

Diocese of Venice Curricular Standards: **Grade 1**

English Language Arts, Mathematics, Science, & Social Studies

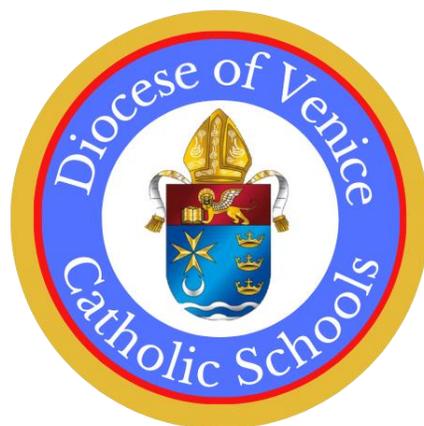


Basic Principles underlying All Standards to be used for the Planning of Curriculum for the Diocese of Venice

Basic principles which inform all Catholic education in the Schools of the Diocese of Venice are:

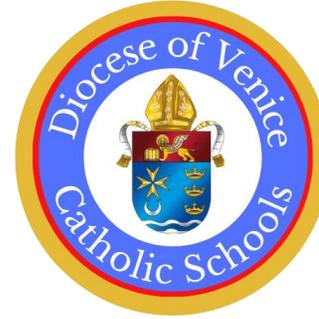
- All knowledge, in some way, reflects God’s Truth, Beauty and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school; and respect for the uniqueness and dignity of each person as created in the image of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person in light of his/her ultimate end and the good of the society of which he/she is a member.
- Each subject is to be examined in the context of the Catholic faith and is to be illuminated by Gospel values.
- Learning and formation occur in the Catholic school without separation as does the development of each student on both the natural and supernatural levels.
- Curriculum and instruction seeks to promote a synthesis of faith, life and culture and to form students as disciples of Jesus.





*English Language Arts (ELA)
Standards*

Diocese Of Venice Catholic School Standards For English Language Arts (ELA)



Using writing, speaking, and listening as the communication vehicle for their search for truth, beauty and goodness, students will demonstrate increasing sophistication in all aspects of language usage. Vocabulary, syntax, and the development, organization and presentation of ideas, will reflect the utilization of increasingly arduous content and sources.

The cultural heritage of mankind includes other values apart from the specific ambient of truth. When the Christian teacher helps a pupil to grasp, appreciate and assimilate these values, he is guiding him towards eternal realities. This movement towards the Uncreated Source of all knowledge highlights the importance of teaching for the growth of faith. *The Catholic School*, #42

Reading and literature, as in all truths, are best presented through the perspective of our Catholic faith. These standards are directed toward fostering students' understanding and working knowledge of reading, from the alphabetic principle to comprehension of complex literary and informational text. The aim of these standards "is not merely the attainment of knowledge but the acquisition of values and discovery of truth." - Sacred Congregation for the Catholic Education, (*The Catholic School*, #39)

Literary and artistic works depict the struggles of societies, of families, and of individuals. They spring from the depths of the human heart, revealing its lights and its shadows, its hope and its despair. The Christian perspective goes beyond the merely human, and offers more penetrating criteria for understanding the human struggle and the mysteries of the human spirit. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, # 61

The increased attention given to science and technology must not lead to a neglect of the humanities: philosophy, history, literature and art. Since earliest times, each society has developed and handed on its artistic and literary heritage, and our human patrimony is nothing more than the sum total of this cultural wealth... The artistic and literary patrimony of Christianity is vast and gives visible testimony to a faith that has been handed down through centuries. *Religious Dimensions of Education in a Catholic School: Guidelines for Reflection and Renewal*, #60

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. (1)

