - Comprehends what is read either through retelling, predicting or drawing conclusions
 - Identifies the plot, author’s message or lesson to be learned, problem and solution, cause and effect, characters, inferences, and setting of stories read
7. Uses reading skills and strategies to understand and interpret a variety of informational texts*
- **Uses a variety of skills and strategies to comprehend non fiction and informational text (ICC) i.e., written directions, signs, captions, warning labels, informational books**
 - Understands the main idea and supporting details of simple expository information.
 - Summarizes information found in texts
 - Relates new information to prior knowledge and experience

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*
- **Produces a coherent message (ICC)**
 - **Participates in a variety of communication situations (ICC)**
 - Shares ideas and personal experiences orally
 - Listens, speaks, reads, and writes in all content areas
 - Speaks audibly and clearly to listeners
 - Retells a story*
 - **Considers audience and variables in the speaking situation (ICC)**
 - **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
 - **Demonstrates use of presentation skills to communicate (ICC)**
 - **Participates appropriately in one-on-one situations and groups settings (ICC)**
 - **Recognizes the role of evaluation in oral communication (ICC)**
 - **Recognizes the role of response in oral communication (ICC)**
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- **Listens for information and understanding (ICC)**
 - **Listens for interpretation, analysis, and evaluation (ICC)**
 - **Listens to establish, maintain and enhance relationships (ICC)**

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media.
- Understands the main idea or message in visual media
 - **Uses a range of strategies to interpret visual media (ICC)**
 - **Applies a variety of criteria to evaluate informational media (ICC)**
 - **Understands how literary forms can be represented in visual narratives (ICC)**

Media

10. Understands the characteristics and components of the media.
- Knows the various types of media (e.g., newspapers, radio, television, billboards, technology)
 - **Demonstrates an awareness of the effects of visual media on society and culture (ICC)**

MATH

1. Problem solving - Uses a variety of strategies in the problem-solving process

- Draws a picture to represent a problem*
 - Verbalizes process used to solve a problem*
 - Identifies key vocabulary for problem-solving
2. Concept of Numbers - Understands and applies basic and advanced properties of the concept of numbers
- **Counts, represents, reads, compares, orders, and conserves whole numbers (ICC)**
 - Knows addition and subtraction facts to 12*
 - Writes and counts by 1's, 5's and 10's to 100*
 - Counts backwards from 20*
 - **Develops an understanding of whole number relationships, including grouping in tens and ones and apply place-value concepts (ICC)**
 - Identifies place value of 1's and 10's*
 - Identifies equal parts as fractions (1/2, 1/3, 1/4)
 - Communicates mathematical concepts through writing and speaking
 - Creates and solves a number sentence to represent a story problem*
 - **Sorts, classifies, and order objects by size, number and other properties (ICC)**
3. Computation - Uses basic and advanced procedures while performing the process of computation
- **Estimates the answer to an addition or subtraction problem before computing, and determine whether the computed answer makes sense (ICC)**
 - **Understands fractional parts are equal shares or equal portions of a whole unit (A unit can be an object or a collection of things) (ICC)**
 - **Develops understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts (ICC)**
 - **Develops fluency and quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction (ICC)**
 - Identifies pennies, nickels, dimes and quarters*
 - Can count and write the value of a collection of coins*
 - Adds to and subtracts from money amounts to \$0.99
4. Measurement - Understands and applies basic and advanced properties of the concept of measurement
- Tells time to the hour and half-hour*
 - Measures objects using inches (to 12 inches)
 - **Identifies attributes that are measurable, such as length, weight, time and capacity, and uses these attributes to order objects and make direct comparisons (ICC)**
 - **Estimates, measures, and computes measurable attributes while solving problems (ICC)**
 - **Estimates and measures length using standard (customary and metric) and nonstandard units with comprehension (ICC)**
 - Estimates and compares the liquid measurement of cups in a pint and pints in a quart
 - Estimates and compares which objects are heavier or lighter than a liter, a pound, or a kilogram
5. Geometry - Understands and applies basic and advanced properties of the concepts of geometry
- Recognizes geometrical shapes: circles, squares, triangles, and rectangles, etc.
 - **Recognizes and describe shapes and structures in the physical environment (ICC)**
 - Recognizes geometrical shapes: circles, squares, triangles, and rectangles, etc.
 - **Composes and decomposes geometric shapes, including plane and solid figures to develop a foundation for understanding area, volume fractions, and proportions (ICC)**
 - **Identifies, names, sorts, and describes two- and three- dimensional geometric figures regardless of size or orientation (ICC)**
 - **Describes and specifies space and location with simple relationships and with coordinate systems (ICC)**
 - **Experiences and recognize slides, flips, turns and symmetry to analyze mathematical situations (ICC)**
 - **Uses attributes of geometric figures to solve spatial problems (ICC)**
6. Data analysis - Understands and applies basic and advanced concepts of statistics and data analysis
- Develops, reads, and interprets simple graphs
 - **Collects, sorts, organizes, and represents data to ask and answer questions relevant to the K-2 environment (ICC)**
 - **Compares different representations of the same data using these types of graphs: bar graphs, frequency tables, line plots, and picture graphs (ICC)**
 - **Uses information displayed on graphs to answer questions and make predictions, inferences and generalizations such as likely or unlikely events (ICC)**
7. Probability - Understands and applies basic concepts of probability

