

CURRICULUM MAP FOR FIRST GRADE - Updated 2019	QTR 1	QTR 2	QTR 3	QTR 4
<b>RELIGION</b>				
<b>Worship</b>				
Participate in Eucharistic celebrations.				
Identify the ministerial roles for Mass: priest, altar server, reader, song leader, extraordinary minister of the Eucharist.				
Name the items used for Mass: altar, candles, Gospel Book, chalice.				
Express that Lent is a time of personal preparation for Easter.				
<b>Prayer</b>				
Individually recite the Hail Mary, the Our Father, the Glory Be, Grace Before Meals				
Practice spontaneous prayer.				
<b>Sacrament</b>				
Interpret the sacraments as signs of God's love.				
Name the seven sacraments: Baptism, Reconciliation, Eucharist, Confirmation, Marriage, Holy Orders, Anointing of the Sick.				
Identify the symbols of the seven sacraments.				
<b>Scripture</b>				
Relate to the Bible as the stories of God and his people with a special emphasis on the stories of Noah and the Magi.				
Honor the Bible as the Word of God.				
<b>Doctrine</b>				
Discuss the roles of God the Father, God the Son, and God the Holy Spirit				
Describe the Church as the followers of Jesus.				
Recognize Mary and the special feasts of Mary, especially the feast of the Annunciation.				
Read and express an interest in the lives of the saints, especially St. Francis of Assisi and St. Frances Cabrini				
Define the catholic social teaching of stewardship as respect for God's creation.				
<b>Service</b>				
Choose to help others.				

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Identify and respond to the needs of others.				
<b>Evangelization</b>				
Tell others about God's gifts.				
Participate in assemblies that talk about God's goodness to God's people.				
<b>Family Life</b>				
Identify the five senses and recognize them as created by God.				
<b>LANGUAGE ARTS</b>				
<b>Reading Literary Texts</b>				
Ask and answer questions about key details in a text.				
Retell stories, including key details, and demonstrate understanding of their central message or lesson.				
Describe characters, settings, and major events in a story, using key details and illustrations.				
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				
Identify who is telling the story at various points in a text.				
Compare and contrast the adventures and experiences of characters in stories.				
Select and read various Bible stories using a children's Bible or the Arch book series				
Read prose and poetry of appropriate complexity for grade 1.				
<b>Reading Informational Texts</b>				
Ask and answer questions about key details in a text.				
Search out information about St. Frances Cabrini, St. Francis of Assisi.				
Identify the main topic and retell key details of a text.				
Describe the connection between two individuals, events, ideas, or pieces of information in a text.				

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Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				
Know and use various text features (e.g., headings, tables of contents, glossaries).				
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
Use the illustrations and details in a text to describe its key ideas.				
Identify the reasons an author gives to support points in a text.				
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
Read informational texts appropriately complex for grade 1.				
<b>Reading Foundations</b>				
Demonstrate understanding of the organization and basic features of print.				
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
Distinguish long from short vowel sounds in spoken single-syllable words.				
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
Know the spelling-sound correspondences for common consonant digraphs.				
Decode regularly spelled one-syllable words.				
Know final -e and common vowel team conventions for representing long vowel sounds.				
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				

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Decode two-syllable words following basic patterns by breaking the words into syllables.				
Read words with inflectional endings (-s,-ed,-ing,-es).				
Recognize and read grade-appropriate irregularly spelled words.				
Read with sufficient accuracy and fluency to support comprehension.				
Read grade-level text with purpose and understanding.				
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
<b>Writing</b>				
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				
Use a variety of digital tools to produce and publish writing.				
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).				
<b>Speaking and Listening</b>				
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.				
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).				
Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.				

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Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				
<b>GRAMMER</b>				
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Print all upper- and lowercase letters.				
Use common, proper, and possessive nouns.				
Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).				
Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).				
Use frequently occurring adjectives.				
Use frequently occurring conjunctions (e.g., and, but, or, so, because).				
Use determiners (e.g., articles, demonstratives).				
Use frequently occurring prepositions (e.g., during, beyond, toward).				
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Capitalize dates and names of people.				
Use end punctuation for sentences.				
Use commas in dates.				
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				

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Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.				
Use sentence-level context as a clue to the meaning of a word or phrase.				
Use frequently occurring affixes as a clue to the meaning of a word.				
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.				
Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).				
Identify real-life connections between words and their use (e.g., note places at home that are cozy).				
Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).				
<b>MATHMATICS</b>				
<b>Operations and Algebraic Thinking</b>				
Represent and solve problems involving addition and subtraction.				

