

Student Information		School Information	
Student Name	Student, Sample	School	Lone Pine Elementary
Student Id	Student ID	Principal	Mary Hillberry, PhD
Track	Lone Pine Elem 14/15	School Phone	248-341-7300
Grade	1	School Address	3100 Lone Pine Rd
Teacher	Lazar, Stephanie		West Bloomfield, MI 48323

**To the Parent or Guardian of:**  
**Sample Student**  
**1234 Main Street**  
**Home Town, MI 48323**

**TERMS**  
 S1E Semester 1 Elementary (9/2 - 1/23)  
 S2E Semester 2 Elementary (1/26 - 6/16)

Attendance	S1E	S2E		
Days Enrolled	88	91		
Days Absent	3	0		
Days Tardy	0	0		

"W" - Within Grade Level Expectations  
 "N" - Needs More Practice  
 "-" - Not Assessed

1st Gr PYP Learner Profile	S1E	S2E
<b>Lazar, S</b>		
<b>Standards</b>		
<b>PYP LEARNER PROFILE</b>		
Inquirer: Nurtures curiosity, developing skills for inquiry & research. Knows how to learn indepthly & with others.		
Communicator: Expresses themselves confidently & creatively in more than one language & in many ways.		
Thinker: Uses critical & creative thinking skills to analyze & take responsible action on complex problems.		
Courageous: Approaches uncertainty with forethought & determination; works independently & cooperatively etc.		
Knowledgeable: Develops & uses conceptual understanding, exploring knowledge across a range of disciplines.		
Principled: Acts with integrity & honesty, with a strong sense of fairness & justice with respect for the dignity of others.		
Caring: Shows empathy, compassion & respect. Commitment to service & acts to make a positive difference.		
Open-minded: Critically appreciates their own cultures & personal histories, as well as the values & traditions of others.		
Balanced: Understands the importance of balancing different aspects of their lives to achieve well-being for themselves & others		
Reflective: Thoughtfully considers the world & their own ideas & experience. Works to understand strengths & weaknesses.		
<b>A COMMITMENT TO RESPONSIBLE CITIZENSHIP</b>		
Demonstrates self-control.		
Strives for personal best.		
Understands & implements classroom essential agreements.		
Demonstrates appropriate listening skills & follows directions.		
<b>Notes</b>		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
<b>1st Gr ELA Language</b>	<b>S1E</b>	<b>S2E</b>
<b>Lazar, S</b>		
<b>Standards</b>		
<b>CONVENTIONS OF STANDARD ENGLISH</b>		
Print all upper- & lowercase letters. L.1.1.a		
Use common, proper, & possessive nouns. L.1.1.b		

1st Gr ELA Language	S1E	S2E
<b>Lazar, S</b>		
<b>Standards</b>		
Use singular & plural nouns with matching verbs in basic sentences (e.g., He hops, We hop). L.1.1.c		
Use personal, possessive, & indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.1.1.d		
Use verbs to convey a sense of past, present, & future. L.1.1.e		
Use frequently occurring adjectives. L.1.1.f		
Use frequently occurring conjunctions (e.g., &, but, or, so, because). L.1.1.g		
Use determiners (e.g., articles, demonstratives). L.1.1.h		
Use frequently occurring prepositions (e.g., during, beyond, toward). L.1.1.i		
Produce & expand complete simple & compound declarative, interrogative, imperative, & exclamatory sentences. L.1.1.j		
Capitalize dates & names of people. L.1.2.a		
Use end punctuation for sentences. L.1.2.b		
Use commas in dates & to separate single words in a series. L.1.2.c		
Use conventional spelling for words with common spelling patterns & for frequently occurring irregular words. L.1.2.d		
Spell untaught words phonetically, drawing on phonemic awareness & spelling conventions. L.1.2.e		
<b>VOCABULARY ACQUISITION AND USE</b>		
Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4.a		
Use frequently occurring affixes as a clue to the meaning of a word. L.1.4.b		
Identify frequently occurring root words (e.g., look) & their inflectional forms (e.g., looks, looked, looking). L.1.4.c		
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5.a		
Define words by category & by one or more key attributes. L.1.5.b		
Identify real-life connections between words & their use (e.g., note places at home that are cozy). L.1.5.c		
Distinguish shades of meaning among verbs differing in manner & adjectives by defining or choosing them. L.1.5.d		
Use words & phrases acquired through conversations, reading & being read to, & responding to texts. L.1.6		
<b>Notes</b>		

