



# MUSD Grade 1 Curriculum - Year at a Glance

## Math

Unit Name	AZ State Standards	Overview	Assessment Overview
<b>Module 1</b>	1.OA.A.1 1.OA.B.3 1.OA.B.4 1.OA.C.5 1.OA.C.6 1.OA.D.7 1.OA.D.8	<b>Sums and Differences to 10</b> In this first module of Grade 1, students make significant progress towards fluency with addition and subtraction of numbers to 10 (1.OA.6) as they are presented with opportunities intended to advance them from counting all to counting on, which leads many students then to decomposing and composing addends and total amounts. In Kindergarten, students achieved fluency with addition and subtraction facts to 5. This means they can decompose 5 into 4 and 1, 3 and 2, and 5 and 0. They can do this without counting all. They perceive the 3 and 2 embedded within the 5.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 2</b>	1.OA.A.1 1.OA.A.2 1.OA.B.3 1.OA.B.4 1.OA.C.6 1.NBT.B.2a 1.NBT.B.2b	<b>Introduction to Place Value through Addition &amp; Subtraction within 20</b> Module 2 serves as a bridge from problem solving within 10 to work within 100 as students begin to solve addition and subtraction problems involving teen numbers (1.NBT.2ab). In Module 1, students were encouraged to move beyond the Level 1 strategy of counting all to the more efficient counting on. Now, they go beyond Level 2 to learn Level 3 decomposition and composition strategies, informally called make ten or take from ten.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 3</b>	1.OA.A.1 1.MD.A.1 1.MD.A.2	<b>Ordering &amp; Comparing Length Measurements as Numbers</b> Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize “making a 10” during daily fluency activities.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 4</b>	1.OA.A.1 1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2c 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	<b>Place Value, Comparison, Addition &amp; Subtraction to 40</b> Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a “ten” as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like $23 + 6$ as an opportunity to separate the “2 tens” in 23 and concentrate on the familiar addition problem $3 + 6$ . Adding $8 + 5$ is related to solving $28 + 5$ ; complete a unit of ten and add 3 more.	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>

<b>Module 5</b>	Supporting Standards	<p><b>Identifying, Composing &amp; Partitioning Shapes</b></p> <p>In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important “internalization time” for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>
<b>Module 6</b>	1.OA.A.1 1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2c 1.NBT.B.3 1.NBT.C.4 1.NBT.C.5 1.NBT.C.6	<p><b>Place Value, Comparison, Addition &amp; Subtraction to 100</b></p> <p>Although Module 6 focuses on “adding and subtracting within 100,” the learning goal differs from the “within 40” module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.</p>	<ul style="list-style-type: none"> <li>• Topic Quizzes</li> <li>• Mid-Module Assessment</li> <li>• End of Module Assessment</li> <li>• District Summative Assessment</li> </ul>

<b>ELA</b>			
<b>Unit Name</b>	<b>AZ State Standards</b>	<b>Overview</b>	<b>Assessment Overview</b>
<b>Unit 1</b>	1.RL.1 1.RL.2 1.RL.3 1.RI.1 1.RI.2 1.RI.3 1.RF.1 1.RF.2 1.RF.4 1.W.3 1.WF.3 1.SL.1	<p>This unit provides readings and discussion on the focus question: How do people in a family help each other and have fun together? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Recognizes how authors use narration and dialogue to show what characters think and feel</li> <li>• Interprets how illustrations and photos add information</li> <li>• Recognize that a key can help readers understand a map</li> <li>• Discover which text features help readers navigate a text</li> <li>• Identifies how authors choose specific words and details to help readers focus on important ideas</li> <li>• Invent their own pattern stories and practices so they can perform them with fluency and rhythm</li> <li>• Explore how authors and illustrators share ideas, use patterns, and make books that are fun to read through their own reading, drawing, and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

