

Identifier	Poplar - Grade 1 - World Language	Introduced	Completed
1 WL 1	CONVERSATION		
1 WL 1.01	Sing songs.		
1 WL 1.02	Follow simple directions.		
1 WL 1.03	Name familiar objects.		
1 WL 1.04	Use appropriate expressions and gestures of courtesy.		
1 WL 1.05	Recognize numbers and counting from 1 to 10.		
1 WL 1.06	Count aloud in a group numbers 1 to 10.		
1 WL 1.07	Recite idioms related to everyday events.		
1 WL 2	SPEAKING AND WRITING		
1 WL 2.01	Comprehend brief oral directions, commands, and information.		
1 WL 2.02	Respond to personal questions.		
1 WL 2.03	Identify a sound with its corresponding letter.		
1 WL 4	CULTURAL PRACTICES AND PERSPECTIVES		
1 WL 4.01	Identify certain culture specific traditions, holidays, and events.		
1 WL 4.02	Identify parallel traditions, holidays and events between cultures.		
1 WL 5	CULTURAL PRODUCTS AND OUTLOOKS		
1 WL 5.01	Explore products of the culture, including food, musical instruments, clothing, and toys.		
1 WL 6	CROSS CULTURAL KNOWLEDGE AND UNDERSTANDING		
1 WL 6.01	Practice familiar concepts in the foreign language, including numbers, colors, animals, nursery rhymes, and fairy tales.		

Identifier	Poplar - Grade 1 - Native Language	Introduced	Completed
1 NL 1	HERITAGE		
1 NL 1.01	Describe family roles.		
1 NL 1.02	Describe tribal roles.		
1 NL 1.03	Discuss community membership		
1 NL 1.04	View tribal artifacts.		
1 NL 2.1	ALPHABET		
1 NL 2.1.01	Pronounce Dakota vowels.		
1 NL 2.1.02	Memorize Dakota vowels.		
1 NL 2.1.03	Pronounce Dakota consonants.		
1 NL 2.1.04	Memorize Dakota consonants.		
1 NL 2.2	NUMBERS		
1 NL 2.2.01	Pronounce Dakota numbers 1-20.		
1 NL 2.2.02	Memorize Dakota numbers 1-10.		
1 NL 3	VOCABULARY		
1 NL 3.1	VOCABULARY: COLORS		
1 NL 3.1.01	Pronounce Dakota vocabulary		
1 NL 3.1.02	Illustrate Dakota vocabulary		
1 NL 4	LITERATURE		
1 NL 4.1	LITERATURE: STORYTELLING: IKTOMI		
1 NL 4.1.01	Listen and retell "Iktomi and the Ducks"		
1 NL 4.1.02	Listen and retell " Iktomi and the Buffalo Skull"		
1 NL 4.1.03	Listen and retell " Iktomi and the Berries"		
1 NL 4.1.04	Listen and retell " Iktomi and the Boulder"		
1 NL 4.2	LITERATURE: MUSIC: IKTOMI		
1 NL 4.2.01	Improvise [vocables] with score from text in a group and alone.		
1 NL 4.2.02	Sing "Lullaby" in Sioux language from text in a group and alone.		

Identifier	Poplar - Grade 1 - Computer and Technology	Introduced	Completed
1CT 2	PRODUCTIVITY TOOLS		
1 CT 2.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
1 CT 2.2	Create a document that demonstrates simple typing and editing skills.		
1 CT 2.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
1 CT 2.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
1 CT 2.5	Explain the purpose of a multimedia presentation using multimedia software.		
1 CT 2.6	Create and save files on various storage media.		
1 CT 2.7	Identify electronic communication devices.		
1 CT 2.8	Identify devices that require connectivity.		
1 CT 3	RESEARCH TOOLS		
1 CT 3.1	Select a research topic or define a problem using technology tools.		
1 CT 3.2	Select information for a research topic or problem from a remote resource.		
1 CT 3.3	Identify and examine organizational formats using a technology tool to arrange information.		
1 CT 4	TOOLS AND PROCESSES		
1 CT 4.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
1 CT 4.2	Select and use applicable tools for tasks.		
1 CT 4.3	Recognize the importance of safety in computer and technology applications.		
1 CT 4.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
1 CT 5	SYSTEMS		
1 CT 5.1	Define a system.		
1 CT 5.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
1 CT 5.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
1 CT 6	IMPLICATIONS ON SOCIETY		
1 CT 6.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
1 CT 6.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
1 CT 6.3	Describe common uses of technology in daily life and how environments are changed.		