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1st Gr ELA Language	S1E	S2E
<b>Lazar, S</b>		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
1st Gr ELA Reading	S1E	S2E
<b>Lazar, S</b>		
Standards		
<b>FOUNDATIONAL SKILLS (PHONICS, WORD RECOGNITION, FLUENCY):</b>		
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2.a	<input type="checkbox"/>	<input type="checkbox"/>
Orally produce single-syllable words by blending sounds (phonemes) including consonant blends. RF.1.2.b	<input type="checkbox"/>	<input type="checkbox"/>
Isolate & pronounce initial, medial vowel, & final sounds (phonemes) in spoken single-syllable words. RF.1.2.c	<input type="checkbox"/>	<input type="checkbox"/>
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2.d	<input type="checkbox"/>	<input type="checkbox"/>
Know the spelling-sound correspondences for common consonant digraphs. RF.1.3.a	<input type="checkbox"/>	<input type="checkbox"/>
Decode regularly spelled one-syllable words. RF.1.3.b	<input type="checkbox"/>	<input type="checkbox"/>
Know final -e & common vowel team conventions for representing long vowel sounds. RF.1.3.c	<input type="checkbox"/>	<input type="checkbox"/>
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3.d	<input type="checkbox"/>	<input type="checkbox"/>
Decode 2-syllable words following basic patterns by breaking the words into syllables. RF.1.3.e	<input type="checkbox"/>	<input type="checkbox"/>
Read words with inflectional endings. RF.1.3.f	<input type="checkbox"/>	<input type="checkbox"/>
Recognize & read grade appropriate irregularly spelled words. RF.1.3.g	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level text with purpose & understanding. RF.1.4.a	<input type="checkbox"/>	<input type="checkbox"/>
Read on-level text orally with accuracy, appropriate rate, & expression on successive readings. RF.1.4.b	<input type="checkbox"/>	<input type="checkbox"/>
Use context to confirm or self-correct word recognition & understanding, rereading as necessary. RF.1.4.c	<input type="checkbox"/>	<input type="checkbox"/>
<b>KEY IDEAS &amp; DETAILS:</b>		
Ask & answer questions about key details in a text. RL.1.1,RI.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Retell stories, including key details, & demonstrate understanding of their central message or lesson. RL.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify the main topic & retell key details of a text. RI.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe characters, settings, & major events in a story, using key details. RL.1.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe the connection between 2 individuals, events, ideas, or pieces of info. in a text. RI.1.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>CRAFT &amp; STRUCTURE:</b>		
Identify words & phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4	<input type="checkbox"/>	<input type="checkbox"/>
Ask & answer questions to help determine or clarify the meaning of words & phrases in a text. RI.1.4	<input type="checkbox"/>	<input type="checkbox"/>
Explain major diff. betw. books that tell stories or give info., drawing on a wide reading of a range of text types. RL.1.5	<input type="checkbox"/>	<input type="checkbox"/>
Know & use various text features to locate key facts or info. in a text. RI.1.5	<input type="checkbox"/>	<input type="checkbox"/>
Identify who is telling the story at various points in a text. RL.1.6	<input type="checkbox"/>	<input type="checkbox"/>
Distinguish between info. provided by pictures or other illustrations & info. provided by the words in a text. RI.1.6	<input type="checkbox"/>	<input type="checkbox"/>

