

| Curriculum Map - Semester One Subject: MATH | | | Grade Level FIRST GRADE |
|---|---|---|--|
| September | October | November | December |
| <p>All About Me</p> <p>A. Numbers</p> <ul style="list-style-type: none"> Counting Writing Recognition <p>B. Manipulatives</p> <ul style="list-style-type: none"> Pattern Blocks Base-10 blocks Geoboards <p>C. Patterns</p> <ul style="list-style-type: none"> Templates <p>Resources</p> <ul style="list-style-type: none"> Everyday Mathematics | <p>Community</p> <p>A. Numbers</p> <ul style="list-style-type: none"> Writing Recognition Unit Labels for Numbers <p>B. Money</p> <ul style="list-style-type: none"> Pennies Nickels <ul style="list-style-type: none"> Dimes Quarters Money Exchange Coin Combinations <p>C. Addition/Subtraction</p> <ul style="list-style-type: none"> Complements of 10 Greater than Less than Introduce Number Models Subtraction Number Models Number Stories <p>D. Time</p> <ul style="list-style-type: none"> Analog Clocks Telling Time to the Hour | <p>Community/America the Beautiful</p> <p>A. Patterns</p> <ul style="list-style-type: none"> Even/odd patterns Visual patterns Number-Grid patterns <p>B. Numbers</p> <ul style="list-style-type: none"> Number line counting Adding and subtracting on the number line Word problems Even and odd numbers <p>C. Time</p> <ul style="list-style-type: none"> Time to the hour/half-hour <p>D. Money</p> <ul style="list-style-type: none"> Coin combinations <ul style="list-style-type: none"> Making change <p>E. Addition/Subtraction</p> <ul style="list-style-type: none"> Math minute tests Math facts Frames and Arrows <p>F. Measurement</p> <ul style="list-style-type: none"> Exploring a ruler Estimating Lengths <p>G. Graphing</p> <ul style="list-style-type: none"> Surveys and data collection | <p>Animal Habitats</p> <p>A. Patterns</p> <ul style="list-style-type: none"> Even/odd patterns Visual Patterns Dominos <p>B. Numbers</p> <ul style="list-style-type: none"> Number line counting Word problems <p>C. Time</p> <ul style="list-style-type: none"> Time to the hour/half-hour <p>D. Money</p> <ul style="list-style-type: none"> Dimes Coin combinations Money exchange <p>E. Addition/Subtraction</p> <ul style="list-style-type: none"> Math minute tests Math facts Frames and Arrows <p>F. Graphs</p> <ul style="list-style-type: none"> Data collection <p>G. Measurement</p> <ul style="list-style-type: none"> Thermometers Nonstandard linear and measures Personal "foot" and standard foot Inch |

| Curriculum Map - Semester One Subject: SCIENCE | | | Grade Level FIRST GRADE |
|--|--|---|--|
| September | October | November | December |
| <p>A. Colors</p> <ul style="list-style-type: none"> ▪ Color Wheel ▪ Primary/secondary colors <p>B. Scientific Method</p> <ul style="list-style-type: none"> ▪ Mixing Color experiments <p>C. Book Cooks</p> <ul style="list-style-type: none"> ▪ Measuring ▪ Liquids and solids | <p>Community</p> <p>A. Tesseract Garden</p> <ul style="list-style-type: none"> • Planned fall vegetables/flowers <p>B. Weather</p> <ul style="list-style-type: none"> ▪ Researched different weather conditions in different regions of the USA ▪ Discussed appropriate weather ▪ Clothing <p>C. Experiments</p> <ul style="list-style-type: none"> ▪ Scientific Method | <p>Community/America the Beautiful</p> <p>A. Tesseract Garden</p> <ul style="list-style-type: none"> ▪ Planted vegetable and herb garden <p>B. Scientific Method Experiments</p> | <p>Animal Habitats</p> <p>A. Animal Habitats</p> <ul style="list-style-type: none"> • Animal Facts • Life Cycle of a tadpole (metamorphosis) <p>B. Hibernation</p> |

