CORE CONTENT FOR ASSESSMENT – PRIMARY GRADES

		Recipe for a Fire	Stopping the Flames	Fire & Man – Friend or Foe	Hot Habitats	Plot Monitoring	Acre by Acre	Fire & Weather	Weather in you pocket	Firefighting Costs Money
READING										
RD-E-1.0.6	Explain the meaning of a passage taken from texts appropriate for elementary school students.			X						
RD-E-1.0.8	Describe characters, plot, setting, and problem/solution of a passage.			X						
RD-E-1.0.10	Connect literature to students' lives and real world issues.			X						
RD-E-2.0.6	Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glosseries, headings, captions) to understand a passage.				X					
RD-E-2.0.7	Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.			X	X					
RD-E-2.0.8	Identify main ideas and details that support them.			X	X					
RD-E-2.0.9	Make predictions and draw conclusions based on what is read.			X	X					
RD-E-2.0.10	Connect the content of a passage to students' lives and/or real world issues.			X	X					X
RD-E-3.0.6	Identify an author's opinion about a subject.			X						
RD-E-3.0.7	Identify fact and/or opinion.			X						
RD-E-3.0.8	Identify information that is supported by fact.			X	X					
RD-E-4.0.6	Locate and apply information for authentic purposes.			X	X			X	X	X
RD-E-4.0.8	Explain why the correct sequence is important.									
RD-E-4.0.9	Interpret specialized vocabulary (words and terms specific to understanding the content) found in practical/workplace passages.				X			X	X	X
RD-E-4.0.10	Identify text features and organizational aids (e.g., bold face print, italics, illustrations) that provide additional clarity.			X	X			X		X
WRITING										
WR-E-1.4	Transactive writing is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives. In transactive writing, students will write in a variety of forms such as the following: Letters; Speeches; Editorials; Articles in magazines, academic journals, newspapers; Proposals; Brochures; Other kinds of practical/workplace writing Characteristics of transactive writing may include: Text and language features typical of the selected form; Information to engage the reader and to clarify and justify purposes; Ideas(s) to communicate the specific purpose for an intended audience; Explanation and support to help the reader understand the author's purpose; Well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish the specific purpose; Effective conclusions			X	X					X

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MATHEMATICS										
Number/Computation										
MA-E-1.1.1	Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths.	X								X
MA-E-1.1.2	The operations of addition, subtraction, multiplication, and division	X								X
MA-E-1.2.2	Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator).									X
MA-E-1.2.5	Estimate quantities of objects.						X			X
MA-E-1.2.6	Estimate computational results using an appropriate strategy.									
Geometry/Measurement										
MA-E-2.1.1	Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting), segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse).		X			X				
MA-E-2.1.2	Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaerals, pentagons, hexagons, and octagons.									
MA-E-2.1.5	Nonstandard and standard (U.S. Customary, metric) units of measurement.					X	X		X	
MA-E-2.2.5	Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles.					X	X			
MA-E-2.2.6	Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero).								X	
MA-E-2.2.7	Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks.					X	X		X	
MA-E-2.2.8	Identify measurable attributes of an object and make an estimate using appropriate units of measurement.					X	X		X	
MA-E-2.2.9	Use measurements to describe and compare attributes of objects.					X	X		X	
MA-E-2.3.1	How two-dimensional shapes are alike or different.						X			
MA-E-2.3.2	How three-dimensional shapes are alike or different.						X			
MA-E-2.3.3	How units within the same measurement system (U.S. Customary or metric) are related.						X		X	
Probability/Statistics										
MA-E-3.1.1	Mean, median, mode, and range of a set of data.						X			
MA-E-3.1.3	The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question).	X				X	X		X	X
MA-E-3.2.1	Pose questions that can be answered by collecting data.	X				X	X		X	X
MA-E-3.2.2	Collect, organize, and describe data (e.g., drawings, tables, charts).					X	X		X	X
MA-E-3.2.3	Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table).					X			X	
MA-E-3.2.5	Make predictions and draw conclusions based on data.					X	X		X	
MA-E-3.2.6	Find mean, median, mode, and range of a set of data.					X	X			
MA-E-3.3.1	How data are used to draw conclusions.	X				X	X		X	X
MA-E-3.3.2	How predictions can be based on probability data.					X	X			
MA-E-3.3.3	How the type of display is related to data (appropriateness of graphs).					X			X	X
Algebraic Thinking										
MA-E-4.1.3	A positive coordinate system of graphing using ordered pairs.					X				
MA-E-4.2.4	Locate whole numbers, fractions, and decimals on a number line.					X			X	

