**Syllabus and Grade Level Expectations**

**Syllabus**

Plato Academy has both high academic and behavioral standards. Our school implements the B.E.S.T. (Benchmarks for Excellent Student Thinking) standards, which are the set of educational standards adopted by the state of Florida. The current state approved standards focus on developing a deep understanding of baseline skills and concepts.

In order to meet these standards, Plato Academy Schools utilizes HMH curriculum resources and e-learning integration, along with supplemental resources. In addition we use innovative teaching methods and the Socratic method of teaching, so our students gain a thorough command of reading, mathematics, science, writing, social studies, and language arts throughout their years at Plato Academy.

An overview of the First Grade student expectations for the year are as follows. If you want to know more specifics about the standards or view a complete list, please visit cpalms.org.

English Language Arts

In ELA Foundational Skills, your first grade student:

• understands and uses basic concepts of print skills (e.g. locate parts of a book including title, author, illustrator, etc.)

• identifies, segments, and blends sounds in words

• breaks words apart into syllables

• uses phonics and word analysis skills to read and write words (e.g. vowel pairs, magic e, digraphs, inflectional endings, etc.)

• reads grade level high frequency sight words

In Reading, your first grade student:

• reads and comprehends a variety of grade level texts

• reads a variety of texts orally with fluency at a first grade level

• listens and responds to a variety of texts (e.g. stories, poems, informational materials, etc.)

• identifies and describes the elements of a story (e.g. characters, setting, problem, solution, and sequence of events)

• identifies and explains the moral or lesson of a story

• identifies the narrator of a story and provide evidence to show their thinking

• identifies and uses text features in non-fiction (e.g. heading, captions, glossaries, etc.)

• identifies and describes the main idea and key details of a non-fiction text

• compares and contrasts information from pictures and words or texts across genres

• identifies, describes, and provides evidence of the author’s opinions about the main idea of a text

• identifies and explains descriptive words and phrases from a text

• retells a text orally or in writing to enhance comprehension

• uses technology and print resources to access information

• uses the reading process (e.g., predicting and rereading)

• responds accurately to questions that require thought beyond stated information.

• answers questions that require thought beyond what is read

In Communication, your first grade student:

• prints all upper and lower case letters accurately and legibly

• writes to communicate content

• writes narrative stories that include detailed sequenced events and a sense of closure

• writes opinions about topics and texts with supporting reasons and a sense of closure

• writes expository texts that include facts about topics with a sense of closure

• uses the writing process to plan, revise, and edit a writing piece

• demonstrates correct conventions (e.g., generally uses correct grammar, capitalization, and punctuation; correctly spells sight words).

• demonstrates knowledge of capitalization (e.g., names, first word in sentence, days of the week, months, the word I, and abbreviations such as Mr. and Mrs.)

• demonstrates knowledge of punctuation (e.g., period, question mark, exclamation point, commas, etc.)

• demonstrates knowledge of grammar and usage (e.g., one cat/ two cats, bigger/biggest, run/ran)

• demonstrates organization (e.g., a beginning, middle, and end; introduction/conclusion)

• uses familiar sight words

• uses appropriate volume to orally present or discuss information and ideas

• uses complete sentences share ideas aloud

• participates in research to gather information to answer questions

• uses tools and media to enhance their written or oral communication

• uses responsive listening, viewing, and speaking for a variety of purposes

In Vocabulary, your first grade student:

• uses grade level appropriate vocabulary when speaking and writing

• identifies and uses knowledge of base words and their inflectional endings

• uses clues (pictures, context clues, background knowledge, etc.) to figure out unknown words

**Helpful Hints to Use at Home**

❏ Read stories and informational materials to your student.

❏ Listen to your student read to you.

❏ Discuss the story (ask what happened in the previous parts and what might happen next).

❏ At times, have your student retell the story.

❏ Use the library on a regular basis.

❏ Ask your student to write for real purposes (e.g., grocery lists and letters to family members).

❏ Chat with your student about his or her interests every day (car trips are good times to talk and listen).

❏ Celebrate your student’s successes.

