



1st Grade Curriculum Framework for Parents

Educating a child is a responsibility shared by the student, school, family and community. As a parent, you can play an important role in the educational success of your child. The 1st Grade Curriculum Framework is a tool created to help you better understand what your child is expected to learn. This information forms the foundation for student learning in the Deer Valley Unified School District

Writing

- Write opinion, informative, explanatory pieces with details/facts and closure.
- Use a variety of digital tools to produce and publish writing.
- Participate in shared research and writing projects.
- Use prewriting strategies to plan and organize own writing.
- Draft, revise, edit, and publish original work.
- Write simple poems, rhymes, songs, or chants.
- Write informational text through drawing or writing.

Reading

- Ask and answer questions about key details in a text.
- Retell stories, including key details.
- Describe characters, settings, and major events in a story.
- Explain major differences between books that tell stories and books that give information.
- Compare and contrast the adventure and experiences of characters in stories.
- Ask and answer questions to help determine or clarify the meaning of words and phrases.
- Know and use various text features (e.g. headings, tables of contents, glossaries, icons).
- Understand the organization and basic features of print (e.g. first word, capitalization, ending punctuation).
- Demonstrate understanding of spoken words, syllables, and sounds.
 - a. Distinguish long from short vowel sounds in spoken single-syllable words.
 - b. Orally produce single-syllable words by blending sounds, including consonant blends.
 - c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.
 - d. Segment spoken single-syllable words into their complete sequence of individual sounds.
- Know the sound-spelling correspondence for common digraphs (sh, th, ch).
- Know final -e and common vowel teams (ee, ea, ai).
- Read words with inflectional endings.
- Use context to confirm or self-correct words and understanding.
- Recognize high frequency words and irregular sight words.
- Read aloud with accuracy, fluency, and expression.
- Participate in the reading of poetry.

Speaking and Listening

- Build on others' talk in conversation by responding to comments.
- Ask questions to clear up any questions about the topic.
- Describe people, places, things and events with relevant details.
- Produce complete sentences.

Math

- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.
- Add within 100 using concrete models or drawings.
- Use strategies such as counting on; making ten; and relating addition to subtraction.
- Count, write, and read numbers to 120, starting at any number less 120.
- Model place value concepts for the ten's and one's places.
- Solve word problems involving addition of three numbers using objects, drawings and equations.
- Apply properties of operations as strategies to add and subtract. ($8 + 3 = 11$ so $3 + 8 = 11$)
- Relate counting to addition and subtraction.
- Organize, represent, and interpret data.
- Recognize the same shape in different positions.
- Distinguish between defining attributes versus non-defining attributes; build and draw shapes with defining attributes.
- Partition circles and rectangles into two and four equal shares, use the words halves, fourths and quarters.
- Tell time in hours and half hours.

Science

- Observe objects, ask questions, and make predictions.
- Participate in planning and conducting investigations, and recording data.
- Organize and analyze data; compare to predictions.
- Communicate results of investigations.
- Identify individual and cultural contributions to scientific knowledge.
- Understand that basic structures in plants and animals serve a function.
- Understand the life cycles of plants and animals.
- Understand the relationship among various organisms and their environment.
- Classify objects and materials by their observable properties.
- Understand spatial relationships and the way objects move.
- Identify the basic properties of earth materials.
- Understand characteristics of weather, conditions, and climate.

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Social Studies

- Place events in sequential order on a timeline.
- Recognize national monuments and national holidays.
- Identify compass rose, symbols, and keys/legends on maps and globes.
- Describe the rights and responsibilities of citizenship.
- Identify ways humans adapt to their environment.
- Compare the way people lived in Colonial times and how people live today.
- Discuss early civilizations and their settlement impact.

Physical Education

Health and Fitness

- Perform selected loco motor (run, skip, etc.) and non-loco motor (bend, twist, etc.) skills.
- Demonstrate sports skills used in game-like situations.
- Perform movement skills to a rhythm.
- Use and provide feedback to improve personal performance.
- Identify components of health related physical fitness and activities related to each.
- Identify and locate large muscle groups and activities related to each.
- Demonstrate correct form when performing physical fitness activities.
- Identify benefits derived from regular physical activity.
- Identify and participate in activities that provide enjoyment and improve skills, fitness, and health.
- Work independently or with peers in a cooperative, positive, safe, and respectful manner.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Practice activities to increase skill and fitness competence.

Art

- Identify the elements of art (color, shape, line, texture, space, balance, form and value) used in others' works.
- Use the elements of art to create works of art.
- Use subjects, themes, and symbols in works of art.
- Use and expand knowledge in various media.
- Use various techniques to create 2-dimensional and 3-dimensional works.
- Apply elements of art and principles of design to show perspective and depth.
- Use color and line to influence a response.
- Use visual structures to organize work.
- Demonstrate how elements of time periods and locations influence art.
- Identify realistic, abstract, and non-objective artworks.
- Describe careers in the visual arts.
- Compare works of art produced by others and themselves that communicate personal ideas.
- Identify and discuss the various purposes for creating art.
- Discuss why they like or dislike artworks and use appropriate terminology.
- Describe how personal experiences of the artist and viewer may affect the perception of the artwork.

Music

General Music

- Move, sing, and play with a steady beat.
- Use singing voice correctly and develop pitch awareness.
- Sing/play alone and with others, beginning in unison and leading up to ensemble pieces including ostinato and rounds.
- Use a variety of classroom instruments correctly and develop timbre awareness.
- Sing and/or play music representing various cultures and styles.
- Respond to basic conducting cues.
- Begin reading and creating simple rhythm patterns using whole, half, quarter, eighth notes, and rests.
- Begin reading and creating simple melodic phrases.
- Create musical ideas through singing, playing, or movement. (Musical opposites)
- Listen attentively to a variety of music for certain characteristics.
- Compare and contrast a variety of music using basic music terms correctly.
- Demonstrate appropriate audience behavior.