



2007-8 Benchmarks by grade: Grade 1

Mathematics

last update 2004-5

Data Handling	Measurement	Number	Pattern & Function	Shape & Space	Working Mathematically
<p>Grouping M.DH.G1.1 Understands that objects can be grouped and regrouped according to attributes, e.g. bears, shapes, colors</p> <p>Graphing M.DH.G1.2 Generates survey questions for finding information M.DH.G1.3 Creates and interprets - Venn - Bar - Tally charts - pictograph</p> <p>Probability M.DH.G1.4 Places outcomes in order of likelihood</p>	<p>Weight & Mass M.M.G1.1 Uses non-standard units of measurement. E.g. 5 blocks balance this scale</p> <p>Volume & Capacity M.M.G1.2 Uses non-standard units of measurement. E.g. 5 scoops fill this container</p> <p>Time M.M.G1.3 Names and sequences 7 days in a week and 12 months in a year M.M.G1.4 Reads and writes time in both digital and analogue forms - half hour - quarter past M.M.G1.5 Compares lengths of time: - 1 minute - 5 minutes - 10 minutes</p> <p>Length, Area & Perimeter M.M.G1.6 Understands non-standard units of measurement. E.g. The length of this is 5 blocks. 5 blocks fill this space. Blocks go around the edge of this shape</p> <p>Temperature M.M.G1.7 Understands that a thermometer is used to measure temperature.</p>	<p>Place Value M.N.G1.1 Uses concrete materials to represent understanding of place value of numbers up to 99 - counts in 1s, 2s, 5s, 10s, to 100 - reads - writes - orders - compares - estimates M.N.G1.2 Uses ordinal numbers to 31 (calendar)</p> <p>Declarative M.N.G1.3 Understands through demonstration the concept (not rote procedure) of - addition - subtraction - equality M.N.G1.4 Identifies take away, missing addends and difference as subtraction M.N.G1.5 Uses a range of mathematical vocabulary to express addition, subtraction and equality (e.g.: counting on, add, plus, counting back, minus, take away, is, is the same as, etc) M.N.G1.6 Uses fraction names half, quarter and third to describe part and whole relationships M.N.G1.7 Recognizes addition word problems and solves M.N.G1.8 Recognizes word problems with take away, missing addends and difference as subtraction and solves</p> <p>Procedural M.N.G1.9 Recalls the addition and subtraction facts to 10 M.N.G1.10 Adds and subtracts up to at least 20 with (9+7, 15-8) and without regrouping (11+5, 19-7) with concrete materials</p> <p>Money M.N.G1.11 Recognizes US coins and orders by values (coins to be referred to by cent amount rather than American names of penny, nickel, dime and quarter). M.N.G1.12 Recognizes USD bills and orders by value. M.N.G1.13 Shows equivalent amounts up to 50 cents by combining coins. M.N.G1.14 Adds and subtracts money amounts to 25 cents.</p> <p>Calculator M.N.G1.15 Uses a calculator to compute addition and subtraction equations</p>	<p>Mathematical Properties & Language M.PF.G1.1 Understands and uses the commutative property of addition e.g. $2 + 4 = 4 + 2$ M.PF.G1.2 Understands, models and uses the associative property of addition and subtraction i.e. $2 + 4$ therefore $6 - 4 = 2$ and $6 - 2 = 4$ M.PF.G1.3 Continues and creates repeating patterns (e.g. AA BB or AAA BB) with real objects M.PF.G1.4 Continues and records repeating patterns on paper.</p> <p>Numerical Analysis and Generalisation M.PF.G1.5 Identifies, describes and extends patterns in numbers to 99 M.PF.G1.6 Creates and explains patterns of multiples 2, 5 and 10 and uses them to predict answers to problems M.PF.G1.7 Identifies odd and even numbers to 10</p>	<p>Vocabulary M.SS.G1.1 Identifies: - sphere - cube - cuboid/rectangular prism - cone - cylinder M.SS.G1.2 Understands and uses the vocabulary of 2-D shapes: - side - corner - diagonal</p> <p>Spatial Understanding M.SS.G1.3 Creates 2D shapes</p> <p>Positional Language M.SS.G1.4 Observes, visualizes and describes positions, directions and movements using common words M.SS.G1.5 Gives and follows simple directions, describing paths, regions, boundaries (left right)</p> <p>Symmetry M.SS.G1.6 Finds symmetry in the real world M.SS.G1.7 Draws a symmetrical pattern with one line of symmetry</p>	<p><i>Solving and Reasoning: Key components for all students include developmentally appropriate approaches to investigating, formulating questions, constructing solutions, analyzing information, predicting and inferring, drawing conclusions and verifying</i></p> <p>M.WM.G1.1 Analyzes information to represent problems in different ways (e.g. drawing, diagramming, using manipulatives) M.WM.G1.2 Constructs and explains own solutions to problems M.WM.G1.3 Creates and solves simple problems using manipulatives M.WM.G1.4 Identifies known facts of a problem M.WM.G1.5 Formulates equations as a part of mathematical explanations</p>