Mathematics

In Operations and Algebraic Thinking, your student:

• understands and explains the meaning of the addition, subtraction, and the equal sign

• selects the appropriate operation to solve addition and subtraction problems

• demonstrates that geometric symbols can represent unknown quantities in equations (e.g., 6 + = 8)

• uses strategies to represent and solve a variety of addition and subtraction word problems

• understands addition and subtraction and the relationship between them (e.g. fact families)

• relates counting to addition and subtraction (e.g. counting forward or backward)

• fluently adds and subtracts within 10

• adds and subtracts using a variety of strategies within 20

• chooses a strategy and explains their thinking when solving a variety of problems

In Number and Operations, your student:

• matches written and oral names and standard numerals with the numbers 0-120

• can fluently count forward or backward from any number 0-120 written and orally

• determines relative size, order, and position for numbers by counting, using manipulatives, number lines, and technology

• counts and groups by 1’s, 2’s, 5’s and 10’s

• recognizes, extends, generalizes, and creates a variety of number patterns when counting

• fluently identifies one more/one less and ten more/ten less than a given number without having to count

• understands and uses place value strategies to count, read, write, and represent numbers

• compares numbers using place value strategies and records with words and symbols

• adds and subtracts within 100 using place value strategies

In Measurement, your student:

• orders objects by length and height, and makes comparisons (e.g. long, longer, longest)

• compares the lengths of objects, directly and indirectly

• uses a variety of nonstandard units to measure items (e.g. cubes, paper clips, etc.)

• understands a ruler is a tool to measure length and uses a ruler to measure items

• tells and writes time to the hour and half hour using digital and analog clocks

• identifies coins and their value

• counts groups of like and unlike coins to find the total amount

• generates, organizes, and analyzes data and simple graphs and charts

• decides how data can be collected, displayed, and interpreted to ask and answer relevant questions

• collects data and interprets the results using bar graphs, pictographs, and tally charts

In Geometry, your student:

• identifies, draws, describes, and compares two- and three-dimensional shapes

• explores shapes by combining, dividing, or changing

• identifies, understands, describes and represents common fractions using pictures, words, numerals, or objects (e.g. ½ or one fourth)

**Helpful Hints to Use at Home**

❏ Demonstrate various arithmetic strategies for your student by thinking aloud when solving problems.

❏ Provide your student with opportunities for “real” measurement (e.g., in the kitchen while cooking, in the garage while building or repairing).

❏ Ask your student the time whenever possible.

❏ Find and identify shapes in the environment and at home.

❏ Play games such as Battleship. Build with blocks and toys (e.g., Lincoln Logs, Legos).

❏ Pose problems for your student to solve.

❏ Play card games.

❏ Play board games (e.g., checkers, chess, Chinese Checkers, four score, Penta).

❏ Use mathematical vocabulary when appropriate (e.g., chance, probability, more likely, equally likely, less likely).

❏ Gather data from family regarding “favorites” (e.g., food, TV shows, games, sports).

Social Studies

In American History, your student:

• understands a primary source and can utilize sources to research answers on a historical topic

• extends and refines understanding that history tells the story of people and events of other times and places

• compares life in the present to life in the past

• distinguishes between historical fact and fiction using various materials

• identifies celebrations and national holidays and explains the reasons they are held

• identifies and describes historical figures that displayed character ideals (e.g. honesty, courage, responsibility, etc.)

• sequentially orders and describes events from school, home, and community

• knows ways people in different cultures live, work, play, move about, and communicate

In Geography, your student:

• identifies and uses key elements of maps and globes (e.g. compass rose, legend, symbols, etc.)

• knows the four cardinal directions (for example, north, south, east, west)

• utilizes a variety of maps and a globe to locate places (e.g. Florida, Atlantic Ocean, Gulf of Mexico, etc.) and physical features (peninsulas, rivers, lakes, etc.)