| Curriculum Map - Semester One Subject: SOCIAL STUDIES | | | Grade Level FIRST GRADE |
|--|---|---|--|
| September | October | November | December |
| <p>All About Me</p> <p>A. Who am I?</p> <p>B. Characteristic of City, suburb and town</p> <ul style="list-style-type: none"> ▪ Address ▪ Friendly letters <p>C. Venn Diagrams</p> <ul style="list-style-type: none"> ▪ Compare physical characteristics | <p>Community</p> <p>A. Local geography</p> <ul style="list-style-type: none"> • City and state of residence <p>B. Local communities</p> <ul style="list-style-type: none"> • Characteristics of various communities (neighborhood, classroom, family, and school communities). <p>C. Community members</p> <ul style="list-style-type: none"> • Community members and their roles. <p>D. Community resources</p> <ul style="list-style-type: none"> • Goods and services <p>E. Maps</p> | <p>Community/America the Beautiful</p> <p>A. Maps</p> <ul style="list-style-type: none"> • United States • Arizona • Class • Compass Rose • Symbols • Map Key <p>B. Globe</p> <ul style="list-style-type: none"> • Continents • Oceans <p>C. Daily Oral Geography</p> <ul style="list-style-type: none"> • Streets • Cities • States • Countries <p>D. Voting</p> | <p>Animal Habitats</p> <p>A. Geographical Locations of animals</p> <p>B. Mammals Characteristics</p> <p>C. Characteristics of Arctic Species</p> <p>D. Research Animal</p> |

| Curriculum Map - Semester One Subject: LANGUAGE ARTS | | | Grade Level FIRST GRADE |
|--|--|---|--|
| September | October | November | December |
| <p>All About Me</p> <p>A. Reading</p> <ul style="list-style-type: none"> • Story characters • Predictions • Small group choral reading • Compare and contrast <p>B. Word Study/SMILA</p> <ul style="list-style-type: none"> • Short/Long vowel sounds • Upper/Lower case letters • Letter spacing • Decoding • Rhyming Words <p>C. Writing</p> <ul style="list-style-type: none"> • Journal Writing • Acrostic poem <p>D. Grammar</p> <ul style="list-style-type: none"> • Adjectives • Capitalization: First word in a sentence • Punctuation: periods and question marks • Alphabetizing: A-Z <p>E. Listening/Speaking</p> <ul style="list-style-type: none"> • Classroom rules • Group discussions • Directions from teacher • Class Morning Meeting <p>Resources</p> <ul style="list-style-type: none"> • Recipe for Reading • Wright Group Readers <ul style="list-style-type: none"> • Daily Oral Language (D.O.L.) | <p>Community</p> <p>A. Reading</p> <ul style="list-style-type: none"> • Story elements such as characters, setting, problem, and solution • Guided Reading • Chapter Book <p>B. Word Study/SMILA</p> <ul style="list-style-type: none"> • a-e • i-e • o-e • u-e • e-e • ai • ay <p>D. Writing</p> <ul style="list-style-type: none"> • Weekly journal entries with preselected topic • Silly Sentences • Creating new words <p>E. Grammar</p> <ul style="list-style-type: none"> • Adjectives • Nouns • Antonyms • Homonyms • Alphabetizing <p>F. Listening/Speaking</p> <ul style="list-style-type: none"> • Morning calendar routine. • Oral directions. • Appropriate speaking skills in small group discussions. • Participation in school morning meeting/class morning meeting | <p>Community/America the Beautiful</p> <p>A. Whole Group Reading</p> <ul style="list-style-type: none"> • Concepts of problem and solution in stories. • Main characters and settings • Drawing conclusions based on text <p>B. Guided Reading</p> <ul style="list-style-type: none"> • Leveled books in small groups. • Thoughts about stories in simple sentences and drawings <p>C. SMILA</p> <ul style="list-style-type: none"> • ai, ay, oi, oy • Endings (er,ir,or,ur) • Words/phrases/sentences using dictated SMILA sounds <p>D. Phonics</p> <ul style="list-style-type: none"> • Theme-related poems • Structural elements of poetry • Individual letters building to common words • Context clues <p>E. Writing</p> <ul style="list-style-type: none"> • Journal topics • Letter writing, with greeting, body, and closing. • Creative writing without prompt <p>F. Grammar</p> <ul style="list-style-type: none"> • Synonyms • Verbs. • Homonyms • Antonyms • Punctuation at the end of sentences • Alphabetical order from A-Z <p>G. Listening/Speaking</p> <ul style="list-style-type: none"> • Small group discussions • Morning routine | <p>Animal Habitats</p> <p>A. Whole Group Reading</p> <ul style="list-style-type: none"> • Concepts of problem and solution in stories. • Drawing conclusions based on text • Identifying main characters and setting <p>B. Guided Reading</p> <ul style="list-style-type: none"> • Leveled books in small groups. • Thoughts about stories in simple sentences and drawings. <p>C. SMILA</p> <ul style="list-style-type: none"> • ow, ou and review previously learned phonograms • Endings (er,ir,or,ur) • Words/phrases/sentences using dictated SMILA sounds <p>D. Phonics</p> <ul style="list-style-type: none"> • Theme-related poems • Structural elements of poetry • Individual letters building to common words • Context clues <p>E. Writing</p> <ul style="list-style-type: none"> • Journal topics • Letter writing, with greeting, body and closing <p>F. Grammar</p> <ul style="list-style-type: none"> • Synonyms • Homonyms • Antonyms • Punctuation at the end of sentences. • Alphabetical order from A-Z <p>G. Listening/Speaking</p> <ul style="list-style-type: none"> • Small group discussions • Morning routine • Individual letters building to common words • Context clues <p>E. Writing</p> <ul style="list-style-type: none"> • Journal topics • Letter writing, with greeting, body and closing <p>F. Grammar</p> <ul style="list-style-type: none"> • Synonyms • Homonyms • Antonyms • Punctuation at the end of sentences • Alphabetical order from A-Z <p>G. Listening/Speaking</p> <ul style="list-style-type: none"> • Small group discussions • Whole group Six Hats activities • Morning routine |