2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

ELA K-8 Catholic Integrated Faith Standards

LA.K8.IF	Integration of Faith: Kindergarten – Grade 8			
	LA.K8.IF	Catholic Curricular Standards and Dispositions in English Language Arts		
		LA.K8.IF.1	Analyze literature that reflects the Catholic culture and worldview.	
		LA.K8.IF.2	Share how literature can contribute to strengthening one’s moral character.	
		LA.K8.IF.3	Demonstrate how literature is used to develop a religious, moral, and social sense.	
		LA.K8.IF.4	Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.	
		LA.K8.IF.5	Identify how Christian and Western symbols and symbolism communicate the battle between good and evil.	
		LA.K8.IF.6	Identify the causes underlying why people do the things they do.	
		LA.K8.IF.7	Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.	
		LA.K8.IF.8	Use language as a bridge for communication with one’s fellow man for the betterment of all involved.	
		LA.K8.IF.9	Write in various ways to naturally order thoughts, align them with Truth, and accurately express intent, knowledge, and feelings.	
		LA.K8.IF.10	Share how literature cultivates the aesthetic faculties within the human person.	
		LA.K8.IF.11	Share how literature ignites the creative imagination.	
		LA.K8.IF.12	Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.	
		LA.K8.IF.13	Share how the beauty and cadence of poetry impacts human sensibilities and forms the soul.	

1ST Grade ELA

1 ST Grade ELA					
LA.K.SL	Language Arts: Kindergarten: Speaking and Listening				
		LA.K.SL.1	Comprehension and Collaboration		
				LA.K.SL.1.1	Participate in collaborative conversations with peers and adults in small and larger groups.
				LA.K.SL.1.2	Ask and answer questions in order to seek help, find information, or clarify something that is not understood.
		LA.K.SL.2	Presentation of Knowledge and Ideas		
				LA.K.SL.2.1	Describe familiar people, places, events, and common objects.
				LA.K.SL.2.2	Speak in complete sentences to communicate.
				LA.K.SL.2.3	Use new words acquired by listening to read-a-loud texts.
				LA.K.SL.2.4	Predict the meaning of a new word from its context when listening to others speak.
LA.K.L	Language Arts: Kindergarten: Literature				
		LA.K.L.1	Comprehension		
				LA.K.L.1.1	Ask and answer questions about key details in a text.
				LA.K.L.1.2	Retell familiar stories, including key details.
				LA.K.L.1.3	Identify characters, setting, and major events in a story
				LA.K.L.1.4	Identify the author and illustrator of a story.
				LA.K.L.1.5	Ask and answer questions about unknown words in a text.
				LA.K.L.1.6	Compare and contrast the adventures and experiences of characters in familiar stories.
				LA.K.L.1.7	Make connections between self, text, and the world around them.
				LA.K.L.1.8	Engage actively in group reading activities with purpose and understanding.
				LA.K.L.1.9	Identify examples of formal and informal language.
				LA.K.L.1.10	Identify examples of noble characteristics in stories of virtuous heroes and heroines.
				LA.K.L.1.11	Identify the causes underlying why people do the things they do.
LA.K.IT	Language Arts: Kindergarten: Informational Texts				
		LA.K.IT.1	Key Ideas and Details		
				LA.K.IT.1.1	Ask/answer questions about key details in a text.
				LA.K.IT.1.2	Identify the main topic and retell key ideas of the text.

				LA.K.IT.1.3	Identify text and graphic features of nonfiction text.
				LA.K.IT.1.4	Describe the connection between individuals, events, ideas, or pieces of information in a nonfiction text.
		LA.K.IT.2	Craft and Structure		
				LA.K.IT.2.1	Ask/answer questions about unknown subject or content related words in a text.
				LA.K.IT.2.2	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
				LA.K.IT.2.3	Name the author and illustrator of a nonfiction text; define the role of each in presenting the ideas or information in a text.
		LA.K.IT.3	Integration of Knowledge and Ideas		
				LA.K.IT.3.1	Describe the relationship between the illustrations, charts, or maps and the text in which they appear (i.e. what person, place, thing or ideas in the text and illustration depicts).
				LA.K.IT.3.2	Identify the reasons an author gives to support points in a text.
				LA.K.IT.3.3	Engage actively in group reading activities with purpose and understanding.
LA.1.FS	Language Arts: Grade 1: Foundational Skills				
		LA.1.FS.1	Print Awareness		
				LA.1.FS.1.1	Demonstrate understanding of the organization of print.
				LA.1.FS.1.2	Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation)
				LA.1.FS.1.3	Read texts by moving from top to bottom of the page and tracking words from left to right with a return sweep.
		LA.1.FS.2	Phonemic Awareness		
				LA.1.FS.2.1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
				LA.1.FS.2.2	Distinguish long from short vowel sounds in spoken one syllable words.
				LA.1.FS.2.3	Produce single syllable words by blending sounds (phonemes) including consonant blends.
				LA.1.FS.2.4	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.
				LA.1.FS.2.5	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
		LA.1.FS.3	Phonics and Word Recognition		
				LA.1.FS.3.1	Know and apply grade-level phonics and word analysis skills in decoding words.
				LA.1.FS.3.2	Know the spelling-sound correspondence for common consonant digraphs.