Music

last update 2003-4

Performing: Singing	Performing: Playing Instruments	Creating, Composing	Listening
<p>Mu.PS.G1.1 in a group and alone, with an independent beginning, sings in tune songs within an 7-note range between c-d</p> <p>Mu.PS.G1.2 experiments with 3-pitch melodies</p> <p>Mu.PS.G1.3 aurally identifies ascending and descending pitch patterns and repeated notes</p> <p>Mu.PS.G1.4 follows simple conducting signals (start/stop, loud/soft, tempo)</p> <p>Mu.PS.G1.5 speaks rhythms using a variety of tempi</p> <p>Mu.PS.G1.6 demonstrates getting louder and getting softer with voice and movement</p> <p>Mu.PS.G1.7 sings fast and slow</p> <p>Mu.PS.G1.8 sings songs in AB form</p> <p>Mu.PS.G1.9 Can enunciate words to songs clearly and with understanding</p>	<p>Mu.PP.G1.1 echo claps, reads and writes from dictation 4-beat rhythmic patterns using quarter notes and rests and eighth notes</p> <p>Mu.PP.G1.2 demonstrates getting louder and softer with instruments</p> <p>Mu.PP.G1.3 plays fast and slow</p> <p>Mu.PP.G1.4 Plays a repeated rhythmic pattern (ostinato)</p> <p>Mu.PP.G1.5 Plays a steady beat accompaniment in various tempi</p> <p>Mu.PP.G1.6 Plays a rhythm from written notation using quarter/crotchets, eighth/quavers, half/minims and whole/semibreves and rests</p> <p>Mu.PP.G1.7 Plays a simple melody on a mallet instrument by ear</p> <p>Mu.PP.G1.8 Echoes bass bourdon patterns on the xylophone</p> <p>Mu.PP.G1.9 Has developed control on percussion instruments to produce appropriate sound.</p> <p>Mu.PP.G1.10 Demonstrates awareness of musical styles in playing</p> <p>Mu.PP.G1.11 Recognizes and follows simple conducting signals (tempo, dynamics, start and stop)</p>	<p>Mu.CC.G1.1 Chooses appropriate timbres for story characters Improvises simple melodic patterns on mallet instruments</p> <p>Mu.CC.G1.2 Chooses appropriate timbres rhythms and motifs for story characters and sounds capes</p> <p>Mu.CC.G1.3 Creates and notates a four beat rhythm and plays it.</p> <p>Mu.CC.G1.4 Is beginning to create music displaying an appreciation of timbre, pitch, dynamics, rhythm and silence</p> <p>Mu.CC.G1.5 Displays imagination in representing sounds on a graphic score</p> <p>Mu.CC.G1.6 Works cooperatively with others to perform compositions</p> <p>Mu.CC.G1.7 Makes choices about sound and organizes them in a way that uses basic indications of expression (tempo, mood, dynamics, texture, and timbre</p>	<p>Mu.L.G1.1 identifies when music has switched from slow to fast and vice-versa</p> <p>Mu.L.G1.2 identifies instruments by their range: high-medium-low</p> <p>Mu.L.G1.3 identifies instruments aurally and visually</p> <p>Mu.L.G1.4 identifies common orchestral/band instruments on recordings (e.g. trumpet, flute, piano, guitar, strings)</p> <p>Mu.L.G1.5 explores the concepts that timbre is determined by the size, construction and material of an instrument</p> <p>Mu.L.G1.6 identifies a musical phrase</p> <p>Mu.L.G1.7 identifies phrases as the same or different</p> <p>Mu.L.G1.8 identifies and can articulate changes in mood in a piece of music</p>

Art

updated 2006-7

Art concepts, appreciation, knowledge and skills will be developed in the following media at ALL grade levels: Drawing, Painting and Color, 3D and Clay, Textiles, Print Making.

