**Syllabus and Grade Level Expectations**

**Syllabus**

Plato Academy has both high academic and behavioral standards. As a school and as a country, we have implemented a set of rigorous and relevant standards, known as the Common Core Standards. The Common Core Standards focus on developing a deep understanding of skills, concepts, and content through critical thinking, problem solving, and analysis. Students will relate topics and content across subject areas, context, and grade levels. Students are expected to not only understand a skill or concept, but be able to effectively and accurately apply it in a variety of situations and explain their strategies and thinking with supportive evidence. The goal of the Common Core Standards is to prepare students for college and career readiness by providing clear expectations and for students in each grade level.

In order to meet these standards, Plato Academy Schools utilize Pearson 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.

 The First Grade student expectations for the year are as follows

Language Arts

In Reading, your first grade student:

• reads orally with fluency at a first grade level.

• uses meaning, word order, letters, and sounds (phonics) to figure out words.

• cross checks meaning, structure, and visual cues to figure out unknown words.

• retells a story, including character, setting, problem, sequence of events, and resolution.

• retells informational text including main idea and supporting information.

• answers questions that require thought beyond what is read.

• understands predictable, easy narrative, and informational text.

• summarizes a story, poem, or article.

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

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

• uses technology and print resources to access information.

In Writing, your student:

• uses familiar sight words.

• communicates content (e.g., writes phrases, sentences, and paragraphs that include specific details; writes a group story including character, setting, problem, sequence of events, and resolution; writes a paragraph that tells how or why).

• demonstrates organization (e.g., a simple beginning, middle, and end).

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

• demonstrates the writing process: prewrites, composes, revises, edits, publishes.

• chooses to write.

• prints legibly.

In Listening, Viewing, and Speaking, your student:

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

In Language, your student:

• uses vocabulary appropriate to a situation.

• 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 and question mark).

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

In Literature, your student:

• listens and responds to a variety of literature.

• reads and responds to a variety of literature (e.g., stories, poems,

informational materials, picture books, letters, and fables).

**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 Number Sense, Concepts, and Operations, your student:

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

• determines relative size, order, and position for numbers less than 100 by counting, using manipulatives, number lines, and technology.

• uses objects to represent numbers or commonly used fractions (e.g., whole, 1/2, 1/4).

• counts and groups by 1’s, 2’s, 5’s and 10’s to 100 out loud and with manipulatives.

• demonstrates an understanding of place value by using number patterns and grouping when counting.

• understands and explains the effects of addition and subtraction on numbers.

• selects the appropriate operation to solve addition and subtraction problems.

• adds and subtracts using manipulatives, mental mathematics, paper and pencil, calculator and/or technology.

• estimates quantities.

• classifies and uses manipulatives to show numbers as even or odd.

In Measurement, your student:

• uses basic measurement concepts including length, weight, analog and digital time (hour and half hour), temperature, and capacity.

• makes comparisons (e.g., tall, taller, or tallest; big, bigger, or biggest).

• measures objects using inches or centimeters, or nonstandard units, using blocks or other small objects.

• orders objects according to size (length, width).

• estimates lengths, widths, time intervals, and money, and compares estimates to actual measurements.

• selects and uses appropriate measuring tools (e.g., scales, rulers, and clocks) to measure within customary or metric systems.

In Geometry and Spatial Sense, your student:

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

• explores shapes by combining, dividing, or changing.

In Algebraic Thinking, your student:

• classifies and relates patterns using common characteristics.

• recognizes, extends, generalizes, and creates a variety of patterns using symbols and objects.

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

In Data Analysis and Probability, your student:

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

• shows data in a simple model to demonstrate the concepts of range and mode.

• understands basic concepts of chance and probability.

• predicts which simple event is more likely, equally likely, or less likely to occur.

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

• collects data and interprets the results using line graphs, pictographs, and charts.

**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 Time, Continuity, and Change [History], your student:

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

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

• knows ways to investigate and document a family history.

• understands calendar time (days, weeks, months, years).

• knows ways in which communication methods have changed.

In People, Places, and Environments [Geography], your student:

• knows terms used to describe distance (for example, feet, yards, meters, miles, kilometers).

• knows the locations of the four hemispheres and selected countries on a map and globe.

• understands that a map represents a real place.

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

• 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 Government and the Citizen [Civics and Government], your student:

• knows similarities and differences between rules and responsibilities at home and at school.

• knows selected major elected officials (for example, president, governor).

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

• knows some individual rights and responsibilities.

In Production, Distribution, and Consumption [Economics], your student:

• understands the basic concept of scarcity.

• understands the difference between goods and services.

• understands cost (for example, something one gives up when one decides to do something) and benefit (for example, something that satisfies wants).

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

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

• knows different ways to save money.

Science

In Plants are Living Things, your student:

• identifies living/nonliving parts of our environment (e.g., trees, rocks).

In Plants Grow and change, your student:

• identifies growth changes of living things

In All About Animals and Places to Live, your student:

• describes why plants and animals need each other.

• lists the basic needs of all living things.

In Looking and Caring for Earth, your student:

• makes a picture showing the phases of the moon.

• draws a picture of the sky during the day and night.

• explains why we need to take care of our earth (air, land, water).

In Weather and Sky, your student:

• discusses weather and its patterns.

• discusses the different seasons.

• recognizes repeating patterns (e.g., moon phases, weather).

In Matter, your student:

• classifies objects in many different ways (e.g., color, shape).

• describes different states of matter of the same materials (e.g., water, steam, ice).

In Motion and Energy, your student:

• identifies sources of heat (e.g., sun, candles).

• shows actions which require energy (e.g., jumping, running).

• explains the effect of various forces on an object.

In The Nature of Science, your student:

• explains why it is necessary to repeat procedures in order to observe and compare in an investigation (e.g., class science project).

• identifies various tools used in science (e.g., thermometers, scales).

• demonstrates team work and sharing.

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 Literacy, your student:

• recognizes body parts and their functions.

• thinks about decisions related to health before taking action (e.g.,takes medicine only with permission of an adult).

• explains how to prevent accidents and illnesses (e.g., looks both waysbefore crossing a street).

• classifies food according to the Food Guide Pyramid.