				LA.1.FS.3.3	Decode regularly spelled one-syllable words.
				LA.1.FS.3.4	Know final -e and common vowel team conventions for representing long vowel sounds.
				LA.1.FS.3.5	Know that every syllable must have a vowel sound to determine the number of syllables in a printed word.
				LA.1.FS.3.6	Decode two-syllable words following basic patterns by breaking words into syllables.
				LA.1.FS.3.7	Read words with inflectional endings.
				LA.1.FS.3.8	Recognize and read grade-appropriate irregularly spelled words.
				LA.1.FS.3.9	Identify and read at least 100 high-frequency words from a commonly used list.
		LA.1.FS.4	Fluency		
				LA.1.FS.4.1	Read grade level text with purpose and understanding.
				LA.1.FS.4.2	Read grade level text orally with accuracy, appropriate rate, and expression on successive readings.
				LA.1.FS.4.3	Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.1.LA	Language Arts: Grade 1: Language				
		LA.1.LA.1	Conventions of Standard English		
				LA.1.LA.1.1	Demonstrate command of the conventions of standard English grammar when speaking or writing; Print all upper and lower case letters; Use common and proper nouns; Use singular and plural nouns with matching verbs in basic sentences; Use personal, possessive, and indefinite pronouns; Use verbs to convey a sense of past, present, and future; Use frequently occurring adjectives; Use frequently occurring conjunction; Use determiners (articles, demonstratives); Use frequently occurring prepositions (e.g. during, beyond, toward); Produce complete and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
				LA.1.LA.1.2	Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing; Capitalize names and dates; Use punctuation to end sentences; Use commas in dates and to separate single words in a series; Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
				LA.1.LA.1.3	Determine or clarify the meaning of unknown and multiple meaning words and phrases choosing appropriate strategies; Use sentence-level context as a clue to the meaning of word or a phrase; Use frequently occurring affixes as a clue to the meaning of a word; Identify frequently occurring root words (e.g., look) and their inflectional forms (looks, looked, looking).

				LA.1.LA.1.4	Demonstrate understanding of word relationships and nuances in word meanings with guidance and support; Sort words into categories to gain a sense of concepts the categories represent; Define words by category and by one or more key attributes (e.g., a tiger is a cat with stripes); Identify real life connections between words and their use (e.g., places at home are cozy); Distinguish shades of meaning among verbs differing in mannerism (e.g., look, peek, glance, glare, scowl,) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
				LA.1.LA.1.5	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relations (e.g., because).
LA.1.W	Language Arts: Grade 1: Writing				
		LA.1.W.1	Text Types and Purposes		
				LA.1.W.1.1	Write in complete sentences with correct subject-verb agreement.
				LA.1.W.1.2	Write two or more sentences on literary, science or social studies topics or texts.
				LA.1.W.1.3	Write to tell a brief story including two or more sequenced events, details regarding what happened, and a sense of closure.
		LA.1.W.2	Production and Distribution of Writing		
				LA.1.W.2.1	Write brief compositions about a topic of interest.
				LA.1.W.2.2	Use a variety of digital tools to produce and publish writing, including in collaboration from peers with guidance and support from adults.
		LA.1.W.3	Research to Build and Present Knowledge		
				LA.1.W.3.1	Participate in shared research and writing projects with guidance and support from adults.
				LA.1.W.3.2	Recall information from experiences or gather information from provided sources to answer a question.
				LA.1.W.3.3	Create and present a poem, dramatization, artwork or personal response to a particular author or theme studied.
				LA.1.W.3.4	Ask questions with appropriate subject-verb inversion.
		LA.1.W.4	Handwriting/Grammar		
				LA.1.W.4.1	Form upper and lower case letters using basic conventions of print (left-to-right and top-to-bottom progression).
				LA.1.W.4.2	Capitalize the first letter in a sentence or name.