Creative Processes	Elements of Art and Design	Visual Arts in Society	Reflection & Appreciation
<p>A.CP.G1.1 Observes more closely and makes drawings in more realistic proportions and detail</p> <p>A.CP.G1.2 Represents something observed, imagined or remembered using color and a range of brushes</p> <p>A.CP.G1.3 Recreates 2D images in a 3D form showing an awareness of appropriateness of materials and effective joining techniques</p> <p>A.CP.G1.4 Stitches fabrics onto backgrounds to make pictures</p> <p>A.CP.G1.5 Responds in printmaking to a given stimuli</p>	<p>A.EAD.G1.1 Uses a wider range of tools and materials effectively</p> <p>A.EAD.G1.2 Knows the names of the primary, secondary and tertiary colors and how to mix them</p> <p>A.EAD.G1.3 Begins to show more control over brushes</p> <p>A.EAD.G1.4 Creates models in clay using previously acquired skills E.g joining, coiling, slabbing, patterning, decorating etc</p> <p>A.EAD.G1.5 Threads a needle and ties knots</p> <p>A.EAD.G1.6 Uses a variety of simple stitches to make patterns and pictures</p> <p>A.EAD.G1.7 Explores images and recreates patterns and textures using wallpaper, polystyrene and string, printing on a variety of papers</p>	<p>A.VAS.G1.1 Recreates 2D images in a 3D form showing an awareness of appropriateness of materials and effective joining techniques Uses the work of a famous artist to stimulate their own work</p>	<p>A.RP.G1.1 Discusses own work and how s/he went about it</p> <p>A.RP.G1.2 Says how s/he might improve it</p> <p>A.RP.G1.3 Expresses an appropriate reaction to a work of art giving reasons</p>

Physical Education

updated 2006-7

Body control and spatial awareness	Adventure challenge	Athletes	Movement to Music	Games	Gymnastics	Health and Fitness Related Activities
<p>PE.BCSA.G1.1 Develop an awareness of space, direction and levels in relation to others and to their working environment</p> <p>PE.BCSA.G1.2 Travel in different ways, changing speed and direction with control</p> <p>PE.BCSA.G1.3 Handle different apparatus and small equipment using various body parts (manipulative skills)</p> <p>PE.BCSA.G1.4 Hold their body weight using various body parts as bases (balance and stability).</p>	<p>PE.AC.G1.1 Solve challenging problems, individually, in pairs or in small groups</p> <p>PE.AC.G1.2 Solve challenges with or without apparatus</p> <p>PE.AC.G1.3 Participate in small group activities to accomplish a common goal.</p>	<p>At this age, athletics (Jumping, throwing and running events) should be introduced through the other PE content areas.</p>	<p>PE.MM.G1.1 Combine locomotor and non-locomotor skills in order to develop rhythmic responses</p> <p>PE.MM.G1.2 Respond through movement to a range of stimuli</p> <p>PE.MM.G1.3 Express feelings and moods using imagination and original ideas</p> <p>PE.MM.G1.4 Create simple individual movement sequences</p> <p>PE.MM.G1.5 Master a dance containing basic step patterns, which has a beginning, middle and end.</p>	<p>PE.G.G1.1 Develop coordination, manipulation and balance</p> <p>PE.G.G1.2 Travel in different ways, changing speed and direction while maintaining body control</p> <p>PE.G.G1.3 Explore different apparatus and small equipment using various body parts</p> <p>PE.G.G1.4 Participate in and follow instructions for simple games requiring little or no equipment.</p> <p>PE.G.G1.5 Is developing a sense of fair play and sportsmanship.</p>	<p>PE.Gym.G1.1 Perform basic gymnastic actions showing coordination, control and variety</p> <p>PE.Gym.G1.2 Answer movement tasks in their own way, and at their own level, on the floor and on apparatus.</p> <p>PE.Gym.G1.3 Plan and repeat simple sequences and actions</p> <p>PE.Gym.G1.4 Shows contrast in shapes during a sequence.</p> <p>PE.Gym.G1.5 Describe what they and other have done using appropriate language, highlighting good performance.</p>	<p>PE.HF.G1.1 Exercises for 30 minutes every day</p> <p>PE.HF.G1.2 Is increasingly aware of the importance of physical activities in daily life.</p> <p>PE.HF.G1.3 Understands the importance of warming up</p> <p>PE.HF.G1.4 Recognize basic changes that occur to their bodies when exercising</p> <p>PE.HF.G1.5 Is aware of the need for appropriate PE equipment (hat, water bottle, PE kit, sunscreen) and understands reasons why</p> <p>PE.HF.G1.6 Maintains continuous aerobic activity for specified time. (5 minutes).</p>