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SCIENCE										
Physical Science										
SC-E-1.1.1	Objects have many observable properties such as size, mass, shape, color, temperature, magnetism, and the ability to react with other substances. Some properties can be measured using tools such as metric rulers, balances, and thermometers.					X	X	X	X	
SC-E-1.1.2	Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties can be used to separate or classify objects or materials.					X				
SC-E-1.1.3	Materials can exist in different states – solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.							X		
SC-E-1.2.1	The position of an object can be described by locating it relative to another object or the background. The position can be described using phrases such as to the right, to the left, 50 cm from the other object.		X			X	X			
SC-E-1.3.2	Heat can be produced in many ways such as burning or rubbing. One way heat can move from one object to another is by conduction. Some materials absorb and conduct heat better than others. For example, metal objects conduct heat better than wooden objects.	X						X	X	
Earth and Space Science										
SC-E-2.1.1	Earth materials include solid rocks and soils, water, and the gases of the atmosphere. Minerals that make up rocks have properties of color, texture, and hardness. Soils have properties of color, texture, the capacity to retain water, and the ability to support plant growth. Water on Earth and in the atmosphere can be a solid, liquid, or gas.	X						X		
SC-E-2.1.2	Earth materials provide many of the resources humans use. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials (e.g., stone, clay, marble), as sources of fuel (e.g., petroleum, natural gas), or growing the plants we use as food.	X								
SC-E-2.2.1	The Sun provides the light and heat necessary to maintain the temperature of Earth. The Sun's light and heat are necessary to sustain life on Earth.							X	X	
SC-E-2.2.2	Objects in the sky (e.g., Sun, clouds, moon) have properties, locations, and real or apparent movements that can be observed and described.							X		
SC-E-2.3.2	Weather changes from day to day and over seasons. Weather can be described by observations and measurable quantities such as temperature, wind direction and speed, and precipitation.							X	X	
SC-E-2.3.3	Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun's apparent path changes slowly over seasons. The moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.							X		
Life Science										
SC-E-3.1.1	Things in the environment are classified as living, nonliving, and once living. Living things differ from nonliving things. Organisms are classified into groups by using various characteristics (e.g., body coverings, body structures).					X				
SC-E-3.1.2	Organisms have basic needs. For example, animals need air, water, and food; plants need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met.				X					

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SC-E-3.1.3	Each plant or animal has structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.				X					
SC-E-3.3.1	Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.				X					
SC-E-3.3.2	The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.			X	X					
SC-E-3.3.3	All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others).			X	X					
Scientific Inquiry										
	Students will: Ask simple scientific questions that can be investigated through observations combined with scientific information. Use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations. Use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations. Design and conduct simple scientific investigations. Communicate (e.g., draw, graph, write) designs, procedures, observations, and results of scientific investigations. Review and ask questions about scientific investigations and explanations of other students.	X				X	X		X	
Applications/Connections										
	Students will distinguish between natural objects and objects made by humans and examine the interaction between science and technology. Technology (e.g., thermometer, hand lens) is used to study science, while science provides theories for technology. Science is used to design simple technological solutions to problems (e.g., use understanding of heat transfer in designing an insulated container for ice cubes).					X	X		X	
	Students will examine how designing and conducting scientific investigations fosters an understanding of issues related to natural resources (e.g., scarcity), demonstrate how the study of science (e.g., aquariums, living systems) helps explain changes in environments, and examine the role of science and technology in communities (e.g., location of landfills, new housing developments).	X	X			X	X	X	X	
	Students will examine the role science plays in everyday life.	X	X	X	X	X	X	X	X	

SOCIAL STUDIES

Government and Civics										
SS-E-1.1.1	Democratic governments function according to the needs and wants of the citizens and provide for society's needs (e.g., police and fire departments, education, highways).									X
SS-E-1.3.1	Rights and responsibilities of the individual are determined by specific roles within various groups, including family, peer group, class, school, community, state, and country.			X						

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Culture and Society										
SS-E-2.1.1	Language, music, art, dress, food, stories, and folktales help define culture and may be shared among various groups.			X						
SS-E-2.1.2	Elements of culture (e.g., language, music, art, dress, food, stories, folktales) serve to define specific groups and may result in unique perspectives.			X						
SS-E-2.2.1	All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.			X						
SS-E-2.4.1	As cultures emerge and develop, conflict and competition (e.g., disagreements, arguments, stereotypes, prejudice) may occur.			X						
SS-E-2.4.2	Compromise and cooperation are tools for social interaction.		X							
Economics										
SS-E-3.1.1	Scarcity requires people to make choices about using goods, services, and limited resources.									
SS-E-3.1.2	Consumers use goods and services to satisfy economic wants and needs.				X					X
SS-E-3.2.3	The U.S. economic system is based on free enterprise where businesses seek to make profits by producing or selling goods or services.									X
SS-E-3.3.1	A market exists whenever buyers and sellers exchange goods and services. Prices and availability of goods and services are determined by supply and demand.									X
SS-E-3.4.1	Producers create goods and services; consumers make economic choices about which ones to purchase.				X					X
SS-E-3.4.2	The government provides goods and services (e.g., police force, fire fighting, education, food surpluses) and pays for them with taxes. Private businesses offer similar goods and services (e.g., security guards, private schools, grocery stores) for profit.									X
SS-E-3.4.3	Producers who specialize create specific goods or services (e.g., computer games, tennis shoes, movie theatres).									X
Geography										
SS-E-4.1.1	Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.							X		
SS-E-4.1.2	Every point on Earth has an absolute location defined by latitude and longitude, and a relative location as compared to other points on Earth's surface.							X		
SS-E-4.1.3	*Mental maps are used to demonstrate where things are and how they are arranged.*		X					X		
SS-E-4.2.1	Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).			X	X	X		X		
SS-E-4.2.2	Regions are areas that have one or more physical or human characteristics in common (e.g., physical: geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, the Cornbelt, Amish country).			X						