Identifier	Poplar - Grade 1 - Health	Introduced	Completed
1 H 1	HEALTH PROMOTION/ DISEASE PREVENTION		
1 H 1.01	Identify personal health practices that promote physical, mental, and social health (sleep, diet, fitness, and personal hygiene).		
1 H 1.02	Identify basic anatomy (i.e., eyes, nose, ears, etc.).		
1 H 1.03	Describe how healthy eating promotes growth and well-being.		
1 H 1.04	Identify and differentiate between helpful and harmful drugs.		
1 H 1.05	Identify hazardous conditions related to personal health and safety.		
1 H 1.06	Recognize basic prevention strategies for common illnesses.		
1 H 1.07	Demonstrate the ability to locate school and community health helpers.		
1 H 1.08	Identify elements of the environment that affect personal health (air, water, food, soil, and pollutants).		
1 H 1.09	Describe the stop-drop-roll procedure for putting out clothing fires.		
1 H 1.10	Identify fire escape routes at home and school.		
1 H 1.11	Name ways sleep is helpful.		
1 H 1.12	List ways medicines can be harmful and ways they can be helpful.		
1 H 1.13	Assert the right to say 'No' - - to accept or reject affection.		
1 H 1.14	Describe appropriate and inappropriate touching.		
1 H 2	HEALTH INFORMATION/ ACCESSING INFORMATION		
1 H 2.01	Identify positive and negative behaviors with need for health care.		
1 H 2.02	Give directions to home - using 'by,' 'next to,' and similar phrases - adequate for a policeman or other adult to locate the home.		
1 H 2.03	Tell own home phone number (or message number if no phone at home).		
1 H 2.04	Tell the police number to call in an emergency.		
1 H 2.05	Demonstrate the proper use of 911.		
1 H 2.06	Identify fire escape routes at home and school.		
1 H 2.07	Describe the stop-drop-roll procedure for putting out clothing fires.		
1 H 2.08	Identify body parts.		
1 H 2.09	Demonstrate how various body parts move		
1 H 2.10	Use various body parts as bases for support and balance.		
1 H 3	HEALTH ENHANCEMENT/ SELF MANAGEMENT		
1 H 3.01	Identify characteristics of bullies and victims.		
1 H 3.02	Identify basic refusal skills.		
1 H 3.03	Demonstrate basic injury prevention and management strategies for personal health.		
1 H 3.04	Identify stress.		
1 H 3.05	List options for protecting self from strangers.		
1 H 3.06	List rules for conduct in classroom, in halls, and on playground.		
1 H 4	INFLUENCES		
1 H 4.01	Identify foods of various cultures.		
1 H 4.02	Identify health advertising in a variety of forms.		
1 H 5	INTERPERSONAL COMMUNICATION		
1 H 5.01	Name basic verbal and nonverbal communication techniques.		
1 H 5.02	Describe ways to communicate care, consideration, and respect for self and others.		
1 H 5.03	Demonstrate aware of personal and general boundaries by moving in various directions using different pathways and locomotor skills.		
1 H 6	DECISION MAKING/ GOAL SETTING		
1 H 6.01	Identify a decision-making process model.		
1 H 7	PERSONAL AND COMMUNITY HEALTH		
1 H 7.01	Identify positive health choices.		
1 H 7.02	Recognize specific play areas and their proper uses.		
1 H 7.03	Demonstrate acceptance of rules in tag games.		
1 H 7.04	Demonstrate sharing and taking turns		
1 H 7.05	Demonstrate skill in such playground activities as hopscotch, jump rope, and circle games.		