<p><b>Unit 2</b></p>	<p>1.RL.1 1.RL.2 1.RL.3 1.RI.1 1.RI.3 1.RF.4 1.W.1 1.W.3 1.WF.3 1.SL.1 1.L.1</p>	<p>This unit provides readings and discussion on the focus question: How can folktales teach people how to act in real life? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how authors use a pattern of events to make the problems characters face easy to understand</li> <li>• Makes connections between the stories and discusses similarities and differences</li> <li>• Understands how authors use what happens to characters to teach a lesson</li> <li>• Realizes that authors can use description, dialogue, and humor to make their characters and stories interesting</li> <li>• Notices that some authors may change an old story to teach a different lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<p><b>Unit 3</b></p>	<p>1.RI.1 1.RI.2 1.RI.3 1.RF.4 1.W.2 1.WF.3 1.SL.1 1.L.1</p>	<p>This unit provides readings and discussion on the focus question: How do writers help you find out about healthy habits? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices the different techniques authors use to get readers interested in healthy habits</li> <li>• Connects health information in the texts with real-life experiences</li> <li>• Recognizes how some authors use humor to make a point about healthy habits</li> <li>• Understands how illustrations, photographs, and diagrams support the texts</li> <li>• Notices the ways in which authors organize information and the specialized vocabulary they use to explain healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<p><b>Unit 4</b></p>	<p>1.RI.1 1.RI.2 1.RI.3 1.RF.4 1.W.1 1.WF.3 1.SL.1 1.L.1</p>	<p>This unit provides readings and discussion on the focus question: How do writers help you find out about healthy habits? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices the different techniques authors use to get readers interested in healthy habits</li> <li>• Connects health information in the texts with real-life experiences</li> <li>• Recognizes how some authors use humor to make a point about healthy habits</li> <li>• Understands how illustrations, photographs, and diagrams support the texts</li> <li>• Notices the ways in which authors organize information and the specialized vocabulary they use to explain healthy habits</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<p><b>Unit 5</b></p>	<p>1.RL.3 1.RI.1 1.RI.2 1.RI.3</p>	<p>This unit provides readings and discussion on the focus question: What do you learn from authors who write about their own lives? Students will work on the following learnings and skills:</p>	<ul style="list-style-type: none"> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>

	<p>1.RF.4 1.W.3 1.WF.3 1.SL.1 1.L.1</p>	<ul style="list-style-type: none"> <li>• Understands that an author wrote each book using his or her own real-life experiences as inspiration</li> <li>• Notices how illustrations help establish settings and add information about the characters</li> <li>• Makes predictions about what characters will do and uses evidence from the text to support these predictions</li> <li>• Notices similarities and differences among these autobiographical books</li> <li>• Compares the memories the authors share with what life is like for children today</li> </ul>	
<b>Unit 6</b>	<p>1.RI.1 1.RI.2 1.RI.3 1.RF.4 1.W.1 1.WF.3 1.SL.1 1.L.1</p>	<p>This unit provides readings and discussion on the focus question: How and why do writers create animal characters that act like people? Students will work on the following learnings and skills:</p> <ul style="list-style-type: none"> <li>• Notices how the authors make their animal characters act like people in some ways</li> <li>• Notices how authors make their animal characters seem like real animals</li> <li>• Expresses opinions about how animal characters are described and the problems they face in a story</li> <li>• Understands and identifies the elements in these fantasy stories about animals that are unlike things that could happen in real life</li> <li>• Notices how authors add humor in text and in art to make their stories memorable</li> <li>• Discusses similarities and differences among texts by the same author</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Benchmark</li> <li>• Word Knowledge Inventory</li> <li>• Reading Graphic Organizer Rubrics</li> <li>• Writing Rubrics</li> <li>• End of Unit Assessment</li> </ul>
<b>Phonics</b>	<p>1.RF.1 1.RF.2 1.RF.3 1.WF.1 1.WF.2 1.WF.3 1.L.1 1.L.2</p>	<p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Print handwriting for lowercase and uppercase letters</li> <li>• Read and spell long and short vowel sounds</li> <li>• Read and spell sounds for consonant blends, digraphs, r-controlled vowels, vowel diphthongs, suffixes, compound words</li> <li>• Read and write words using known letters and sounds</li> <li>• Read and spell high frequency words</li> <li>• Apply correct punctuation (period, question mark, exclamation point)</li> <li>• Capitalize words at beginning of sentences and proper nouns</li> <li>• Use verbs to convey a sense of past, present, and future</li> </ul>	<ul style="list-style-type: none"> <li>• Daily formative assessments</li> <li>• Letter/Sound assessments</li> <li>• End of unit spelling assessments</li> <li>• Handwriting assessments</li> </ul>
<b>Phonemic Awareness</b>	<p>1.RF.2</p>	<p><u>Phonemic Awareness:</u></p> <ul style="list-style-type: none"> <li>• Rhyming</li> <li>• Initial Phoneme Isolation</li> <li>• Blending</li> <li>• Isolating final and medial phonemes (sounds)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily formative assessments</li> <li>• Beginning, Middle, and End of Year Assessments</li> </ul>