1st Gr ELA Reading	S1E	S2E
<b>Lazar, S</b>		
Standards		
<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS:</b>		
Use illustrations & details to describe characters, setting, or events to describe key ideas. RL.1.7, RI.1.7	<input type="checkbox"/>	<input type="checkbox"/>
Identify the reasons an author gives to support points in a text. RI.1.8	<input type="checkbox"/>	<input type="checkbox"/>
Compare & contrast the adventures & experiences of characters in stories. RL.1.9	<input type="checkbox"/>	<input type="checkbox"/>
Identify basic similarities in & differences between 2 texts on the same topic. RI.1.9	<input type="checkbox"/>	<input type="checkbox"/>
<b>RANGE OF READING &amp; LEVEL OF TEXT COMPLEXITY:</b>		
With prompting & support, read prose, poetry, & informational texts appropriately complex for grade 1. RL.1.10, RI.1.10	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
1st Gr ELA Speaking & Listening	S1E	S2E
<b>Lazar, S</b>		
Standards		
<b>COMPREHENSION &amp; COLLABORATION</b>		
Follow agreed-upon rules for discussion (e.g. listening to others with care, speaking one at a time about the topics). SL.1.1.a	<input type="checkbox"/>	<input type="checkbox"/>
Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1.b	<input type="checkbox"/>	<input type="checkbox"/>
Ask questions to clear up any confusion about the topics & texts under discussion. SL.1.1.c	<input type="checkbox"/>	<input type="checkbox"/>
Ask & answer questions about key details in a text read aloud or info. presented orally or through other media. SL.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Ask & answer questions about what a speaker says in order to gather additional info. or clarify. SL.1.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRESENTATION OF KNOWLEDGE &amp; IDEAS</b>		
Describe people, places, things, & events with relevant details, expressing ideas & feelings clearly. SL.1.4	<input type="checkbox"/>	<input type="checkbox"/>
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, & feelings. SL.1.5	<input type="checkbox"/>	<input type="checkbox"/>
Produce complete sentences when appropriate to task & situation. SL.1.6	<input type="checkbox"/>	<input type="checkbox"/>
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
1st Gr ELA Writing	S1E	S2E
<b>Lazar, S</b>		
Standards		
<b>TEXT TYPES &amp; PURPOSES</b>		
Write opinion pieces introducing topic, state an opinion, supply a reason for the opinion, & provide closure. W.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Write informative/explanatory texts in which they name a topic, supply facts about the topic, & provide closure. W.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Write narratives recounting 2 sequenced events, include some details, use temporal words & provide sense of closure. W.1.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PRODUCTION &amp; DISTRIBUTION OF WRITING</b>		
With guidance & support, focus on a topic, respond to questions & suggestions & add details to strengthen writing. W.1.5	<input type="checkbox"/>	<input type="checkbox"/>

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1st Gr ELA Writing <b>Lazar, S</b>	S1E	S2E
Standards		
With guidance & support, use a variety of digital tools to produce & publish writing, incl. in collaboration with peers. W.1.6		
<b>RESEARCH TO BUILD &amp; PRESENT KNOWLEDGE</b>		
Participate in shared research & writing projects. W.1.7		
With guidance & support, recall info. from experiences or gather info. from provided sources to answer a question. W.1.8		
Notes		
S1E: Semester 1 teacher notes may appear here.		
S2E: Semester 2 teacher notes may appear here.		
1st Gr Foreign Language - S1 <b>Burgman, I</b>	S1E	S2E
Standards		
<b>FIRST GRADE UNIT 1: GETTING ACQUAINTED</b>		
Ask questions about names and feelings in Spanish. 1.1.N.SL.f		
Identify proper courtesies to use in Spanish. 1.2.N.R.a		
Describe personal feelings in Spanish. 1.1.N.SL.b		
Identify people by their appropriate titles in Spanish: señor, señora, señorita. 1.1.N.SL.a		
<b>FIRST GRADE UNIT 2: SCHOOL SUPPLIES</b>		
Understand classroom directions. 1.2.N.L.a		
Identify common objects in the classroom in Spanish. 1.2.N.L.a		
Identify colors in Spanish. 1.2.N.L.a		
Recite numbers 1-20 in Spanish. 1.2.N.L.a		
Notes		
S1E: Semester 1 notes may appear here.		
1st Gr Foreign Language - S2 <b>Burgman, I</b>	S1E	S2E
Standards		
<b>FIRST GRADE UNIT 3: MY FAMILY</b>		
Verbally identify family members in Spanish. 1.3.N.S.b		
Introduce family members in Spanish. 1.3.N.S.b		
<b>FIRST GRADE UNIT 4: MY DELICIOUS SALAD</b>		
Describe common vegetables in Spanish. 1.3.N.S.b		
Identify common vegetables in Spanish. 2.2.N.F.a		
<b>FIRST GRADE UNIT 5: MY SUMMER CLOTHING</b>		
Create and present a book in Spanish about summer clothing. 1.3.N.W.b		
Identify body parts in Spanish. 1.2.N.L.a		
Identify typical summer weather in Spanish. 1.2.N.L.a		
Recognize the names of summer clothing expressed in Spanish. 1.2.N.L.a		
<b>FIRST GRADE UNIT 6: ZOO AND LAND ANIMALS</b>		
Present descriptions of common zoo animals in Spanish. 1.3.N.S.b		
Identify common zoo animals in Spanish. 1.2.N.L.a		
Notes		
S2E: Semester 2 teacher notes may appear here.		