				LA.1.W.4.3	Use punctuation at the end of a sentence.
LA.1.SL	Language Arts: Grade 1: Speaking and Listening				
		LA.1.SL.1	Comprehension and Collaboration		
				LA.1.SL.1.1	Participate in collaborative conversations with diverse partners about 1 st Grade topics and texts with peers and adults in small and larger groups.
				LA.1.SL.1.2	Follow agreed upon rules of discussion (listening to others with care, speaking one at a time about the topics and texts under discussion).
				LA.1.SL.1.3	Build on other’s ideas in conversations by responding to comments of others through multiple exchanges.
				LA.1.SL.1.4	Ask questions to clear up any confusion about the topic and texts under discussion.
				LA.1.SL.1.5	Seek to understand and communicate with individuals from different cultural backgrounds.
				LA.1.SL.1.6	Ask and answer questions about what a speaker says in order to gather information or clarify something.
		LA.1.SL.2	Presentation of Knowledge and Ideas		
				LA.1.SL.2.1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
				LA.1.SL.2.2	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
				LA.1.SL.2.3	Produce complete sentences when appropriate to task and situation.
LA.1.L	Language Arts: Grade 1: Literature				
		LA.1.L.1	Comprehension – Key Ideas		
				LA.1.L.1.1	Ask and answer questions about key details in a text.
				LA.1.L.1.2	Retell familiar stories, including key details, and demonstrate understanding of the central message/lesson.
				LA.1.L.1.3	Describe characters, settings, and major events in a story, using key details.
		LA.1.L.2	Comprehension Craft and Structure		
				LA.1.L.2.1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
				LA.1.L.2.2	Explain major differences between books that tell stories and books that provide information using a wide range of text types.
				LA.1.L.2.3	Identify the narrator of the story.

				LA.1.L.2.4	Retell the order of events in a story by referring to the words or pictures.
				LA.1.L.2.5	Restate the main idea.
		LA.1.L.3	Comprehension Integration of Knowledge and Ideas		
				LA.1.L.3.1	Use illustrations and details in a story to describe its characters, setting, or events.
				LA.1.L.3.2	Compare and contrast the adventures and experiences of characters in familiar stories.
				LA.1.L.3.3	Determine whether a story is true or a fantasy (fiction or nonfiction) and explain why.
				LA.1.L.3.4	Describe the plot (problem and solution) and retell a story's beginning, middle, and end.
LA.1.IT	Language Arts: Grade 1: Informational and Non-Fiction Text				
		LA.1.IT.1	Key Ideas and Details		
				LA.1.IT.1.1	Analyze works of non-fiction to uncover authentic Truth.
				LA.1.IT.1.2	Ask and answer questions about key details in a text.
				LA.1.IT.1.3	Identify the main topic and retell key ideas of the text.
				LA.1.IT.1.4	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
		LA.1.IT.2	Craft and Structure		
				LA.1.IT.5	Know and use various text features (e.g., headlines, tables of contents, glossaries, electronic menus, icons) to locate key facts/information in a text.
				LA.1.IT.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
		LA.1.IT.3	Integration of Knowledge and Ideas		
				LA.1.IT.3.1	Use the illustrations and details in a text to describe its key ideas.
				LA.1.IT.3.2	Identify the reasons an author gives to support points in a text.
				LA.1.IT.3.3	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
		LA.1.IT.4	Range of Reading		
				LA.1.IT.4.1	Read or listen to informational texts at the first grade level or above.
				LA.1.IT.4.2	Make connections between self, text, and the world around them (text, media, and social interaction).