| Curriculum Map - Semester One Subject: SPANISH | | | Grade Level FIRST GRADE |
|--|--|---|--|
| September | October | November | December |
| <p>Introduction to Spanish</p> <p>A. Classroom Procedures</p> <ul style="list-style-type: none"> ▪ Rules ▪ Procedures <p>B. Vocabulary</p> <ul style="list-style-type: none"> ▪ Hola, adios, maestra <p>C. Review Numbers</p> <ul style="list-style-type: none"> ▪ 1-10 <p>D. Grammar</p> <ul style="list-style-type: none"> ▪ Este(a) es mi _____. <p>Resources</p> <p>The three bears</p> | <p>Our Community</p> <p>A Vocabulary</p> <ul style="list-style-type: none"> ▪ Escuela, maestro, casa, policía, doctor, bombero, hospital <p>B Review Numbers</p> <ul style="list-style-type: none"> ▪ 1-20 <p>C Grammar</p> <ul style="list-style-type: none"> ▪ ¿Quién es? ▪ ¿Cuántos? <p>D. Culture</p> <ul style="list-style-type: none"> ▪ Compare different communities <p>Resources</p> <p>The big Turnip</p> <p>El niño que pidió ayuda</p> <p>Props and manipulatives</p> | <p>La Familia</p> <p>A. Vocabulary</p> <ul style="list-style-type: none"> ▪ El papá, la mamá, los hermanos(as), el abuelo, la abuela <p>B. Grammar</p> <ul style="list-style-type: none"> ▪ Yo tengo, el tiene, ella tiene, hay ▪ ¿Cómo es el/ella? <p>C. Culture</p> <ul style="list-style-type: none"> ▪ Introduction- Day of the Dead Festivities in México and Latin America <p>Resources</p> <p>Altars</p> <p>PowerPoint Presentations</p> | <p>The Penguins</p> <p>A. Vocabulary</p> <ul style="list-style-type: none"> ▪ El pico, la cola, las alas, las plumas, las patas, <p>B. Numbers</p> <ul style="list-style-type: none"> ▪ Primero, segundo <p>C. Grammar</p> <ul style="list-style-type: none"> ▪ ¿Dónde vive?, está arriba/está abajo ▪ Verbs: camina, nada <p>Resources</p> <p>Dear Polar bear and the Postman Penguin</p> <p>PowerPoint presentations</p> <p>Internet</p> |