1st Gr Math <b>Lazar, S</b>	S1E	S2E
Standards		
<b>OPERATIONS &amp; ALGEBRAIC THINKING</b>		
Use addition & subtraction within 20 to solve word problems. 1.OA.1		
Solve word problems that call for addition of 3 whole numbers whose sum is less than or equal to 20. 1.OA.2		
Apply properties of operations as strategies to add & subtract (commutative & associative properties of addition). 1.OA.3		
Understand subtraction as an unknown-addend problem. 1.OA.4		
Relate counting to addition & subtraction. 1.OA.5		
Add & subtract within 20, demonstrating fluency for addition & subtraction within 10. 1.OA.6		
Understand the meaning of the equal sign, & determine if equations involving addition & subtraction are true or false. 1.OA.7		
Determine the unknown whole number in an addition or subtraction equation relating 3 whole numbers. 1.OA.8		
<b>NUMBER &amp; OPERATIONS IN BASE TEN</b>		
Count to 120, starting at any number less than 120. In this range, read & write numerals. 1.NBT.1		
Understand that 10 can be thought of as a bundle of ten ones-- called a "ten." (1.NBT.2.a		
Understand that the numbers from 11-19 are composed of a ten & one (or 2, 3,...). 1.NBT.2.b		
Understand that the numbers 10, 20,..., 90 refer to one, 2, 3, 4, 5, 6, 7, 8, or 9 tens (& 0 ones). 1.NBT.2.c		
Compare 2-digit numbers based on meanings of the tens & ones digits, record the results with the symbols >, =, & <. 1.NBT.3		
Add w/n 100, use concrete models, drawings & strategies; relate the strategy & explain the reasoning used. 1.NBT.4		
Given a 2-digit #, mentally find 10 more/10 less than the number, without having to count; explain the reasoning used. 1.NBT.5		
Subtract multiples of 10 using concrete models/drawings & strategies; relate the strategy & explain the reasoning used. 1.NBT.6		
<b>MEASUREMENT &amp; DATA</b>		
Order 3 objects by length; compare the lengths of 2 objects indirectly by using a third object. 1.MD.1		
Express the length of an object as a whole number of length units by laying copies of a shorter object end to end. 1.MD.2		
Tell & write time in hours & half-hours using analog & digital clocks. 1.MD.3		
Organize, represent & interpret data with up to 3 categories; ask & answer questions about the total number of data pts. 1.MD.4		
<b>GEOMETRY</b>		
Distinguish betw. defining attributes versus non-defining attributes; build & draw shapes to possess defining attributes. 1.G.1		
Compose 2-D shapes or 3-D shapes to create a composite shape & compose new shapes from the composite shape. 1.G.2		
Partition & describe circles & rectangles into equal shares. Understand that decomposing creates smaller shares. 1.G.3		
Notes		
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1st Gr Math Lazar, S	S1E	S2E
Notes		
S2E: Semester 2 teacher notes may appear here.		
1st Gr Science Lazar, S	S1E	S2E
Standards		
<b>SCIENCE PROCESSES: INQUIRY</b>		
Make purposeful observation of the natural world using the appropriate senses. S.IP.01.11		
Generate questions based on observations. S.IP.01.12		
Plan & conduct simple investigations. S.IP.01.13		
Manipulate simple tools that aid observation & data collection. S.IP.01.14		
Make accurate measurements with appropriate (non-standard) units for the measurement tool. S.IP.01.15		
Construct simple charts from data & observations. S.IP.01.16		
<b>SCIENCE PROCESSES: INQUIRY ANALYSIS &amp; COMMUNICATION</b>		
Share ideas about science through purposeful conversation. S.IA.01.12		
Communicate & present findings of observations. S.IA.01.13		
Develop research strategies for info. gathering. S.IA.01.14		
<b>SCIENCE PROCESSES: REFLECTION &amp; SOCIAL IMPLICATIONS</b>		
Demonstrate scientific concepts through various illustrations, performances, models, exhibits, & activities. S.RS.01.11		
Recognize that science investigations are done more than one time. S.RS.01.12		
<b>PHYSICAL SCIENCE: PROPERTIES OF MATTER</b>		
Demonstrate the ability to sort objects according to observable attributes. P.PM.01.11		
Demonstrate that water as a solid keeps its own shape (ice). P.PM.01.21		
Demonstrate that water as a liquid takes on the shape of various containers. P.PM.01.22		
Identify materials that are attracted by magnets. P.PM.01.31		
Observe that like poles of a magnet repel & unlike poles of a magnet attract. P.PM.01.32		
<b>LIFE SCIENCE: ORGANIZATION OF LIVING THINGS</b>		
Identify the needs of animals. L.OL.01.13		
Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult. L.OL.01.21		
<b>LIFE SCIENCE: HEREDITY</b>		
Identify characteristic that are passed on from parents to young. L.HE.01.11		
Classify young animals based on characteristics that are passed on from parents. L-HE.01.12		
<b>EARTH SCIENCE: EARTH SYSTEMS</b>		
Identify the sun as the most important source of heat which warms the land, air, & water of the Earth. E.ES.01.11		
Demonstrate the importance of sunlight & warmth in plant growth. E.ES.01.12		
Compare daily changes in the weather related to temperature; cloud cover precipitation; wind. E.ES.01.21		
Describe & compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, & wind. E.ES.01.22		