- Understands that some events are more likely to happen than others
8. Functions and Algebra - Understands and applies basic concepts of functions and algebra
 - Recognizes and extends basic number patterns
 - **Recognizes, describes, creates and extends repeating and growing patterns such as physical, geometric and numeric patterns and translate from one representation to another (ICC)**
 - **Demonstrates the use of the commutative and associative properties and mathematical reasoning to solve for the unknown quantity in addition and subtraction problems; justify the solution (ICC)**
 - **Understands equality as meaning “the same as” and use the = symbol appropriately (ICC)**
 9. Nature of Mathematics - Understands the general nature and uses of mathematics
 - **Expresses numbers as equivalent representations to fluently compose and decompose numbers (putting together and taking apart) (ICC)**

SCIENCE/HEALTH

Earth and Space - Students can understand concepts and relationships in Earth/space sciences.

1. Understands atmospheric processes and water cycle
 - **Applies and understands observable information about daily and seasonal weather conditions (ICC)**
 - **Applies and understands events around us that have repeating patterns including the seasons of the year, day and night (ICC)**
 - Describes different weather conditions
 - Describes characteristics of four seasons
 - Identifies earth, moon, sun, and planets
 - Identifies properties of rocks, soils, and locations
2. Understands Earth’s composition and structure
 - Knows that the Earth materials consist of solid rocks, soils, liquid water, and the gases of the atmosphere
 - **Applies and understands properties of earth materials (ICC)**
3. Understands the composition and structure of the universe and the Earth’s place in it
 - Identifies earth, moon, sun, and planets
 - Knows basic patterns of the Sun and Moon

Life Science - Students can understand concepts and relationships in life science.

4. Understands the principles of heredity and related concepts
 - Knows that differences exist among individuals of the same kind of plant or animal
 - **Applies and understands life cycles of plants and animals (ICC)**
5. Understands the structure and function of cells and organisms
 - **Applies and understands the characteristics of living things and how living things are both similar to and different from each other and from nonliving things (ICC)**
 - Knows that plants and animals have features that help them live in different environments
 - **Applies and understands fundamental human body parts and their functions (ICC)**
 - **Applies and understands good health habits (ICC)**
6. Understands relationships among organisms and their physical environment
 - Explains and compares the needs of living and nonliving things
 - Knows that animals require air, water, and food; plants require air, water, and light
 - **Applies and understands ways to help to care for the environment (ICC)**
 - **Applies and understands the basic needs of plants and animals and how they interact with each other and their physical environment (ICC)**
7. Understands biological evolution and diversity of life
 - Knows that some things that live today resemble once-living things that have completely disappeared

Physical Sciences - Students can understand concepts and relationships in physical science.