Mathematics Standards

Diocese Of Venice Catholic School Standards For Mathematics



Mathematics is the study of quantity, structure, space, and change. Attention should be paid to the needs of today's society in teaching mathematics by fostering real world application, enabling students to undertake responsibilities in society both locally and globally while witnessing to the faith.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable the pupil to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop his personality and lead him to take his place as an active member of the community of man. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. *The Catholic School*, 39

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Mathematics 1st Grade Catholic Integrated Faith Standards

MA.1.IF	Catholic Curricular Standards and Dispositions in Mathematics			
	MA.1.IF	1st Grade Math Integration of Faith		
			MA.1.IF.1	Recognize the power of the human mind as both a gift from God and a reflection of Him in whose image and likeness we are made.
			MA.1.IF.2	Display a sense of wonder about mathematical relationships as well as confidence in mathematical certitude.
			MA.1.IF.3	Respond to the beauty, harmony, proportion, radiance, and wholeness present in mathematics.
			MA.1.IF.4	Show interest in the pursuit of understanding for its own sake.
			MA.1.IF.5	Exhibit joy at solving difficult mathematical problems and operations.
			MA.1.IF.6	Show interest in how the mental processes evident within the discipline of mathematics (such as order, perseverance, and logical reasoning) help us with the development of the natural virtues (such as self-discipline and fortitude).

1st Grade Mathematics

MA.1.G	Grade 1 Geometry				
		MA.1.G.1	Reason with shapes and their attributes.		
				MA.1.G.1.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
				MA.1.G.1.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.
				MA.1.G.1.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
MA.1.MD	Grade 1 Measurement and Data				
		MA.1.MD.1	Measure lengths indirectly and by iterating length units.		
				MA.1.MD.1.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.

				MA.1.MD.1.2	Understand how to use a ruler to measure length to the nearest inch; a. Recognize that the ruler is a tool that can be used to measure the attribute of length; Understand the importance of the zero point and end point and that the length measure is the span between two points; c. Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object.
		MA.1.MD.2	Work with time and money.		
				MA.1.MD.2.1	Tell and write time in hours and half-hours using analog and digital clocks.
				MA.1.MD.2.2	Identify and combine values of money in cents up to one dollar working with a single unit of currency; a. Identify the value of coins (pennies, nickels, dimes, quarters); Compute the value of combinations of coins (pennies and/or dimes); c. Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (1Students are not expected to understand the decimal notation for combinations of dollars and cents.)
		MA.1.MD.3	Represent and interpret data.		
				MA.1.MD.3.1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
MA.1.NBT	Grade 1 Number and Operations in Base Ten				
		MA.1.NBT.1	Extend the counting sequence.		

				MA.1.NBT.1.1	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
		MA.1.NBT.2	Understand place value.		
				MA.1.NBT.2.1	Understand that the two digits of a two-digit number represent amounts of tens and ones; a. 10 can be thought of as a bundle of ten ones; The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones); d. Decompose two-digit numbers in multiple ways (e.g., 64 can be decomposed into 6 tens and 4 ones or into 5 tens and 14 ones).
				MA.1.NBT.2.2	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
		MA.1.NBT.3	Use place value understanding and properties of operations to add and subtract.		
				MA.1.NBT.3.1	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and

					ones; and sometimes it is necessary to compose a ten.
				MA.1.NBT.3.2	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
				MA.1.NBT.3.3	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
MA.1.OA	Grade 1 Operations and Algebraic Thinking				
		MA.1.OA.1	Represent and solve problems involving addition and subtraction.		
				MA.1.OA.1.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (1Students are not required to independently read the word problems.)
				MA.1.OA.1.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
		MA.1.OA.2	Understand and apply properties of operations and the relationship between addition and subtraction.		
				MA.1.OA.2.1	Apply properties of operations as strategies to add and subtract. Examples: If $8 + 3 = 11$ is known,

