

The following learning standard descriptions outline priorities of what we want students to know and be able to by the end of grade 1 in social skills, literacy, mathematics, inquiry, music, and PE. The purpose of this document is to assist with understanding the Elementary Report Card and to support our overall goal of clearly communicating with families on their child's current performance toward grade level standards.

- Recognize and label emotions and feelings
- Describes emotions and the situations that cause them (triggers)
- Identifies own likes and dislikes
- Knows own strengths and areas to improve
- Identifies situations where it is needed to seek help from an adult (big problem/small problem)

- Uses techniques to calm themselves
- Uses words to share feelings about an interaction or situation rather than physically aggressively expressing feelings
- Knows differences and consequences/benefits in lying and truth telling
- Communicates needs, wants, and ideas in respectful ways
- Follows classroom and school rules for their own safety and the safety of others
- Knows what they need to work on and when to have fun and acts accordingly

- Recognizes others' feelings and perspectives by using listening and attention skills (face, body, voice)
- Recognizes that words and actions can hurt others
- Identifies how to help others and how they feel about helping
- Describes how people are similar and different and names positive qualities in people that cross cultures and groups
- Recognizes feelings and perspectives of others may be similar or different to own
- Appropriately engages in play with others (introduce self, ask permission, join in, invite others to play)



Students engage in inquiry-based learning (ask questions, research topics, synthesize learning, and take action) in Social Studies and Science content which may include;

Waves: Light and Sound, Space Patterns, Needs of Living Things

Neighborhood and School Citizenship, Natural/Human/Capital Resources, Identifying Geographical Locations, Tribal Sovereignty/History/Culture