8. Understands the structure and properties of matter
 - Describes and classifies matter as solid, liquid, or gas
 - **Understands and applies observable and measurable properties of objects (ICC)**
 - **Understands and applies characteristics of liquids and solids (ICC)**
9. Understands the sources and properties of energy
 - Knows that the Sun supplies heat and light to the Earth
 - Knows that heat can be produced in many ways (e.g., burning, rubbing, mixing substances together)

10. Understands forces and motion
 - **Understands and applies the positions and motions of objects (ICC)**
 - Knows that magnets can be used to make some things move without being touched
 - Explores properties of magnetism
 - Makes sensible predictions
 - Recognizes the forces of work (push, pull, and lift)
 - Explores ways to balance objects

Nature of Science - Students can understand and apply skills used in scientific inquiry.

11. Understands the nature of scientific knowledge
 - Recognizes the difference between objects designed by nature and those designed by humans
 - Recognizes the difference between objects designed by nature and those designed by humans
12. Understands the nature of scientific inquiry
 - Knows that learning can come from careful observations and simple experiments
 - Examines objects with a hands-on approach
 - Explores simple reference materials (books, CD roms, etc.)
 - Uses early childhood tools for investigation, e.g., hand lens*
 - Uses pictographs to show and discuss observations
 - **Asks questions about objects, organisms, and events in the environment (ICC)**
 - **Plans and conducts simple investigations (ICC)**
 - **Uses tools to gather data and extend the senses (ICC)**
 - **Uses mathematics in scientific inquiry (ICC)**
 - **Uses data to construct reasonable explanations (ICC)**
 - **Communicates investigations and explanations orally, in writing or through drawings (ICC)**
 - **Follows appropriate safety procedures when conducting investigations (ICC)**
13. Understands the scientific enterprise
 - Knows that in science, it is helpful to work with a team and share findings with others

HEALTH

1. Knows the availability and effective use of health services, products, and information
 - Knows community resources
2. Knows environmental and external factors that affect individual and community health - NA
3. Understands the relationship of family health to individual health - NA
4. Knows how to maintain mental and emotional health
 - Identifies and shares feelings in appropriate ways
5. Knows essential concepts and practices concerning injury prevention and safety
 - Knows and understands simple safety rules regarding fire, traffic, water, and recreation safety practices
 - Knows how to recognize and respond to emergencies
6. Understands essential concepts about nutrition and diet - NA
7. Knows how to maintain and promote personal health
 - Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)
8. Knows essential concepts about the prevention and control of disease
 - Knows signs and symptoms of common illnesses
9. Understands aspects of substance use and abuse
 - Knows how to distinguish between helpful and harmful substances
10. Understands the fundamental concepts of growth and development
 - Understands individual differences in terms of appearance, behavior, etc.

Progress report descriptors deal with relevant concepts studied, sharing ideas, handling materials, asking questions and demonstrating curiosity, using science skills for investigation, and using information to draw conclusions.*

SOCIAL STUDIES - listed by strands

1. **Political Science/Civic Literacy**

- **Understand the basic concepts of government and democracy and that the U.S. Constitution defines the rights and responsibilities of citizens. (ICC)**
 - **Understand how government affects citizens and how citizens affect government. (ICC)**
 - **Understand the United States has a role in current world affairs. (ICC)**
 - Demonstrates respect for rights of others, property, and authority
 - Establishes healthy relationships with family, friends and community helps
 - Is aware of safety rules in regard to fire, strangers, ambulance and substance abuse
 - Demonstrates polite manners
 - Assumes responsibility for personal learning and behavior
 - Knows the concepts of justice, fairness, and respecting others
 - Recognizes that people have likenesses and differences
 - Recognizes that many different occupations are needed in a community
2. Economics
- **Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives. (ICC)**
 - **Understand that the basic nature of economics is an exchange of resources. (ICC)**
 - **Understand how governments throughout the world influence economic behavior. (ICC)**
 - **Understand people in all parts of the world trade with one another. (ICC)**
 - **Understand that changes in technology impact individuals and society. (ICC)**
 - **Understand the universal economic concept of needs and wants. (ICC)**
 - Understands that there are different occupations and that men or women can choose them
3. Geography
- **Understand the use of geographic tools to locate and analyze information about people, places, and environments. (ICC)**
 - **Understand how geographic and human characteristics create culture and define regions. (ICC)**
 - **Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. (ICC)**
 - **Understand how geographic processes and human actions modify the environment and how the environment affects humans. (ICC)**
 - Verbalizes address, phone number, and birth date
 - Recognizes how maps and globes are used to locate places
 - Knows areas can be classified as regions according to physical criteria
 - Knows different forms of transportation
 - Knows ways people solve problems cooperatively
 - Knows the role that resources play in our daily lives
 - Identifies key countries, the seven continents, and oceans on a map
4. Historical Understanding
- **Understand how and why people create and participate in governance. (ICC)**
 - **Understand individuals and groups within a society may promote change or the status quo. (ICC) Understand people construct knowledge of the past from multiple and various types of sources. (ICC)**
 - **Understand culture and cultural diffusion affects the development and maintenance of societies. (ICC)**
 - **Understand economic needs and wants affect individual and group decisions. (ICC)**
 - **Understand relationships between geography and historical events. (ICC)**
 - **Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (ICC)**
 - Understands calendar in days and weeks
 - Understands that there are different kinds of families
 - Understands why we celebrate important holidays
 - Knows regional folk heroes and folk tales
5. Behavioral Sciences
- **Understand the changing nature of society. (ICC)**
 - **Understand all people have individual traits. (ICC)**
 - **Understand interactions between self and the peer group. (ICC)**
 - **Understand the relationship of the individual to the components of society and culture. (ICC)**