					then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)
				MA.1.OA.2.2	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.
		MA.1.OA.3	Add and subtract within 20.		
				MA.1.OA.3.1	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
				MA.1.OA.3.2	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).
		MA.1.OA.4	Work with addition and subtraction equations.		
				MA.1.OA.4.1	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8$ and $5 + 2 = 2 + 5$ and $4 + 1 = 5 + 2$.
				MA.1.OA.4.2	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in

					each of the equations $8 + ? = 11$, $5 = [] + 3$, $6 + 6 = []$.
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Science Standards

Diocese Of Venice Catholic School Standards For Science



By the very nature of creation, material being is endowed with its own stability, truth and excellence, its own order and laws. We must respect these truths as we recognize the methods proper to every science and technique.

Gaudium et Spes, #36

Science is a gift of human intellect, which is given to us by God to help us understand His Creation. Science is the study of interdependent relations in our earth's systems and structures that reflect God's truth, beauty, and goodness. These standards are directed toward life, earth, and physical aspects that enable deeper incorporation of children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image of God recognizing that scientific knowledge is a call to serve.

Life, Earth, and Physical Science foster growth in Christian virtue and develop an appreciation for God's creation and the good of society. Science is developing our stewardship and relationship in all aspects of our faith and Gospel values.

In a Catholic school, curricular formation....

1. Involves the integral formation of the whole person, body, mind and spirit, in light of his or her ultimate end and the good of society. ⁽¹⁾
2. Promotes human virtues and the dignity of human person, as created in the image and likeness of God and modeled on the person of Jesus Christ. ²
3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.
5. Encourages a synthesis of faith, life, and culture.

Science K-6 Catholic Integrated Faith Standards

SC.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in Scientific Topics			
	SC.K6.IF.1	Scientific Topics - General Standards		
			SC.K6.IF.1.1	Exhibit care and concern at all stages of life for each human person as an image and likeness of God.
			SC.K6.IF.1.2	Describe the unity of faith and reason with confidence that there exists no contradiction between the God of nature and the God of faith.
			SC.K6.IF.1.3	Value the human body as the temple of the Holy Spirit.
	SC.K6.IF.2	Scientific Topics - Intellectual Standards		
			IS1SC.K6.IF.2.1	Explain what it means to say that God created the world and all matter out of nothing at a certain point in time; how it manifests His wisdom, glory, and purpose; and how He holds everything in existence according to His plan.
			IS1SC.K6.IF.2.2	Describe the relationships, elements, underlying order, harmony, and meaning in God's creation.
			IS1SC.K6.IF.2.3	Explain how creation is an outward sign of God's love and goodness and, therefore, is , "sacramental" in nature.
			IS1SC.K6.IF.2.4	Give examples of the beauty evident in God's creation.
			IS1SC.K6.IF.2.5	Explain the processes of conservation, preservation, overconsumption, and stewardship in relation to caring for that which God has given to sustain and delight us.
			IS1SC.K6.IF.2.6	Describe God's relationship with man and nature.
			IS1SC.K6.IF.2.7	Describe how science and technology should always be at the service of humanity and, ultimately, to God, in harmony with His purposes.
			IS1SC.K6.IF.2.8	Explain how science properly limits its focus to how things physically exist and is not designed to answer issues of meaning, the value of things, or the mysteries of the human person.

			IS1SC.K6.IF.2.9	Describe how the use of the scientific method to explore and understand nature differs, yet complements, the theological and philosophical questions one asks in order to understand God and His works.
			IS1SC.K6.IF.2.1 0	Analyze the false assumption that science can replace faith.
			IS1SC.K6.IF.2.1 1	List the basic contributions of significant Catholics to science such as Galileo, Copernicus, Mendel, and others.
	SC.K6.IF.3	Scientific Topics - Dispositional Standards		
			DS1SC.K6.IF.3.1	Display a sense of wonder and delight about the natural universe and its beauty.
			DS1SC.K6.IF.3.2	Share concern and care for the environment as a part of God's creation.
			DS1SC.K6.IF.3.3	Accept the premise that nature should not be manipulated simply at man's will or only viewed as a thing to be used, but that man must cooperate with God's plan for himself and for nature.
			DS1SC.K6.IF.3.4	Accept that scientific knowledge is a call to serve and not simply a means to gain power, material prosperity, or success.