• constructs a map using key elements

• describes how location, weather, and physical environment affect the way people live in a community

• understands ways physical environments in other parts of the world are similar to and different from one's own (for example, mountains, deserts, plains, shore)

In Economics, your student:

• knows ways in which people exchange goods and services (e.g. barter, payment)

• understands cost (e.g. something one gives up when one decides to do something) and benefit (e.g. something that satisfies wants)

• understands the difference between goods and services

• distinguishes people as buyers, sellers, and producers of goods and services

• knows how different types of work benefit the family and community

• knows the importance of and different ways to save money

• understands the basic concept of scarcity

In Civics and Government, your student:

• explains the purpose of rules and laws

• knows similarities and differences between rules and responsibilities at home, at school, and in the community

• knows responsibilities of authority figures at home, school, and in the community (for example, parents, teachers, police officers)

• knows some individual rights and responsibilities

• explains how decisions can be made and conflicts can be fairly resolved

• recognizes symbols and individuals that represent American constitutional democracy

Helpful Hints to Use at Home

❏ Visit museums.

❏ Conduct research at the library or using media tools to learn about historical events.

❏ Discuss differences in cultures and their customs, including holidays, languages, foods, etc.

❏ Have your child navigate using a map (when driving, at a park/theme park, museum, etc.).

❏ Discuss and display good money habits (setting up a bank account, making a grocery list of needs first then wants, budgeting, etc.)

❏ Discuss what life was like for you growing up, for your parents growing up, and your great-grandparents growing up.

❏ Share and discuss items from the past you may still have in your home.

❏ Encourage and discuss rights and responsibilities of the members of your family and your community (neighborhoods, groups your child attends such as Girl Scouts or Soccer Club).

❏ Model and discuss conflict resolution strategies.

Science

In Life Science, your student:

• identifies and makes observations of living and nonliving things

• identifies and describes the needs of living things and how they meet these needs

• identifies major plant parts and their purposes

• classifies, describes, compares, and contrasts major groups of animals

• identifies, sequences, and explains life cycles of living things

• describes and identifies the benefits of the interdependence of plants and animals

In Physical Science, your student:

• observes, sorts, and describes objects by physical properties

• demonstrates, defines, and describes forces and motion

• demonstrates and describes ways objects move

• identifies, describes, compares, and contrasts different states of matter

• describes how matter can change

• identifies and describes sources of energy and how we use them

In Earth and Space Science, your student:

• identifies the beneficial and harmful properties of the Sun

• explains why we need to take care of our Earth

• identifies ways we can take care of our Earth

• recognizes and describes features found on Earth’s surface

• recognizes some things in the world around us happen fast and some happen slowly

• discusses weather and its patterns

• identifies, discusses, compares, and contrasts the different seasons

• recognizes repeating patterns (e.g. moon phases, water cycle, etc.)

• recognizes and describes items and their place in space (e.g. moon, planets, stars, etc.)

• recognizes and describes how Earth moves in space

• explains the effect of Earth’s rotation and orbit around the Sun

In The Nature of Science, your student:

• raises questions about the natural world and investigates them

• provides explanations based on research and explorations

• uses the five senses to observe

• identifies various tools used in science

• demonstrates teamwork and sharing

• keeps records of investigations

• asks and answers “how do you know”

Helpful Hints to Use at Home

❏ Visit museums, zoos, and scientific theme parks.

❏ Follow weather patterns.

❏ Participate in science fairs.

❏ Observe and discuss animals and plants in their natural environment.

Health

In Health, your student:

• identifies, explains, and practices healthy behaviors (e.g. eating healthy foods, exercising, getting sleep, playing safely, etc.)

• explains how to prevent accidents and illnesses (e.g., looks both ways before crossing a street, washing hands, etc.).

• recognizes body parts and their functions

• identifies and practices healthy ways to interact socially

• identifies and practices healthy ways to express themselves including their needs, wants, and feelings

• identifies health care providers and how friends, families, and communities can influence and support health behaviors

• identifies, practices, and explains decision making skills to enhance healthy behaviors and reduce health risks

• encourages others to make positive health choices

• identifies, practices, and encourages good character choices (e.g. honesty, respect, citizenship, etc.)

Helpful Hints to Use at Home

❏ Model and discuss healthy habits such as exercising or eating nutritious meals.

❏ Bring your child grocery shopping- read and discuss labels and ingredients together.

❏ Encourage and discuss feelings and emotions, as well as healthy ways to deal with big feelings (anger, nervousness, jealousy, etc.).

❏ Encourage and discuss the importance of good character- give your child age appropriate responsibilities, read and discuss literature with life lessons.

❏ Model and discuss food safety and household safety such as storing chemicals properly.