Progress report descriptors deal with relevant concepts studied, sharing ideas, demonstrating knowledge through activities, and making connections between social studies and the world around them.*

MUSIC

1. **Sings alone and with others, a varied repertoire of music***
 - Demonstrates ability to echo rhythmic patterns
 - Participates in group singing
 - Participates and contributes to class activities
 - Listens and follows directions*
 - Performs simple four beat rhythm patterns from notation*
 - Matches pitch
 - Distinguishes and demonstrates between loud and soft, fast and slow, high and low melodies
 - Sings and speaks ostinatos (repetitions of a short musical pattern)
2. **Performs on instruments alone and with others, a varied repertoire of music**
 - Performs on classroom percussion instruments
 - Finds and performs steady beat through singing, speaking, clapping or patting
 - Distinguishes between beat and rhythm
 - Uses rhythm instruments appropriately*
 - Demonstrates ability to echo rhythmic patterns.
 - Improvises melodies, variations, and accompaniments
3. **Improvises melodies, variations, and accompaniments**
 - Finds and performs a steady beat orally
4. **Composes music within specified guidelines**
 - Improvises melody given a simple rhythm and pentatonic melodic instrument (xylophone, metallophone, glockenspiel)
5. **Reads and notates music - NA**
6. **Knows and applies criteria to music and musical performances, i.e., swinging and swaying**
 - Demonstrates how to respond to characteristic of music (fast/slow and loud/soft) through appropriate movement
7. **Understands relationships between music and history and culture**
 - Knows and demonstrates appropriate audience behavior

ART

1. **Understands and applies media techniques and processes related to visual arts**
 - Demonstrates craftsmanship by coloring neatly, drawing carefully, and cutting paper neatly
 - Uses art materials appropriately*
 - Enjoys using different art media
 - Identifies the primary colors
 - Names the warm and cool colors
 - Identifies major shapes, e.g., circles, squares, triangles, rectangles
2. **Knows how to use structures and functions of art**
 - Follows simple instructions, but maintains an imagination while creating art
 - Learns to apply the elements and principles of design
 - Expresses creativity through art projects*
3. **Knows range of subject matter.**
 - Uses art symbols to communicate and convey ideas
 - Is aware of artists and their work*
4. **Understands the visual arts in relation to history and cultures - NA**
5. **Understands the characteristics and merits of one's own artwork and the artwork of others***

PHYSICAL EDUCATION

1. **Uses variety of basic and advanced movement forms, i.e., walking, running, skipping, hopping**
 - Demonstrates contrast between slow and fast movement while traveling
2. **Uses movement concepts and principles in development of motor skills**
 - Maintains balance while bearing weight on a variety of body parts
 - Demonstrates changing direction and force using loco motor patterns
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
3. **Understands benefits and costs associated with participation in physical activity**
 - Is aware of basic body function changes during physical activity

4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Participates in vigorous physical activity
 - Is willing to try new activities*
 - Accepts own abilities*
5. Understands the social and personal responsibility associated with participation in physical activity
 - Demonstrates the rules of games and activities*
 - Responds appropriately to a variety of teacher signals for attention
 - Follows directions given to the group*
 - Demonstrates the willingness to join in an activity*
 - Demonstrates good sportsmanship*

