Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy
- Encourage your child to read to you books such as Little Bear by Else Holmelund Minarik. Help him or her sound out difficult words. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf
- Pick a “word of the day” each day starting with a different letter
- Have your child write the word and look for other things beginning with the same letter

Mathematics
Look for “word problems” in real life. Some 1st grade examples might include:
- If you open a new carton of a dozen eggs, and you use four eggs to cook dinner, close the carton and ask your child how many eggs are left
- Play the “I’m thinking of a number” game. For example, “I’m thinking of a number that makes 11 when added to 8. What is my number?”

www.pta.org
**Phonics and Word Recognition:**
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
   a. Know the spelling-sound correspondences for common consonant digraphs.
   b. Decode regularly spelled one-syllable words.
   c. Know final-e and common vowel team conventions for representing long vowel sounds.
   d. Use knowledge that every syllable must have a vowel sound to determine the number of syllable in a printed word.
   e. Decode two-syllable words following basic patterns by breaking the words into syllables.
   f. Read words with inflectional endings.
   g. Recognize and read grade-appropriate irregularly spelled words.

**Fluency:**
4. Read with sufficient accuracy and fluency to support comprehension.
   a. Read on-level text with purpose and understanding.
   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Reading Standards for Foundational Skills (RF)**

<table>
<thead>
<tr>
<th>Print Concepts:</th>
</tr>
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<tbody>
<tr>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
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<tr>
<td>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</td>
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**Phonological Awareness:**
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Distinguish long from short vowel sounds in spoken single-syllable words.
   b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
   c. Isolate and pronounce initial, medial, and final sounds (phonemes) in spoken single-syllable words.
   d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**Reading Standards for Informational Text (RI)**

<table>
<thead>
<tr>
<th>Key Ideas and Details:</th>
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<tbody>
<tr>
<td>1. Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>2. Identify the main topic and retell key details of a text.</td>
</tr>
<tr>
<td>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</td>
</tr>
<tr>
<td>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</td>
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<th>Craft and Structure:</th>
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<th>Integration of Knowledge and Ideas:</th>
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**Range of Reading and Level of Text Complexity:**
10. With prompting and support, read informational texts appropriately complex for grade 1.
   a. Activate prior knowledge related to the information and events in a text.
   b. Confirm predictions about what will happen next in a text.

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10. With prompting and support, read informational texts appropriately complex for grade 1.
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**Writing Standards (W)**

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<th>Text Types and Purposes:</th>
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<tr>
<td>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
</tr>
<tr>
<td>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
</tr>
<tr>
<td>3. Write narratives in which they recount two or more appropriately sequenced events, including details that provide some sense of closure.</td>
</tr>
<tr>
<td>4. (Begin in grade 2) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</td>
</tr>
<tr>
<td>5. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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</table>

**Research to Build and Present Knowledge:**
7. Participate in shared research and writing projects (e.g., “explore a number of ‘how-to’ books on a given topic and use them to write a sequence of instructions).”

**Writing Standards (W)**

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<td>6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</td>
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<td>7. (Begin in grade 4) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
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**Speaking and Listening Standards (SL)**

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<th>Comprehension and Collaboration:</th>
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<tbody>
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<td>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</td>
</tr>
<tr>
<td>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</td>
</tr>
<tr>
<td>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</td>
</tr>
<tr>
<td>c. Ask questions to clarify or confirm the understanding of the speaker, using specific language (e.g., Can you say that again? When did that happen?).</td>
</tr>
<tr>
<td>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</td>
</tr>
<tr>
<td>a. Give, restate, and follow simple two-step directions.</td>
</tr>
<tr>
<td>b. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</td>
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</table>

**Presentation and Knowledge and Ideas:**
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
   a. Memorize and recite poems, rhymes, and songs with expression.
   b. Add drawings or other visual displays to descrip-
Conventions of Standard English:
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print all upper- and lowercase letters.
   b. Use common, proper and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete single and compound declarative, imperative, interrogative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Math: Operations and Algebraic Thinking (1.OA)
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.
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.

Language Standards (L)
1. Use sentence-level context as a clue to the meaning of a word or a phrase.
   a. Sort word into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
   b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
   c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
   d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
   g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
   h. Use determiners (e.g., articles, demonstratives).
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   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language:
1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Print all upper- and lowercase letters.
   b. Use common, proper and possessive nouns.
   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
   d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
   e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walk home; Today I walk home; Tomorrow I will walk home).
   f. Use frequently occurring adjectives.
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   h. Use determiners (e.g., articles, demonstratives).
   i. Use frequently occurring prepositions (e.g., during, beyond, toward).
   j. Produce and expand complete single and compound declarative, imperative, interrogative, and exclamatory sentences in response to prompts.

Vocabulary Acquisition and Use:
1. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones—ten ones.
   b. The numbers from 11 to 19 are composed of a ten and one, 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).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Number and Operations in Base Ten (1.NBT)
1. Extend the Counting Sequence:
   a. Count to 120, starting at any number less than 120.
   b. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand Place Value:
1. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
   a. 10 can be thought of as a bundle of ten ones—called a “ten.”
   b. 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).