| Curriculum Map - Semester One | | | Grade Level |
|---|---|---|---|
| Subject: MUSIC | | | FIRST GRADE |
| September | October | November | December |
| <p>A. Melodic Literacy / Singing Skills</p> <ul style="list-style-type: none"> • Song repertoire - Singing games <p>B. Rhythmic Literacy</p> <ul style="list-style-type: none"> • Review Kindergarten rhythm material <p>C. Form</p> <ul style="list-style-type: none"> • Listening maps <p>D. Harmony</p> <ul style="list-style-type: none"> • Inner hearing <p>E. Instrument Playing Skills</p> <ul style="list-style-type: none"> • Non-Pitched Percussion Introduction • Barred Instrument Introduction | <p>A. Melodic Literacy / Singing Skills</p> <ul style="list-style-type: none"> • Perform and Create Do Re Mi Patterns <p>B. Rhythmic Literacy</p> <ul style="list-style-type: none"> • Perform and Create Half note and Half note rest <p>C. Harmony</p> <ul style="list-style-type: none"> • Melody vs. Accompaniment | <p>A. Rhythmic Literacy</p> <ul style="list-style-type: none"> • Half note and Half note rest <p>B. Expression and Style</p> <ul style="list-style-type: none"> • Dynamics - Forte and Piano • Music from diverse cultures - Native American | <p>A. Instrument playing skills</p> <ul style="list-style-type: none"> • Barred Instruments – Level Bordun <p>B. Singing Skills / Melodic Literacy</p> <ul style="list-style-type: none"> • Do Re Mi Patterns Notate <p>C. Score Reading</p> <ul style="list-style-type: none"> • Notation Terms / Symbols: Measure, Bar line, Repeat Sign |



| Curriculum Map - Semester One Subject: ART | | | | Grade Level FIRST GRADE |
|--|---|---|--|----------------------------|
| September | October | November | December | |
| <p>A. Media and Techniques and process</p> <ul style="list-style-type: none"> ▪ Drawing what we see ▪ Noting and recalling details ▪ Using crayons hard and soft ▪ Name and small motor skills ▪ Primary colors review ▪ Secondary color review <p>B. History/Culture</p> <ul style="list-style-type: none"> ▪ Things that live where we do ▪ Facts about the desert ▪ Things I see in the desert | <p>A. History</p> <ul style="list-style-type: none"> ▪ Day of the Dead <p>B. Media and Techniques</p> <ul style="list-style-type: none"> ▪ Paper sculpture/cutting <p>C. Subject Matter/Symbols</p> <ul style="list-style-type: none"> ▪ Skeleton structures in art <p>D. Structures and Functions</p> <ul style="list-style-type: none"> ▪ Matisse | <p>A. Media and Techniques</p> <ul style="list-style-type: none"> ▪ Origami Hats ▪ Pointillism ▪ Eye Perception of Color ▪ Color Mixing in Art <p>B. Culture and History</p> <p>C. Seurat and Degas Books</p> <ul style="list-style-type: none"> ▪ Books <p>D. Structures and Functions</p> <ul style="list-style-type: none"> ▪ Dancers in art ▪ People doing every day things in art | <p>A. Media and Techniques</p> <ul style="list-style-type: none"> ▪ Writing a story and illustrating it ▪ <i>If You Take a Mouse to School</i> | |



| Curriculum Map - Semester One | | | Grade Level |
|---|---|---|--|
| Subject: PHYSICAL EDUCATION | | | FIRST GRADE |
| September | October | November | December |
| Presidential Fitness Testing A. Individual Physical Challenges <ul style="list-style-type: none"> •Sit-ups •50 yard dash •Long Distance Run •Shuttle Run •V-Sit/Reach •Push Ups •Standing Long Jump | Introduction to Flag Football A. Individual/Partner Skills <ul style="list-style-type: none"> •Passing •Kicking •Punting •Flag pulling •Running technique •Offense •Defense B. Game Play <ul style="list-style-type: none"> •Flag Tag •Capture The Flag | Introduction to Soccer A. Individual/Partner Skills <ul style="list-style-type: none"> •Kicking-left and right foot •Punting •Goaltending •Overhead throw-in •Heading •Corner kicks •Dribbling •Footwork B. Competition <ul style="list-style-type: none"> •Line Soccer •Full Field Soccer | Introduction to Soccer B. Game (continuation of November) |