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SS-E-4.3.1	Human populations gather in groups of different sizes and in different locations in the world.			X						
SS-E-4.3.2	Humans usually settle where there are adequate resources to meet their needs (e.g., areas with water, fertile land, protected land, different modes of transportation).			X	X					
SS-E-4.3.3	Technology allows humans to settle in areas previously inaccessible.			X						
SS-E-4.4.1	People depend upon the physical environment for food, shelter, and clothing.			X	X					
SS-E-4.4.2	People adapt to or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs.		X	X						
SS-E-4.4.3	The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes.		X	X						
SS-E-4.4.4	People may have different perspectives concerning the use of land (e.g., building developments, cutting down rain forest for farming).			X						
History										
SS-E-5.1.1	Accounts of historical events are influenced by the perceptions of people and passing of time.			X						
SS-E-5.1.2	History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, time lines).		X	X						
SS-E-5.2.2	People explored and settled America and Kentucky for multiple reasons (e.g., freedoms, opportunities, fleeing negative situations).									
SS-E-5.2.3	The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations/inventions, homes, transportation, recreation, traditions, education).			X						

PRACTICAL LIVING/VOCATIONAL STUDIES

Health										
PL-E-1.1.1	Individual behaviors (e.g., etiquette, fairness, politeness, sharing, listening) show responsibility and respect for others (e.g., families, peers, teams).		X	X		X	X	X		
PL-E-1.1.3	Groups function more effectively when members follow certain behaviors (e.g., conflict-resolution strategies, problem identification, communication).		X			X	X	X		
PL-E-1.5.3	Physical fitness is based on an investment of time and effort.									X
PL-E-1.6.1	There are health and safety hazards to recognize and avoid at home, school, and play.	X		X						
PL-E-1.6.3	There are procedures (e.g., staying calm, heeding warnings, following safety procedures) for dealing with potentially unsafe and threatening situations (e.g., water, fire, animals, earthquake, stranger danger).	X	X	X						X

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Physical Education										
PL-E-2.1.1	There are fundamental motor skills for enhancing physical development: Locomotor (moving from one place to another) (e.g., walking, running, skipping, hopping, galloping, sliding, leaping, jumping) Nonlocomotor (stationary) (e.g., turning, twisting, swinging, swaying, balancing)									X
PL-E-2.2.2	Frequent practice contributes to improved performance.		X				X			
PL-E-2.3.1	Basic rules for participating in simple games (e.g., tag, four-square) and activities (e.g., relays, parachute) are needed to make games fair		X			X	X	X		
PL-E-2.3.2	Rules of behavior and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.		X			X	X	X		
Consumerism										
PL-E-3.1.1	There is a distinction between needs and wants.				X					X
PL-E-3.1.2	Products and services are compared and evaluated based on price, quality, and features.				X					X
PL-E-3.1.4	Through the media, advertisers may attempt to use misleading or exaggerated information and gimmicks to influence consumer decision.				X					
PL-E-3.3.1	There are community organizations (e.g., fire department, police department, sanitation department, nonprofit health organizations) that provide health and safety services.	X	X	X				X		X
Vocational Studies										
PL-E-4.1.1	People need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter), provide self-satisfaction, and provide enjoyment.			X						
PL-E-4.1.2	Male and female roles are changing in numerous occupations (e.g., medical, corporate, teaching, military, athletics).			X						X
PL-E-4.1.3	There are different job opportunities in the home, school, and community (e.g., home business, flexible schedule).							X		X
PL-E-4.1.4	A person may hold several different jobs before deciding on a career.									X
PL-E-4.2.1	Self-knowledge (e.g., interests, abilities) is helpful when selecting and preparing for a career path.									X
PL-E-4.2.2	As a person grows and changes, career choices may change.									X
PL-E-4.3.1	Personal responsibility and good work habits (e.g., good attendance, honesty, dependability, punctuality, courtesy, cooperation) are important at home, school, and work.					X	X			X
PL-E-4.3.2	The completion of job responsibilities is important at home, school, and work.					X	X			X
PL-E-4.4.1	Academic skills (e.g., science, physical education, math, health, reading, writing, social studies, art, music) that relate to various jobs and careers are needed for future success.					X		X		X
PL-E-4.4.2	Technology (e.g., computer programs, Internet, e-mail, cellular phones, ATM, VCR) is used in many homes, schools, jobs, and careers.					X		X		X
PL-E-4.4.3			X			X	X	X		