2. 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.

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Add and Subtract Within 10:
1. Use addition and subtraction within 20, demonstrating fluency for addition and subtraction in all single-digit numbers, using strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); 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).

Add and Subtract Within 20:
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.
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.

Determine or clarify the meaning of unknown and problem words and determine or clarify the meaning of unknown and problem words and determine or clarify the meaning of unknown and problem words and determine or clarify the meaning of unknown and problem words.
1. Find the unknown whole number in an addition or subtraction equation relating three whole numbers.
   a. Given a two-digit number, mentally find 10 more or 10 less, without having to count; explain the reasoning used.
   b. Given a two-digit number, mentally find 10 more or 10 less, without having to count; explain the reasoning used.
   c. Given a two-digit number, mentally find 10 more or 10 less, without having to count; explain the reasoning used.
   d. Given a two-digit number, mentally find 10 more or 10 less, without having to count; explain the reasoning used.

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   d. Given a two-digit number, mentally find 10 more or 10 less, without having to count; explain the reasoning used.
Measure Lengths Indirectly and by Iterating Length Units:
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

Tell and Write Time:
3. Tell and write in hours and half–hours using analog and digital clocks.

Represent and Interpret Data:
4. 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.

Reason with Shapes and their Attributes:
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.
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.
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.

Identifies rights and responsibilities of being a good citizen:
• Recognizes maps and globes as representations of the earth
• Describes how location, weather, and physical environments affect the way people live.
• Knows and understands the symbols and traditions of the U.S.
• Compares and contrasts life, past and present, around the world and recognize that things change over time.
• Understands basic economic concepts of the goods and services that people need.
• Learns to appreciate cultural diversity.

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:
1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).

Principles of Motor Learning:
1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management:
1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement:
1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
1.8 Land on both feet after taking off on one foot and on both feet.
1.9 Jump a swinging rope held by others.

Manipulative Skills:
1.10 Demonstrate the underhand movement (throw) pattern.
1.11 Demonstrate the overhead movement (throw) pattern.
1.12 Demonstrate the two-handed overhead (throw) pattern.
1.13 Catch, showing proper form, a gently thrown ball.
1.14 Catch a self-tossed ball.
1.15 Catch a self-bounced ball.
1.16 Kick a rolled ball from a stationary position.
1.17 Kick a stationary ball, using a smooth, continuous running approach.
1.18 Strike a balloon upward continuously, using arms, hands, and feet.
1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
1.20 Dribble a ball in a forward direction, using the inside of the foot.
1.21 Dribble a ball continuously with one hand.

Rhythmic Skills:
1.22 Create or imitate movement in response to rhythms and music.

Physical Fitness Calif. Standard– 1
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts:
2.1 Identify the right and left sides of the body and movement from right to left and left to right.
2.2 Identify people/objects that are within personal space and within boundaries.

Body Management:
2.3 Identify the base of support of balanced objects.

Locomotor Movement:
2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills:
2.5 Identify examples of underhand and overhead movement patterns.
2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object travel.
2.9 Describe the proper hand and finger position for catching a ball.
2.10 Demonstrate and explain how to reduce the impact force while catching an object.
2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach.
2.12 Identify the location of the contact point to strike an object upward.
2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.
Physical Fitness  Calif. Standard– 3

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts:
4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
4.2 Explain the importance of drinking water during and after physical activity.
4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity:
4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
4.6 Identify physical activities that cause the heart to beat faster.
4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance:
4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time

Flexibility:
4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition:
4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

Physical Fitness  Calif. Standard– 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility:
5.1 Participate willingly in new physical activities.
5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction:
5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics:
5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

Assessment:
3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

Flexibility:
3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.
3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

Using a Computer:
1. Introduction; D=Develop; M=Master; A=Apply

Using a Computer:
• Identify and explain the parts of various technological devices appropriate to grade-level (M)
• Start and shut down various technological devices (M)
• Use a keyboard and pointing device; such as a mouse / touchpad (A)
• Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a command, file, or application. (I)
• Open and close an application or program (D)

Using Software and Application: Word Processing and Desktop Publishing:
• Type words per minute (WPM) with proficiency and accuracy: Keyboard Familiarity
• Write, edit, print, and save simple documents (I)

Multimedia and Presentation:
• Use painting and drawing programs to create and edit work. (D)
• Create, edit, and format text on a slide. (I)

Using the Internet:
• Explain and use terms related to the Internet (i.e., username, password, network, file server). (D)
• Explain and use terms related to the Internet (i.e., web browser, URL, keyboard, search engine, links). (D)

Ethics and Safety:
• Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (A)
• Explain ethical issues related to privacy, cyberbullying, plagiarism, spam, viruses, hacking, and file sharing. (I)
• Explain the potential risks and dangers associated with various forms of online communications. (I)
• Explain and use safe practices for sharing personal information via the Internet and other medium. (I)
• Identify and describe ways in which technology is used at home, as school, and in society. (I)