

Strand	Core Knowledge Sequence	NC Standard Course of Study-First Grade Competencies
	<p>II. Poetry</p> <p>III. Fiction A. Stories B. Aesop's Fables C. Different Lands, Similar Stories D. Literary Terms</p> <p>IV. Sayings and Phrases</p>	<ul style="list-style-type: none"> • period to end declarative sentence. • question mark to end interrogative sentence. <p>5.06: Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).</p> <p>2.02: Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.03: Read and comprehend both narrative and expository text appropriate for grade one.</p> <p>2.04: Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.</p> <p>3.01: Elaborate on how information and events connect to life experiences.</p> <p>3.02: Recognize and relate similar vocabulary use and concepts across experiences with texts.</p> <p>3.03: Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.</p> <p>3.06: Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.</p> <p>3.01: Elaborate on how information and events connect to life experiences.</p> <p>3.06: Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.</p>
History and Geography	<p>World</p> <p>I. Geography A. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools) B. Geographical Terms and Features</p>	<p>8.2: Construct simple maps, models, and pictures representing home and school settings.</p>

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	<p>II. Early Civilizations A. Mesopotamia B. Ancient Egypt C. History of World Religions</p> <p>III. Mexico A. Geography B. Culture</p> <p>American</p> <p>I. Early People and Civilizations A. The Earliest People: Hunters and Nomads B. Maya, Inca, Aztec Civilizations</p> <p>II. Early Exploration and Settlement A. Columbus B. The Conquistadors C. English Settlers</p>	<p>7.3: Cite reasons for observing special days and religious and secular holidays.</p> <p>2.3: Compare one’s own family life with that of a child living in another culture. 7.2: Participate in classroom activities associated with special days and holidays in the community and other countries.</p> <p>2.3: Compare one’s own family life with that of a child living in another culture. 3.1: Identify social environments in homes and schools. 3.2: Compare social environments in homes and schools.</p> <p>9.1: Participate in activities that demonstrate the concept of scarcity. 9.5: Participate in activities that require division of labor. 1.1: Participate constructively in school and classroom activities. 1.2: Participate in democratic decision making in the classroom.(<i>Preview for Grade Two Core Knowledge, The Constitution</i>) 1.3: Demonstrate personal responsibility in school activities. 1.4: Cooperate with and help others in classroom situations. 4.1: Explain why certain individuals have authority. 4.2: Predict the consequences of responsible and irresponsible actions. 4.3: Elaborate on the need to apply rules fairly in the home, school and community.</p> <p>5.3: Cite examples of people depending on governments and governments depending on people.(<i>Preview for Grade Two Core Knowledge</i>)</p>

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	<p>III. American Revolution</p> <p>IV. Early Exploration of the American West</p> <p>V. Symbols and Figures</p>	<p>7.1: Identify religious and secular symbols associated with famous people, holidays, and special days. <i>(Review from Kindergarten Core Knowledge. Symbols and Figures)</i></p>
		<p>2.1: Describe the roles of individuals in the family.</p> <p>2.2: Distinguish similarities and differences among individuals and families.</p> <p>3.3: Describe and demonstrate appropriate behaviors in various environments.</p> <p>5.1: Identify and elaborate on community services.</p> <p>5.2: Distinguish those community services provided by governments.</p> <p>6.1: Describe personal and family changes.</p> <p>6.2: Recognize and describe changes in the classroom and school during the year.</p> <p>6.3: Identify and describe changes outside the school environment.</p> <p>8.1: Locate and describe familiar places in the home, classroom, and school.</p> <p>8.3: Identify the functions of places in homes and schools.</p> <p>8.4: Analyze patterns of movement between homes and schools.</p> <p>8.5: Demonstrate responsibility for the environment in classroom, school and community settings.</p> <p>9.2: Distinguish between wants and needs.</p> <p>9.3: Distinguish between goods and services.</p> <p>9.4: Know that all families produce and consume goods and services.</p> <p>9.6: Identify some uses of money by individuals and families (See Core Knowledge Math, III. Money)</p>
Visual Arts	I. Art from Long Ago	5.1: Know that the visual arts have a history, purpose and function in all

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	<p>II. Elements of Art A. Color B. Line C. Shape D. Texture</p> <p>III. Kinds of Pictures: Portrait and Still Life</p>	<p>cultures. 5.2: Identify specific works of art from different times and cultures. 5.3: Introduce works of art from different times and cultures. 5.4:</p> <p>1.1: Plan and organize for creating art. 1.2: Develop strategies for imagining and implementing images. 1.4: Recognize that images from reality and from fantasy may be used to create original art. 1.5: Show development of ideas across time. 1.6: Use all senses to gain information. 2.1: Explore unique properties and potential of materials. 2.2: Learn techniques and processes for working with each material. 2.3: Use different media and techniques expressively. 2.4: Use art materials and tools in a safe and responsible manner. 4.1: Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually. 4.2: Interpret the environment through art. 4.3: Invent original and personal imagery to convey meaning and not rely on copying, tracing, patterns or duplicated materials. 4.4: Explore how artists develop personal imagery and style.</p> <p>3.1: Recognize and apply the elements of art in an aesthetic composition. 3.2: Recognize and apply the design principles used in composition. 3.3: Recognize that diverse solutions are preferable to predetermined visual solutions. 3.4: Recognize the value of intuitive perceptions in the problem-solving process. 3.5: Recognize the value of experimentation in the problem-solving process.</p>