Identifier	Poplar - Grade 1 - Music	Introduced	Completed
1 Mus 1	RHYTHM		
1 Mus 1.01	Identify, create, and maintain a steady beat.		
1 Mus 1.02	Identify and create rhythms that have no steady beat.		
1 Mus 2	HARMONY / TEXTURE		
1 Mus 2.01	Perform rhythms and sing melodies in unison.		
1 Mus 2.02	Perform rhythms and sing melodies with accompaniment.		
1 Mus 2.03	Perform rhythms and sing melodies without accompaniment.		
1 Mus 2.04	Recognize and vocalize echo patterns.		
1 Mus 2.05	Identify a band performance and name and identify the various instruments.		
1 Mus 3	MELODY		
1 Mus 3.01	Identify high and low registers.		
1 Mus 3.02	Identify and trace melodic contour.		
1 Mus 3.03	Recognize and identify musical sequences.		
1 Mus 3.04	Recognize musical phrasing.		
1 Mus 3.05	Recognize and identify patterns in music.		
1 Mus 3.06	Develop understanding and sense of pitch.		
1 Mus 4	FORM		
1 Mus 4.01	Understand and use call and response, both as caller and as responder.		
1 Mus 4.02	Understand and use solo and response, both as soloist and as responder.		
1 Mus 5	TONE COLOR		
1 Mus 5.01	Recognize and identify tones produced in the environment.		
1 Mus 5.02	Recognize, identify and produce vocal tones.		
1 Mus 5.03	Recognize, identify and produce instrumental tones.		
1 Mus 6	EXPRESSIVE QUALITIES		
1 Mus 6.01	Identify and produce dynamic variation.		
1 Mus 6.02	Identify and imitate musical styles.		
1 Mus 6.03	Identify tempo and describe rates of tempo.		
1 Mus 6.04	Apply interpretive skills to performances.		
1 Mus 6.05	Define and demonstrate accelerando (Accel.).		
1 Mus 6.06	Define and demonstrate ritardando (Rit.).		
1 Mus 6.07	Define and demonstrate relative durations of notes and rests.		
1 Mus 6.08	Creatively expand on the qualities of music performed.		
1 Mus 7	CAREERS		
1 Mus 7.01	Explore the work of a music composer as a career.		
1 Mus 7.02	Explore the work of a music performer as a career.		
1 Mus 7.03	Explore the work of a music teacher as a career.		
1 Mus 8	PERFORMANCE		
1 Mus 8.01	Participate in at least one concert.		
1 Mus 8.02	View a live musical performance.		
1 Mus 8.03	Perform as a soloist or in a small ensemble.		
1 Mus 8.04	Describe and demonstrate (practice) concert etiquette.		
1 Mus 9	MUSIC HISTORY		
1 Mus 9.01	Examine the history of music by period.		
1 Mus 10	CULTURE		
1 Mus 10.01	Experience music and musical expression from around the world.		
1 Mus 11	MUSIC APPRECIATION AND CRITICISM		
1 Mus 11.01	Evaluate music and musical performances of all types.		
1 Mus 11.02	Listen to and evaluate solos and ensembles.		
1 Mus 11.03	Observe and evaluate concert etiquette as demonstrated by oneself and others.		
1 Mus 11.04	Develop music appreciation and skills for life.		