1st Gr Science Lazar, S	S1E	S2E
Standards		
Describe severe weather alerts. E.ES.01.23		
Describe precautions that should be taken for human safety during severe weather conditions. E.ES.01.24		
Identify the tools that might be used to measure temperature, precipitation, cloud cover, & wind. E.ES.01.31		
Observe & collect data of weather conditions over a period of time. E.ES.01.32		
<b>EARTH SCIENCE: SOLID EARTH</b>		
Describe how Earth materials contribute to the growth of plant & animal life. E.SE.01.12		
Notes		
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1st Gr Social Studies Lazar, S	S1E	S2E
Standards		
<b>HISTORY: LIVING &amp; WORKING TOGETHER IN FAMILIES &amp; SCHOOLS</b>		
Demonstrate chronological thinking by distinguishing among past, present, & future using family or school events. 1-H2.0.1		
Use a calendar to distinguish among days, weeks, & months. 1-H2.0.2		
Investigate a family history identifying members & connections to tell a narrative about family life. 1-H2.0.3		
Retell in sequence important ideas & details from stories about families or schools. 1-H2.0.4		
Use historical records & artifacts to draw possible conclusions about family or school life in the past. 1-H2.0.5		
Compare life today with life in the past using the criteria of family, school, jobs, or communication. 1-H2.0.6		
Identify the events or people celebrated during United States national holidays & why we celebrate them. 1-H2.0.7		
<b>GEOGRAPHY: THE WORLD IN SPATIAL TERMS</b>		
Construct simple maps of the classroom to demonstrate aerial perspective. 1-G1.0.1		
Give examples of places that have absolute locations (e.g., home address, school address). 1-G1.0.2		
Use personal directions to describe the relative location of significant places in the school environment. 1-G1.0.3		
Distinguish between land masses & bodies of water using maps & globes. 1-G1.0.4		
<b>GEOGRAPHY: PLACES &amp; REGIONS</b>		
Distinguish between physical & human characteristics of places. 1-G2.0.1		
Describe the unifying characteristics &/or boundaries of different school regions. 1-G2.0.2		
<b>GEOGRAPHY: HUMAN SYSTEMS</b>		
Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life. 1-G4.0.1		
<b>GEOGRAPHY: ENVIRONMENT &amp; SOCIETY</b>		
Describe ways in which people modify & adapt to the environment. 1-G5.0.1		
<b>CIVICS &amp; GOVERNMENT: PURPOSES OF GOVERNMENT</b>		
Identify some reasons for rules in school (e.g., provide order, predictability, & safety). 1-C1.0.1		

