



## 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 1<sup>st</sup> 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

### English Language Arts Reading

- Understand organization and features of a sentence.
- Understand spoken words, syllables and sounds.
- Apply phonics and word analysis skills.
- Read with accuracy and fluency to support comprehension.
- Identify key ideas, details and story elements.
- Ask and answer questions about unknown words.
- Use various text features to locate key facts or information in a text.
- Compare and contrast the adventures and experiences of characters in stories.
- Identify basic similarities and differences between two texts on the same topic.

### English Language Arts Writing

- Compose writing pieces for a purpose.
- Add detail to strengthen writing.
- Gather and use information through shared research.
- Participate in collaborative conversations with peers and adults.
- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- Demonstrate the conventions of grammar and usage when writing or speaking.
- Demonstrate the conventions of capitalization punctuation and spelling in writing.
- Demonstrate an understanding of word relationships and nuances in word meanings.

### Mathematics

- Add and subtract within 20 to solve word problems.
- Add and subtract within 20, demonstrating fluency.
- Understand the meaning of the equal sign.
- Count, write and read any number 0-120.
- Understand that the two digits of a two-digit number represents amounts of tens and ones.
- Add and subtract multiples of 10 within 100.
- Order and compare lengths of objects.
- Tell and write time to the hour and half hour.
- Organize, represent and interpret data using object graphs and tally charts.
- Compose two-dimensional shapes or three-dimensional shapes to create a composite shape.
- Partition circles and rectangles into two and four equal parts.

### Science

- Use the scientific inquiry process.
- Identify and compare the basic structures, life cycles and habitats of plants and animals.
- Classify objects and materials by their observable properties.
- Demonstrate the various ways that objects can move.

- Identify the basic properties of Earth materials, natural resources and conservation methods.
- Identify objects in the sky and weather patterns.

### Social Studies

- Describe past events, peoples, and places using maps, timelines and primary source materials.
- Recognize the settlement and developments of early civilizations.
- Identify world, national and Arizona symbols, monuments, customs and holidays.
- Identify examples of rights and responsible citizenship in stories about the past and present.
- Recognize basic economic principles.

### 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.



## Deer Valley Unified School District

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- 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.