Identifier	Poplar - Grade 1 - Physical Education	Introduced	Completed
1 PE 1	LEARNING AND DEVELOPMENT OF MOTOR SKILLS		
1 PE 1.01	Understand the vocabulary of simple movement patterns.		
1 PE 1.02	Identify the basic elements (i.e., opposition) of movement forms.		
1 PE 1.03	Identify and respond to cues that enhance skill performance (i.e., when catching, "look, reach and give").		
1 PE 1.04	Identify the physiological signs of moderate physical activity (i.e., fast heart rate and perspiring).		
1 PE 2	MOVEMENT FORMS		
1 PE 2.01	Demonstrate a mature form in skipping, hopping, galloping, and sliding in isolation and in combination.		
1 PE 2.02	Perform a variety of basic level manipulative skills in isolation (i.e., bouncing and catching).		
1 PE 2.03	Demonstrate a combination of 2 simple weight transfers and balance movements (i.e., one leg to another, feet to hands).		
1 PE 3	MOVEMENT AS COMMUNICATION		
1 PE 3.01	Create shapes at high, medium, and low levels in a movement sequence.		
1 PE 3.02	Demonstrate locomotor movements in varying directions (i.e., forward, backward, sideways) and pathways (i.e., straight, curved).		
1 PE 3.03	Demonstrate qualities of movement (i.e., heavy/light, strong/weak, tight/loose).		
1 PE 3.04	Create a movement sequence with a beginning, middle, and end with or without a prop (i.e., lummi sticks, streamers).		
1 PE 3.05	Demonstrate relationship qualities (i.e., near/far, over/under, next to).		
1 PE 3.06	Discuss and demonstrate how movement in dance is used to communicate.		
1 PE 3.07	Perform various locomotor and nonlocomotor movements to a steady beat with or without a prop (i.e., lummi sticks, jump ropes, and streamers).		
1 PE 4	INDIVIDUAL FITNESS		
1 PE 4.01	Identify health-related fitness components addressed in selected exercises.		
1 PE 4.02	Engage in daily moderate to vigorous structured physical activity.		
1 PE 4.03	Identify health-related fitness components (i.e., muscular strength, muscular endurance, flexibility, cardiorespiratory, and body composition).		
1 PE 4.04	Perform various structured exercises in a safe manner.		
1 PE 4.05	Perform simple folk and/or social (i.e., bunny hop, line dance, contemporary) dances.		
1 PE 5	SOCIAL INTERACTION		
1 PE 5.01	Apply class rules, procedures, and safe practices with teacher reinforcement.		
1 PE 5.02	Engage in physical activity involving cooperation and sharing to complete assigned task.		
1 PE 5.03	Demonstrate components of respect during activities regardless of personal differences (i.e., skill level, gender, race, and disability).		
1 PE 5.04	Participate in multicultural activities (dance, games, and activities).		

Identifier	Poplar - Grade 1 - Theater	Introduced	Completed
1 Th 1	THEATRICAL COMPONENTS		
1 Th 1.01	Create a simple script based on personal experience, imagination, or the retelling of a story.		
1 Th 1.02	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
1 Th 1.03	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
1 Th 2	ROLE OF THE PERFORMER		
1 Th 2.01	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
1 Th 2.02	Imitate the traits of a given person, animal, or object.		
1 Th 2.03	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
1 Th 3	VIEWING A PERFORMANCE/ PERFORMER		
1 Th 3.01	Express personal reactions to a dramatized performance.		
1 Th 3.02	Identify the differences between fantasy and reality.		
1 Th 4	VIEWING A PERFORMANCE/ PERFORMER IN CONTEXT		
1 Th 4.01	Identify similarities and differences between dramatic characters and real people.		

Identifier	Poplar - Grade 1 - Visual Arts	Introduced	Completed
1 VA 1	KNOWLEDGE		
1 VA 1.01	Use different media, techniques, and processes to produce works of art.		
1 VA 1.02	Name the primary colors.		
1 VA 1.03	Correctly use a paintbrush		
1 VA 1.04	Identify types of lines: thin, thick, straight, curved, dotted, and zigzag.		
1 VA 1.05	Identify geometric shapes: circle, square, triangle, rectangle, diamond, spade, heart, star, arrow, bell, check, cross, oval, and shamrock		
1 VA 1.06	Properly and safely use tools: scissors, paper punch, stapler, and glue bottle.		
1 VA 1.07	Name two major artists		
1 VA 2	APPLICATION		
1 VA 2.01	Identify selected elements of design and principles of design in nature and in works of art.		
1 VA 2.02	Use elements and principles of design to create works of art.		
1 VA 3	CONTENT		
1 VA 3.01	Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
1 VA 4	CONTEXT		
1 VA 4.01	Identify works of art as belonging to particular cultures, times, or places.		
1 VA 4.02	Create a work of art that is influenced by a particular historical period or culture.		
1 VA 5	INTERPRETATION		
1 VA 5.01	Discuss possible meanings of art.		