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Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, 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. (2See Glossary, Table 1)				
Solve word problems that call for addition of three whole 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.				
Understand and apply properties of operations and the relationship between addition and subtraction.				
Apply properties of operations as strategies to add and subtract. (Students need 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, so $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)				
Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.				
Add and subtract within 20				
Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).				
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making 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 $6 + 6 + 1 = 12 + 1 = 13$ ).				
Word with addition and subtraction equations.				

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Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .				
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = \square - 3$ , $6 + 6 = \square$ .				
<b>Number Sense</b>				
Extend the counting sequence				
Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.				
Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:				
Understand that 10 can be thought of as a bundle of ten ones — called a “ten.”				
Understand that the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.				
Understand that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).				
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , and $<$ .				
Use place value understanding and properties of operations to add and subtract				
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 tens and tens, ones and ones; and sometimes it is necessary to compose a ten.				



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Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.				
Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), 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.				
<b>Measurement and Data</b>				
Measure lengths using non-standard units of measurements.				
Order three objects by length; compare the lengths of two objects indirectly by using a third object.				
Tell and write time in hours and half-hours using analog and digital clocks.				
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.				
<b>Geometry</b>				
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.				
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. <sup>4</sup>				
Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.				

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<b>SOCIAL STUDIES</b>				
<b>Documents Shaping Constitutional Democracy</b>				
Identify and explain why cities make laws .				
Discuss how individual rights are protected.				
Give examples of being an active and informed citizen in your classroom and community.				
Describe the character traits of role models within your community.				
Recognize and explain the significance of the Statue of Liberty, U.S. Capitol, Bald Eagle and the Liberty Bell.				
Recognize and explain the significance of symbols of your local community.				
<b>Governance Systems</b>				
Describe how authoritative decisions are made, enforced and interpreted within schools and local communities (e.g., explain what rules mean in specific cases).				
Describe roles and responsibilities of people in government, such as a judge, mayor, police, city council member, in a community.				
<b>History</b>				
Compare and contrast our community in the past and present (e.g., schools, land usage, communication).				
Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.				
<b>Economics</b>				
Describe examples of scarcity within your school and community.				
Describe examples of goods and services within your school and community.				
Describe consumers and producers and the relationship to goods and services within your school and community.				
<b>Geographical Studies</b>				
Identify globes as representations of real places.				
Read, construct, and use maps which have a title and key with assistance				

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Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo etc.				
Use a compass rose to identify cardinal directions.				
Locate a place by pointing it out on a map and by describing its relative location i.e., description of a location by explaining where the place is in relation to one or more other places.				
Identify physical characteristics of your community, such as climate, topography, relationship to water and ecosystems.				
Describe human characteristics of your community such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.				
<b>People, Groups, and Cultures</b>				
Describe cultural characteristics of your school & community including language, celebrations, customs, holidays, artistic expression, food, dress, & traditions.				
Propose peaceful resolutions of disputes in the classroom and on the playground.				
Recount stories about locations, people, and events in your community.				
Describe how your community commemorates its cultural heritage.				
<b>Tools of Social Studies Inquiry</b>				
Identify and analyze primary and secondary sources in classroom discussion with guidance and support.				
Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).				
Create visual tools to communicate information.				
Share findings about a topic.				
Ask supporting questions and find answers about a social studies topic, with assistance.				

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<b>SCIENCE</b>				
<b>Physical</b>				
Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.				
Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.				
Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.				
Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.				
<b>Life</b>				
Describe an animal or plant using external characteristics to survive.				
Create a solution to a human problem based on mimicking plant or animal characteristics.				
Research how adults help the young survive.				
Compare and contrast plants and animals to the adult.				
Explore the life of St. Francis of Assisi.				
<b>Earth</b>				
Make observations at different times of year to relate the amount of daylight to the time of year.				
<b>Human Anatomy</b>				
Identify and recognize their five senses and how they use them.				