TECHNOLOGY - References McRel with new NETS standards, updated June, 2007; see standard listing

1. Knows characteristics and computer hardware and operating systems (NETS 6)
 - Knows how to power-up computer, monitor, turn on printer, and start a computer program
 - Knows and is able to use the computer keyboard
 - Uses input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies.
2. Knows the characteristics and uses of computer software programs (NETS 6)
 - Practices responsible use of technology systems and software
 - Knows proper finger placement on home-key rows
 - Types on a computer keyboard using correct hand position and body position
 - Uses menu options and commands
3. Understands relationships among science, technology, society, and the individual (NETS 1, 2, 3, 4, 5,)
 - Works cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
 - Demonstrates positive social and ethical behaviors when using technology.
4. Understands the nature of technological design (NETS 2, 4, 5)
 - Knows how to use simple graphics
5. Understands the nature and operation of systems (NETS 1, 2, 3, 4, 5, 6)
 - Creates and tests a simple linear system
6. Understands the nature and uses of different forms of technology (NETS 3, 6) - NA

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands that God made humans male and female and each one is unique.
- Recognizes that God loves all people
- Understands tenets of a safe environment

SOCIAL/EMOTIONAL GROWTH*

(All items are referenced on the progress report.)

- Follows directions
- Listens well to others
- Raises hand to speak
- Shares ideas freely

- Accepts responsibility for actions
- Works and plays well with others
- Acts appropriately in group activities
- Works well independently
- Follows school rules and procedures

FINE MOTOR SKILLS*

(All items are referenced on the progress report.)

- Completes work neatly
- Uses scissors with ease
- Uses glue correctly
- Holds pencil and crayon correctly
- Draws basic shapes

Iowa Core Curriculum - 21st Century Concepts and Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills set "is the ticket to economic upward mobility in the new economy" (Gewertz, 2007). Business and industry is providing a very clear message that students need the skills to "work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious." (Gewertz, 2007).

The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

"The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school."

-Ray McNulty, ICLE
Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

- * civic literacy
- * employability skills
- * financial literacy
- * health literacy
- * technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "use facts to plan, order, and work toward an end; seek meaning or explanations; are self-reflective; and use reason to question claims and make judgments" (Noddings, 2008). It may be that our task is not only to prepare students to "fit into the future" but to shape it. "If the complex questions of the future are to be determined by human beings making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future" (Meier, 2008)

Civic Literacy

NOTE: The Essential Concepts and Skills listed in 21st Century - Civic Literacy are the same as the Essential Concepts and Skills listed in Social Studies - Political Science/Civic Literacy

Employability Skills

Essential Concepts and/or Skills

Employability Skills

- **Communicate and work appropriately with others to complete tasks.**
- **Recognizes different roles and responsibilities and is open to change.**
- **Learn leadership skills and demonstrate integrity, ethical behavior, and social responsibility.**
- **Develop initiative and demonstrate self-direction in activities.**
- **Work productively and are accountable for their actions.**

Financial Literacy

- **Demonstrate the ability to set goals based on wants and needs.**
- **Identify monetary resources and distribution options for those resources.**
- **Demonstrate an understanding of the concept of credit.**
- **Develop awareness that each person has an identity.**
- **Recognize various ways to save and the reasons individuals decide to save.**
- **Distinguish between appropriate spending choices.**

Health Literacy

- **Understand and use basic health concepts to enhance personal, family, and community health.**
- **Understand and use interactive literacy and social skills to enhance personal, family, and community health.**
- **Recognize critical literacy/thinking skills related to personal, family and community wellness.**
- **Identify influences that affect personal health and the health of others.**
- **Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.**

Technology Literacy

- **Use technology to create projects, identify patterns, and make predictions.**
- **Use a variety of technology tools and media-rich resources to work collaboratively with others.**
- **Utilize predetermined digital resources and tools to answer questions or solve problems.**
- **Use technological resources to investigate given questions or problems.**
- **Understand and practice appropriate and safe uses of technology.**
- **Understand basic technology hardware and software and their application.**