Identifier	Poplar - Grade 1 - Language Arts/ Reading	Introduced	Completed
1 ELA 1	LITERATURE		
1 ELA 1.01	Ask and answer questions about key details in a text.		
1 ELA 1.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.		
1 ELA 1.03	Describe characters, settings, and major events in a story, using key details.		
1 ELA 1.04	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		
1 ELA 1.05	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
1 ELA 1.06	Identify who is telling the story at various points in a text.		
1 ELA 1.07	Use illustrations and details in a story to describe its characters, setting, or events.		
1 ELA 1.09	Compare and contrast the adventures and experiences of characters in stories.		
1 ELA 1.10	Actively engage in group reading activities with purpose and understanding.		
1 ELA 2	INFORMATIONAL TEXT		
1 ELA 2.01	Ask and answer questions about key details in a text.		
1 ELA 2.02	Identify the main topic and retell key details of a text.		
1 ELA 2.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.		
1 ELA 2.04	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		
1 ELA 2.05	Know and use various text features to locate key facts or information in a text.		
1 ELA 2.06	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		
1 ELA 2.07	Use illustrations and details in a text to describe its key ideas.		
1 ELA 2.08	Identify the reasons an author gives to support points in a text.		
1 ELA 2.09	Identify basic similarities in and differences between two texts on the same topic.		
1 ELA 2.10	With prompting and support, read informational texts.		
1 ELA 3	READING STANDARDS: FOUNDATIONAL SKILLS		
1.ELA 3.01	Demonstrate understanding of the organization and basic features of print.		
1 ELA 3.02	Recognize the distinguishing features of a sentence.		
1 ELA 3.03	Demonstrate understanding of spoken words, syllables, and sounds.		
1 ELA 3.04	Distinguish long from short vowel sounds in spoken single-syllable words.		
1 ELA 3.05	Orally produce single-syllable words by blending sounds, including consonant blends.		
1 ELA 3.06	Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.		
1 ELA 3.07	Segment spoken single-syllable words into their complete sequence of individual sounds.		
1 ELA 3.08	Know and apply Phonics and word analysis skills in decoding words.		
1 ELA 3.09	Know the spelling-sound correspondences for common consonant digraphs.		
1 ELA 3.10	Decode regularly spelled one-syllable words.		
1 ELA 3.11	Know final -e and common vowel team conventions for representing long vowel sounds.		
1 ELA 3.12	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		
1 ELA 3.13	Decode two-syllable words following basic patterns by breaking the words into syllables.		
1 ELA 3.14	Read words with inflectional endings.		
1 ELA 3.15	Recognize and read irregularly spelled words.		
1 ELA 3.16	Read with accuracy and fluency to support comprehension.		
1 ELA 3.17	Read text with purpose and understanding.		
1 ELA 3.18	Read text orally with accuracy, appropriate rate, and expression.		
1 ELA 3.19	Use context to confirm or self-correct word recognition and understanding.		
1 ELA 4	WRITING		
1 ELA 4.01	Write opinion pieces in which a topic or book is introduced stating an opinion; supply a reason for the opinion and provide some sense of closure.		
1 ELA 4.02	Write informative/ explanatory texts in which a topic is names, facts supplied about the topic, and some sense of closure is provided.		
1 ELA 4.03	Write narratives in which two or more appropriate sequenced events are recounted.		
1 ELA 4.05	With guidance and support, focus is on a topic, responding to questions and suggestions from peers, adding details to strengthen writing as needed.		
1 ELA 4.06	With guidance and support, use a variety of digital tools to produce and publish writing, including collaboration with peers.		
1 ELA 4.07	Participate in shared research and writing projects.		
1 ELA 4.08	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
1 ELA 5	SPEAKING AND LISTENING		

Identifier	Poplar - Grade 1 - Language Arts/ Reading	Introduced	Completed
1 ELA 5.01	Participate in collaborative conversations with diverse partners in small and larger groups.		
1 ELA 5.02	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
1 ELA 5.03	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		
1 ELA 5.04	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
1 ELA 5.05	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
1 ELA 5.06	Produce complete sentences when appropriate to task and situation.		
1 ELA 6	LANGUAGE		
1 ELA 6.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
1 ELA 6.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
1 ELA 6.04	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.		
1 ELA 6.05	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
1 ELA 6.06	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening.		

