

Grade 1

Communication and Collaboration **CC**

- 1 Collect and document evidence to share information with others in pictures, diagrams, or text. 1.CC.1**
 - a Share a piece of evidence with others visually, orally, or in writing. 1.CC.1A

- 2 Communicate the solution(s) of a problem/analysis either orally, visually or in writing, which may include process steps, findings, or conclusions. 1.CC.2**
 - a Identify the steps in the process used to solve a problem or a key finding used to solve a problem. 1.CC.2A

- 3 Identify roles and responsibilities to collaborate in various group settings (i.e., online, onsite and/or hybrid) and situations. 1.CC.3**
 - a Match a role with its responsibilities for students in various group settings and situations. 1.CC.3A

Data Analysis and Measurement **DM**

- 1 Estimate to determine appropriate measurement tools to use and apply measurements (e.g., time, length) defined in grade level content standards to analyze real-world scenarios. 1.DM.1**
 - a Match appropriate measurement tools needed to record measurements (e.g., time, length), defined in grade level content standards, in real-world scenarios. 1.DM.1A

- 2 Construct visual representations defined in grade level content standards (e.g., bar graphs, charts) to determine patterns. 1.DM.2**
 - a Determine patterns in visual representations defined in grade level content connectors (e.g., pictograph). 1.DM.2A

- 3 Evaluate reasonableness of observations, results, and solutions throughout processes. 1.DM.3**
 - a Follow the steps in a simple process. 1.DM.3A

Inquiry-Based Approaches and Problem Solving **IPS**

- 1 Form observations, ask questions, plan and conduct investigations to answer questions or solve problems. 1.IPS.1**
 - a Form an observation about the world and ask a question about that observation. Describe what is seen either visually, orally, or in writing. 1.IPS.1A

2 Decompose a complex problem into smaller steps or sequences to evaluate (e.g., what should be done first, second) appropriate to grade-level content. 1.IPS.2

- a Identify the steps and their order, from the beginning to the end in a problem. 1.IPS.2A
-

3 Determine one or more viable solutions using data and information to resolve a given scenario. 1.IPS.3

- a Select one viable solution using data or information to resolve a given scenario. 1.IPS.3A
-

Applications and Modeling AM

1 Apply modeling to represent physical or conceptual objects (e.g., plants, animals, base-ten blocks). 1.AM.1

- a Apply modeling to represent physical or conceptual objects (e.g., plants, animals, base-ten blocks). 1.AM.1A
-

2 Apply symbols and relationships (e.g., place value, $<$, $=$, $>$, operations) to represent physical or conceptual objects (e.g., letters or numbers may represent objects). 1.AM.2

- a Identify symbols and relationships (e.g., place value, operations, patterns) that represent physical or simple conceptual objects (e.g., letters or numbers may represent objects). 1.AM.2A
-

3 Describe that systems have parts that work together to accomplish a goal (e.g., plant life cycle, computer hardware and software). 1.AM.3

- a Describe a system in everyday life that has parts that work together and how those parts work together to accomplish a goal (e.g., letters or numbers may represent objects). 1.AM.3A
-

Information and Digital Literacy IDL

1 Consider how technology can both serve as a tool and/or create the problem to be solved. 1.IDL.1

- a Identify one or more ways technology can help people or one way it can cause a problem for people. 1.IDL.1A
-

2 Review and compile information from multiple sources (with guidance) to solve a problem. 1.IDL.2

- a Review information from multiple sources (with teacher support) to answer a question or solve a problem. 1.IDL.2A