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	<p>III. Money</p> <p>IV. Computation</p> <p>A. Addition (using concrete objects, and paper and pencil)</p> <p>B. Subtraction (using concrete objects, and paper and pencil)</p> <p>C. Solving Problems and Equations</p> <p>V. Measurement</p>	<p>problems are reasonable.</p> <p>1.13: Group objects into tens and ones, recognize models; record.</p> <p>1.14: Model the concept of addition; know the combinations for sums to 10.</p> <p>1.15: Model concept of subtraction as take-away, comparison, and missing addends.</p> <p>1.16: Model the division of sets into two, three or four equal parts; explain solution.</p> <p>1.17: Relate addition and subtraction to symbolic notation and write equations.</p> <p>1.18: Find sums and differences using counting strategies such as counting on and counting back.</p> <p>1.19: Memorize addition and subtraction facts to 10.</p> <p>1.20: Model more/less to 100.</p> <p>1.21: Model 2-digit addition/subtraction with multiples of 10 to 100.</p> <p>1.22: Create and solve problems using addition and subtraction. Use problem-solving strategies: modeling with manipulatives, acting out, drawing, using diagrams; use calculators as appropriate. Explain solutions.</p> <p>2.9: Use non-standard units to estimate and measure length, weight, and capacity; record results.</p> <p>2.10: Use calendar language appropriately, e.g. seasons and months of the year, today, yesterday, tomorrow, next week, last month.</p> <p>2.11: Tell time to nearest hour using digital and analog clock.</p> <p>2.12: Solve problems involving non-standard measurement and explain strategy.</p> <p>2.13: Solve spatial visualization puzzles and tasks; use visual memory.</p> <p>4.1: Gather, organize and display information as a group activity.</p> <p>4.2: Answer questions about charts and graphs.</p> <p>4.3: Make predictions based on experiences.</p> <p>4.4: Create concrete, pictorial, and symbolic graphs using prepared grids(See Core Knowledge Science, IV. Properties of Matter:</p>

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	<p>VI. Geometry</p>	<p>Measurement)</p> <p>2.1: Recognize, identify, and describe plane geometric figures: circle, square, triangle, rectangle.</p> <p>2.2: Recognize plane geometric figures: hexagon, trapezoid, and parallelogram.</p> <p>2.3: Recognize basic three-dimensional (solid) figures: sphere, cube, cylinder and cone.</p> <p>2.4: Identify open and closed figures.</p> <p>2.5: Use directional and positional words.</p> <p>2.6: Describe and compare characteristics of geometric figures.</p> <p>2.7: Identify equal and unequal measures and regions.</p> <p>2.8: Divide regions into two, three, and four equal parts.</p>
<p>Science</p>	<p>I. Living Things and Their Environments</p> <p>A. Habitats</p> <p>B. Oceans and Undersea Life</p> <p>C. Environmental Change and Habitat Destruction</p> <p>D. Special Classifications of Animals</p> <p>II. Human Body (Body Systems)</p> <p>A. Body Systems</p> <p>B. Germs, Diseases, and Preventing Illness</p> <p>III. Matter</p>	<p>1.01: Determine the needs of plants.(<i>Review from Kindergarten Core Knowledge</i>)</p> <p>1.02: Determine the needs of animals.(<i>Review from Kindergarten Core Knowledge</i>)</p> <p>1.03: Identify environments that support various types of living organisms.(<i>Review from Kindergarten Core Knowledge, Taking Care of the Earth; Preview Grade Three Core Knowledge, Ecology</i>)</p> <p>1.04: Identify local environments that support the needs of North Carolina plants and animals.(<i>Review from Kindergarten Core Knowledge, Taking Care of the Earth; Preview Grade Three Core Knowledge, Ecology</i>)</p> <p>(<i>Preview for Grade Two Core Knowledge,, The Human Body</i>)</p> <p>3.01: Determine the many ways in which objects can be grouped or classified.</p>

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	<p>IV. Properties of Matter: Measurement</p> <p>V. Introduction to Electricity</p> <p>VI. Astronomy</p> <p>VII. The Earth A. Geographical Features of the Earth's Surface B. What's Inside the Earth</p> <p>VIII. Science Biographies</p>	<p>3.02: Classify solids according to their properties.</p> <ul style="list-style-type: none"> • Color. • Texture. • Shape (ability to roll or stack). • Weight (float or sink). <p>3.03: Determine the properties of liquids.</p> <ul style="list-style-type: none"> • Color. • Ability to float or sink in water (buoyancy). <p>2.01: Distinguish the size and shape of rocks, boulders, grains of sand and smaller materials.</p> <p>2.02: Classify rocks and other earth materials according to their properties.</p> <ul style="list-style-type: none"> • Size. • Shape. • Color. • Texture. • Magnetism. • The ability to float or sink. <p>2.03: Determine the properties of soil:</p> <ul style="list-style-type: none"> • Composition. • Capacity to retain water. • Color. • Texture. • Ability to support life.
		<p>4.01: Observe the ways in which things move:(<i>Preview for Grade Two Core Knowledge, Simple Machines</i>)</p>

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		<ul style="list-style-type: none"> • straight. • Zigzag. • round and round. • back and forth. • Fast and slow. <p>4.02: Describe motion of objects by tracing and measuring movement over time.</p> <p>4.03: Observe that movement can be affected by pushing or pulling.</p> <p>4.04: Observe that objects can move steadily or change direction.</p>