Identifier	Poplar - Grade 1 - Mathematics	Introduced	Completed
1 M 1	MATHEMATICAL PRACTICES		
1 M 1.01	Makes sense of problems and persevere in solving them.		
1 M 1.02	Reason abstractly and quantitatively.		
1 M 1.03	Construct viable arguments and critique the reasoning of others.		
1 M 1.04	Model with mathematics.		
1 M 1.05	Use appropriate tools strategically.		
1 M 1.06	Attend to precision.		
1 M 1.07	Look for and make use of structure.		
1 M 1.08	Look for and express regularity in repeated reasoning.		
1 M 2	OPERATIONS AND ALGEBRAIC THINKING		
1 M 2.01	Use addition and subtraction within 20 to solve word problems involving situations of 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. (include cultural contexts) (see glossary, table 1)		
1 M 2.02	Solve word problems that call for addition of three word 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. (use cultural contexts)		
1 M 2.03	Apply properties of operations as strategies to add and subtract. (Note: Students should not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative Property of Addition) To add $2 + 6 + 4$, the second two numbers can be added to make a ten.		
1 M 2.04	Understand subtraction as an unknown addend problem. Example: Subtract $10 - 8$ by finding the number that makes 10 when added to 8.		
1 M 2.05	Relate counting to addition and and subtraction (e.g., by counting on 2 to add 2.)		
1 M 2.06	Subtract within 10. Use strategies such as counting on; make 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 $6 + 6 + 1 = 12 + 1 = 13$)		
1 M 2.07	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. Example: Which of the following equations are true and which are false? $6 = 6$, $7 = 8$, $5+2=2+5$, $4+1 = 5+2$		
1 M 3	MEASUREMENT AND DATA		
1 M 3.01	Order three objects by length; compare the lengths of two objects indirectly by using a third object. (use cultural contexts)		
1 M 3.02	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Note: Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.		
1 M 3.03	Tell and write time in hours and half-hours using analog and digital clocks.		
1 M 3.04	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.		
1 M 4	NUMBERS AND OPERATIONS IN BASE 10		
1 M 4.01	Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.		
1 M 4.02	Understand that the two digits of a two-digit number represent amounts of tens and ones.		
1 M 4.03	Understand that 10 can be thought of as a bundle of ten ones, called a ten.		
1 M 4.04	Understand that the numbers from 11 to 19 are composed of a ten and a one, two, three, four, five, six, seven, eight, or nine ones.		
1 M 4.05	Understand the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine bundles of ten (and 0 ones.)		
1 M 4.06	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $<$, or $=$.		
1 M 4.07	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, 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. Understand that in adding two-digit numbers, one adds ten and tens, ones and ones; and sometimes it is necessary to compose a ten.		
1 M 4.08	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.		

Identifier	Poplar - Grade 1 - Mathematics	Introduced	Completed
1 M 4.09	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero difference), 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.		
1 M 5	GEOMETRY		
1 M 5.01	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.		
1 M 5.02	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. Note: Students do not need to learn formal names such as 'right rectangular prism'.		
1 M 5.03	Partition circles and rectangles into two and four equal shares, describe the shares using the correct terminology.		