- Segmenting
- Adding Phonemes
- Deleting Phonemes
- Substituting Phonemes

## Science

Unit Name	AZ State Standards	Overview	Assessment Overview
Unit 1	1.P3U1.3 1.P4U2.4	<b>Forces and Friction &amp; Heat</b> Students develop an understanding of the effects of forces and waves, and how they can impact or be impacted by objects near and far away.	<ul style="list-style-type: none"> <li>• Multiple Choice Assessments</li> <li>• Performance Assessment</li> </ul>
Unit 2	1.P2U1.1 1.P2U1.2	<b>Light and Sound</b> Students will explore the relationships between sound and vibrating materials, as well as light and materials including the ability of sound and light to travel from place to place.	<ul style="list-style-type: none"> <li>• Multiple Choice</li> </ul>
Unit 3	1.L4U1.10 1.L2U1.8 1.L2U2.7	<b>Organisms</b> Students develop an understanding that Earth has supported, and continues to support, a large variety of organisms. Different types of organisms live where there are different earth resources such as food, air, and water.	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul>
Unit 4	1.E1U1.5 1.L1U1.6 1.L3U1.9 1.L4U3.11	<b>Earth and Life Science</b> Earth Science: Students develop an understanding that earth materials are essential for an organism's survival. Life Science: Students will understand organisms can be distinguished by their physical characteristics, life cycles, and their different resource needs for survival.	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Multiple Choice Assessments</li> </ul>

## Social Studies

Unit Name	AZ State Standards	Overview	Assessment Overview
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<p><b>Unit 1</b></p>	<p>1.SP1.1 1.SP1.2 1.SP2.1 1.SP3.5</p>	<p><b>Families</b> What Do Family Stories Tell Us about the Past? This inquiry leads students through an investigation of their families as a way to begin understanding the concepts of past and present. By answering the compelling question “What do family stories tell us about the past?” students learn about change over time. Through the use of family artifacts (e.g., photographs, marriage licenses, family trees, keepsakes), students learn that such items can reveal information about how life in the past differs from life in the present and how their families have changed over time.</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
<p><b>Unit 2:</b></p>	<p>1.SP3.1 1.SP3.2 1.SP3.3 1.SP3.4 1.SP3.5</p> <p>1.SP1.2 1.SP1.3 1.SP3.1 1.SP3.2 1.SP3.3 1.SP3.4 1.SP3.5</p>	<p><b>Citizenship</b> Why Should I Be a Responsible Citizen? In their investigation of global citizenship, students begin by identifying and discussing a range of traits associated with the idea of responsible citizenship. Through the featured sources in this inquiry, students will build their understanding of these traits and see how, through a series of scenarios, those traits can play out in three contexts: classroom, community/state, and the world. In the end, students return to the compelling question and answer for themselves why they should (or should not) be global citizens.</p> <p>Is the President the Most Important Person in Government? This inquiry engages first graders in exploring the meaning, purpose, and function of government through the compelling question “Is the president the most important person in government?” Assuming that most first graders know who the president is, this inquiry is designed to help students explore the different levels of governmental leadership and the idea that other authority figures exist in addition to the president. In learning about the levels of government and the issues each deals with, students should consider their own ideas for desired change within their communities (e.g., more recreational space, better roads, more variety in school lunches) and develop a commitment to civic participation.</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
<p><b>Unit 3</b></p>	<p>1.SP1.2 1.SP3.1 1.SP3.3 1.SP3.5</p>	<p><b>Needs and Wants</b> What Choices Do We Make with Our Money? This inquiry features an investigation of economic decision making through the context of how families manage their money. In examining the costs and benefits associated with making decisions about spending and saving money, students should be able to develop an argument with evidence to answer the compelling question “What choices do we make with our money?”</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>
<p><b>Unit 4</b></p>	<p>1.SP3.2 1.SP3.5</p>	<p><b>Map Skills</b> How Do Maps Talk to Us? This inquiry leads students through an investigation of the compelling question, "How do maps talk to us?" Students create symbols, use directional</p>	<ul style="list-style-type: none"> <li>● Formative Tasks</li> <li>● Summative Performance Task</li> </ul>

		<p>words and a compass rose, develop map keys, and discover relationships among items on a map as they learn to use the language of maps. They are able to distinguish between physical and human characteristics and understand that the purpose of the map dictates what information is on the map. By investigating the compelling question, “How do maps talk to us?” students evaluate the variety of information that maps provide and what information is necessary depending on the purpose of the map. The formative performance tasks build on knowledge and skills through the course of the inquiry and help students gain proficiency in the rudiments of geography. Students create an evidence-based argument explaining ways in which maps speak to us, and why maps represent different things.</p>	
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