Swimming

updated 2006-7

Safety and Survival	Stroke Technique	Water Skills	Water Games
<p>SW.G1.1 Understands and follows basic pool rules</p> <ul style="list-style-type: none"> - Don't swim unless lifeguard/teacher on duty - Look before you jump <p>"Am I ready to swim"</p> <ul style="list-style-type: none"> - correct equipment - showered, etc <p>SW.G1.2 Is familiar with the use of a lifejacket.</p> <p>SW.G1.3 Treads water for 30 seconds</p>	<p>SW.G1.4 Swims 12m front crawl</p> <ul style="list-style-type: none"> - horizontal body position - flutter kick - reach and pull with arms - side-breathing pattern <p>SW.G1.5 Swims 12m Backstroke</p> <ul style="list-style-type: none"> - near horizontal position - regular leg action - straight arm recovery and Insertion (little finger in first) <p>SW.G1.6 Swims 12m Survival/Elementary Backstroke</p> <ul style="list-style-type: none"> - near horizontal position - circular leg action - toes turned out <p>SW.G1.7 Swims 12m Breaststroke</p> <ul style="list-style-type: none"> - circular leg action - toes turned out 	<p>SW.G1.8 Demonstrates a handstand with near vertical body position.</p> <p>SW.G1.9 Enters water using a sitting dive</p> <ul style="list-style-type: none"> - Hands enter water first - Chin to chest - Horizontal push <p>SW.G1.10 Demonstrates a Surface Dive and recovers object from 1.5m depth</p> <ul style="list-style-type: none"> - head first dive - vertical descent <p>SW.G1.11 Demonstrates a Surface Dive</p> <ul style="list-style-type: none"> - feet first - vertical descent - hands above head 	<p>SW.G1.12 Make up a water game with a variety of equipment</p>

Host Country Language (Swahili) and Culture

last updated SY 2004- 2005

Note: Y= Year. Students joining school later may be at Y1 in Swahili even though they are placed in a higher grade according to age.

NS = Native Speaker, NNS = Non-Native Speaker; when not highlighted, the benchmark applies to both

Ongoing expectations for students from Y1 to Y5:

- Listens to stories for enjoyment
- Participates actively in classroom experiences with music, sports, games, songs, dances, or musical instruments from the target cultures and extends these experiences into their personal lives.

Y4 = Grade 1

Speaking	Listening	Reading	Writing	Socio-Cultural Understanding
<p>Sw.S.Y4.1 Communicates orally using sentences, when appropriate</p> <p>Sw.S.Y4.2 Gives personal information based on templates or models in the target language.</p> <p>Sw.S.Y4.3 Gives multi-step commands</p> <p>Sw.S.Y4.4 Asks for information and makes requests of teachers and other language speakers</p> <p>Sw.S.Y4.5NNS Draws from a basic vocabulary that permits exchanges on relevant topics</p> <p>Sw.S.Y4.5.NS Tells age appropriate riddles and stories</p>	<p>Sw.L.Y4.1 Demonstrates understanding of natural classroom speech at a normal rate of speed with and sometimes without nonverbal support.</p> <p>Sw.L.Y4.2 Follows multi step oral instructions</p> <p>Sw.L.Y4.3 Begins to demonstrate comprehension of some extended oral discourse.</p> <p>Sw.L.Y4.4NS Answers age appropriate Swahili riddles</p>	<p>Sw.R.Y4.1 Reads linguistically and developmentally appropriate materials</p> <p>Sw.R.Y4.2 retells or paraphrases main elements of a story or passage.</p> <p>Sw.R.Y4.3 reads for enjoyment using the second language</p>	<p>Sw.W.Y4.1 Writes words in Swahili by sounding out the syllables</p> <p>Sw.W.Y4.2 Creates and completes a variety of simple pieces of writing with illustrations (e.g. picture dictionary, simple story, labels for pictures or pieces of work)</p>	<p><u>Being developed</u></p>