1st Grade Science

SC.1.E	Grade 1 Earth and Space Science			
	SC.1.E.5	Earth in Space and Time		
			SC.1.E.5.1	Observe and discuss that there are more stars in the sky than anyone can easily count and that they are not scattered evenly in the sky.
			SC.1.E.5.2	Explore the Law of Gravity by demonstrating that Earth's gravity pulls any object on or near Earth toward it even though nothing is touching the object.
			SC.1.E.5.3	Investigate how magnifiers make things appear bigger and help people see things they could not see without them.
			SC.1.E.5.4	Identify the beneficial and harmful properties of the Sun.
	SC.1.E.6	Earth Structures		
			SC.1.E.6.1	Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
			SC.1.E.6.2	Describe the need for water and how to be safe around water.
			SC.1.E.6.3	Recognize that some things in the world around us happen fast and some happen slowly.
SC.1.L	Grade 1 Life Science			
	SC.1.L.14	Organization and Development of Living Organisms		
			SC.1.L.14.1	Make observations of living things and their environment using the five senses.
			SC.1.L.14.2	Identify the major parts of plants, including stem, roots, leaves, and flowers.
			SC.1.L.14.3	Differentiate between living and nonliving things.
	SC1.L.16	Heredity and Reproduction		

				SC.1.L.16.1	Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
		SC.1.L.17	Interdependence		
				SC.1.L.17.1	Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
SC.1.N	Grade 1 Nature of Science				
		SC.1.N.1	The Practice of Science		
				SC.1.N.1.1	Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
				SC.1.N.1.2	Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
				SC.1.N.1.3	Keep records as appropriate - such as pictorial and written records - of investigations conducted.
				SC.1.N.1.4	Ask "how do you know?" in appropriate situations.
SC.1.P	Grade 1 Physical Science				
		SC.1.P.8	Properties of Matter		
				SC.1.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
		SC.1.P.12	Motion of Objects		
				SC.1.P.12.1	Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.
		SC.1.P.13	Forces and Changes in Motion		
				SC.1.P.13.1	Demonstrate that the way to change the motion of an object is by applying a push or a pull.



Social Studies/History Standards

Diocese Of Venice Catholic School Standards For Social Studies and History



Social Science is the study of society and the relationship of individual members within society which we use to uncover the truth of our connection with one another through time and across geographic barriers. This study also helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the aspect of encounter. On the contrary, teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author...they will see the development of civilizations, and learn about progress...When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history [of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.

The Religious Dimension of a Catholic School, 1988, # 58-59

In a Catholic school, curricular formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ

3. Seeks to know and understand objective reality which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Catholic Standards for Social Science

Students will use Social Science to nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.

- A. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- B. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as it is defined by Catholic social justice teaching.
- C. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level: value the diversity among students in the classroom and school community as children of God. CSAD3
- D. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- E. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- F. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- G. Strive for a habitual vision of excellence. CSAD6

Social Studies and History K-6 Catholic Integrated Faith Standards

SS.K6.IF	K-6 Integration of Faith - Catholic Curricular Standards and Dispositions in History		
	SS.K6.IF.1	History - General Standards	
			SS.K6.IF.1.1
			SS.K6.IF.1.2
			SS.K6.IF.1.3
	SS.K6.IF.2	History - Intellectual Property	
			SS.K6.IF.2.1
			SS.K6.IF.2.2
			SS.K6.IF.2.3
			SS.K6.IF.2.4
			SS.K6.IF.2.5
			SS.K6.IF.2.6
			SS.K6.IF.2.7
			SS.K6.IF.2.8
			SS.K6.IF.2.9