Identifier	Poplar - Grade 1 - Social Studies		Introduced	Completed
1 SS 1	CIVICS			
1 SS 1.1.01	Rules and Law	Identify and follow classroom and school rules that guide behavior and establish order to accomplish tasks.		
1 SS 1.1.02	Rules and Law	Participate in class decision making.		
1 SS 1.2.01	Citizenship	Name a traditional U.S. patriotic activity, holiday, or symbol, such as the Fourth of July.		
1 SS 1.3.01	International Relations	Name their school and community.		
1 SS 2	ECONOMICS			
1 SS 2.1.01	Economic Way of Thinking	Give examples of what is given up when choices are made.		
1 SS 2.1.02	Economic Way of Thinking	Give examples of all-or-nothing choices (e.g., choose music on or off).		
1 SS 2.2.01	Functioning of Markets	Demonstrate an understanding of trade.		
1 SS 2.2.02	Functioning of Markets	Give examples of prices people have paid when buying goods and services.		
1 SS 2.2.03	Functioning of Markets	Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high.		
1 SS 2.3.01	Private US Economic Institutions	Identify reasons people use banks.		
1 SS 2.4.01	Money	Explain what money is and how it is used.		
1 SS 2.5.01	US Economy as a Whole	Explain what a consumer does.		
1 SS 2.5.02	US Economy as a Whole	Give examples of ways people earn money by working.		
1 SS 2.6.01	Evolving Economy	Explain how tools and machinery may help a person work faster or better, or make a person's work easier.		
1 SS 2.6.02	Evolving Economy	Give examples of inventions.		
1 SS 3	GEOGRAPHY			
1 SS 3.1.01	Geographic Skills	Ask questions about another place.		
1 SS 3.1.02	Geographic Skills	Recall from memory the street on which they live.		
1 SS 3.1.03	Geographic Skills	Sort and group pictures that display similar geographic places.		
1 SS 3.2.01	World in Spatial Terms	Locate places on a simple picture map.		
1 SS 3.2.02	World in Spatial Terms	Recognize that a map is a representation of a place.		
1 SS 3.2.03	World in Spatial Terms	Recognize the shape of Montana on a U.S. map.		
1 SS 3.3.01	Places and Regions	Identify and locate land and water using the terms continent and ocean.		
1 SS 3.3.02	Places and Regions	Recognize the function of machines and other technologies from photographs or models.		
1 SS 3.4.01	Physical Systems	Recall the four seasons in sequential order.		
1 SS 3.4.02	Physical Systems	Recognize that sunlight and water are the most important elements needed to support living things.		
1 SS 3.5.01	Human Systems	Use the classroom population to categorize demographic information.		
1 SS 3.5.02	Human Systems	Identify ways in which people or things move from one place to another.		
1 SS 3.5.03	Human Systems	Identify the geographic setting of a picture or story.		
1 SS 3.6.01	Environment and Society	Identify ways students depend on their school environment.		
1 SS 4	HISTORY			
1 SS 4.1.01	Chronology	Identify past, present, and future events.		
1 SS 4.2.01	1200 to 1750	Tell why Columbus Day is celebrated.		
1 SS 4.2.02	1200 to 1750	Tell why Thanksgiving Day is celebrated.		
1 SS 4.3.01	1700 to 1865	Tell why the Fourth of July is celebrated.		
1 SS 4.3.02	1700 to 1865	Tell why Presidents' Day is celebrated.		
1 SS 4.4.01	1860 to 1920	Tell why Labor Day is celebrated.		
1 SS 4.4.02	1860 to 1920	Tell why Memorial Day and Veterans Day are celebrated.		
1 SS 4.5.01	1945 to 1990	Tell why Martin Luther King Jr. Day is celebrated.		

Identifier	Poplar - Grade 1 - Science		Introduced	Completed
1 S 1	PHYSICAL SCIENCE			
1 S 1.1.01	Forces and Motion	Observe and describe how magnets can be used to make objects move without being touched.		
1 S 1.1.02	Forces and Motion	Make objects move, stop, change direction, or balance.		
1 S 1.2.01	Energy and Matter	Observe and describe materials in different states (i.e., solids and liquids).		
1 S 2	LIFE SCIENCE			
1 S 2.1.01	Structure and Function	Observe and describe plant attributes.		
1 S 2.1.02	Structure and Function	Use the five senses to investigate the natural world.		
1 S 2.2.01	Heredity and Diversity	Investigate and describe how particular plants have seeds that produce the same kind of plant.		
1 S 2.2.02	Heredity and Diversity	Sort plants by observable characteristics.		
1 S 3	EARTH AND SPACE SCIENCES			
1 S 3.1.01	Cycles of Matter and Energy	Observe and record seasonal changes.		
1 S 4	ENVIRONMENTAL SCIENCES			
1 S 4.1.01	Ecosystems	Recognize that plants grow in different places.		
1 S 5	THE NATURE AND HISTORY OF SCIENCE			
1 S 5.1.01	Systems, Models, Risk, and Predictions	Use toy models (e.g., miniature cars, toy animals) to explain the things they represent.		
1 S 6	SCIENTIFIC INQUIRY: PROCESSES AND SKILLS			
1 S 6.1.01	Scientific Values and Attitudes	Make observations and give descriptions.		
1 S 6.2.01	Communication Skills	Draw pictures that describe observations.		
1 S 6.2.02	Communication Skills	Respect ideas and contributions of others.		
1 S 6.3.01	Scientific Applications of Mathematics	Make predictions based on observed patterns.		
1 S 6.4.01	Laboratory Skills and Safety	Record observations.		