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1st Gr Social Studies	S1E	S2E
<b>Lazar, S</b>		
<b>Standards</b>		
Give examples of the use of power with authority in school. 1-C1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line). 1-C1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: VALUES &amp; PRINCIPLES OF AMERICAN DEMOCRACY</b>		
Explain how decisions can be made or how conflicts might be resolved in fair & just ways (e.g., majority rules). 1-C2.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Identify important symbols of the United States of Americ. 1-C2.0.2	<input type="checkbox"/>	<input type="checkbox"/>
<b>CIVICS &amp; GOVERNMENT: ROLES OF THE CITIZENS IN AMERICAN DEMOCRACY</b>		
Identify situations in which people act as good citizens in the school community. 1-C5-0.2	<input type="checkbox"/>	<input type="checkbox"/>
Describe some responsibilities people have at home & at school. 1-C5.0.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>ECONOMICS: MARKET ECONOMY</b>		
Distinguish between producers & consumers of goods & services. 1-E1.0.1	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways in which families consume goods & services. 1-E1.0.2	<input type="checkbox"/>	<input type="checkbox"/>
Using examples, explain why people cannot have everything they want (scarcity) & describe how people respond (choice). 1-E1.0.3	<input type="checkbox"/>	<input type="checkbox"/>
Describe reasons why people voluntarily trade. 1-E1.0.4	<input type="checkbox"/>	<input type="checkbox"/>
Describe ways in which people earn money (e.g., providing goods & services to others, jobs). 1-E1.0.5	<input type="checkbox"/>	<input type="checkbox"/>
Describe how money simplifies trade. 1-E1.0.6	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: IDENTIFYING &amp; ANALYZING PUBLIC ISSUES</b>		
Identify public issues in the school community. 1-P3.1.1	<input type="checkbox"/>	<input type="checkbox"/>
Use graphic data to analyze info. about a public issue in the school community. 1-P3.1.2	<input type="checkbox"/>	<input type="checkbox"/>
Identify alternative resolutions to a public issue in the school community. 1-P3.1.3	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: PERSUASIVE COMMUNICATION ABOUT A PUBLIC ISSUE</b>		
Express a position on a public policy issue in the school community & justify the position with a reasoned argument. 1-P3.3.1	<input type="checkbox"/>	<input type="checkbox"/>
<b>PUBLIC DISCOURSE, DECISION MAKING, &amp; CITIZEN INVOLVEMENT: CITIZEN INVOLVEMENT</b>		
Develop and implement an action plan to address or inform others about a public issue. 1-P4.2.1	<input type="checkbox"/>	<input type="checkbox"/>
Participate in projects to help or inform others. 1-P4.2.2	<input type="checkbox"/>	<input type="checkbox"/>

Notes

S1E: Semester 1 teacher notes may appear here.

S2E: Semester 2 teacher notes may appear here.