			SS.K6.IF.2.10	Explain how historical events involving critical human experiences, especially those dealing with good and evil, help enlarge perspective and understanding of self and others.
			SS.K6.IF.2.11	Identify the motivating values that have informed particular societies and how they correlate with Catholic teaching.
			SS.K6.IF.2.12	Examine how history can assist in the acquisition of values and virtues.
	SS.K6.IF.3	History - Dispositional Standards		
			SS.K6.IF.3.1	Select and describe beautiful artifacts from different times and cultures
			SS.K6.IF.3.2	Exhibit an affinity for the common good and shared humanity, not just with those nearby, but also for those who have gone before and those who will come after.
			SS.K6.IF.3.3	Demonstrate respect and solicitude to individual differences among students in the classroom and school community.
			SS.K6.IF.3.4	Discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome.
			SS.K6.IF.3.5	Justify the significance and impact of the Catholic Church throughout history.
			SS.K6.IF.3.6	Develop a habitual vision of greatness.

1st Grade Social Studies

SS.1.A Grade 1 American History				
	SS.1.A.1	Historical Inquiry and Analysis		
			SS.1.A.1.1	Develop an understanding of a primary source.
			SS.1.A.1.2	Understand how to use the media center/other sources to find answers to questions about a historical topic.
	SS.1.A.2	Historical Knowledge		
			SS.1.A.2.1	Understand history tells the story of people and events of other times and places.
			SS.1.A.2.2	Compare life now with life in the past.
			SS.1.A.2.3	Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.
			SS.1.A.2.4	Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility.
			SS.1.A.2.5	Distinguish between historical fact and fiction using various materials.
	SS.1.A.3	Chronological Thinking		
			SS.1.A.3.1	Use terms related to time to sequentially order events that have occurred in school, home, or community.
			SS.1.A.3.2	Create a timeline based on the student's life or school events, using primary sources.
SS.1.C Grade 1 Civics and Government				
	SS.1.C.1	Foundations of Government, Law, and the American Political System		
			SS.1.C.1.1	Explain the purpose of rules and laws in the school and community.
			SS.1.C.1.2	Give examples of people who have the power and authority to make and enforce rules and laws in the school and community.

			SS.1.C.1.3	Give examples of the use of power without authority in the school and community.
	SS.1.C.2	Civic and Political Participation		
			SS.1.C.2.1	Explain the rights and responsibilities students have in the school community.
			SS.1.C.2.2	Describe the characteristics of responsible citizenship in the school community.
			SS.1.C.2.3	Identify ways students can participate in the betterment of their school and community.
			SS.1.C.2.4	Show respect and kindness to people and animals.
	SS.1.C.3	Structure and Functions of Government		
			SS.1.C.3.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways.
			SS.1.C.3.2	Recognize symbols and individuals that represent American constitutional democracy.
SS.1.E	Grade 1 Economics			
	SS.1.E.1	Beginning Economics		
			SS.1.E.1.1	Recognize that money is a method of exchanging goods and services.
			SS.1.E.1.2	Define opportunity costs as giving up one thing for another.
			SS.1.E.1.3	Distinguish between examples of goods and services.
			SS.1.E.1.4	Distinguish people as buyers, sellers, and producers of goods and services.
			SS.1.E.1.5	Recognize the importance of saving money for future purchases.
			SS.1.E.1.6	Identify that people need to make choices because of scarce resources.
SS.1.G	Grade 1 Geography			
	SS.1.G.1	The World in Spatial Terms		
			SS.1.G.1.1	Use physical and political/cultural maps to locate places in Florida.
			SS.1.G.1.2	Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .

			SS.1.G.1.3	Construct a basic map using key elements including cardinal directions and map symbols.
			SS.1.G.1.4	Identify a variety of physical features using a map and globe.
			SS.1.G.1.5	Locate on maps and globes the student's local community, Florida, the Atlantic Ocean, and the Gulf of Mexico.
			SS.1.G.1.6	Describe how location, weather, and physical environment affect the way people live in our community.