



ARCHDIOCESE
of MILWAUKEE

CURRICULUM
Guide
FOR PARENTS

GRADE 1

To obtain additional information, please contact:

OFFICE FOR SCHOOLS

3501 South Lake Drive • P.O. Box 070912 • Milwaukee, WI 53207

Phone: (414)-758-2256 • Website: www.archmil.org

Before you get started...

What is a Curriculum Guide?

Academic excellence is a hallmark of Catholic schools in the Archdiocese of Milwaukee. To assist schools in maintaining academic excellence, the archdiocese's Office for Schools has developed curriculum guides for grades 4K-8th that identify what we want our students to know and be able to do at the end of each grade based on national, state, and local standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade. This process of "fine tuning" results in a school specific standards-based curriculum that guides teaching and learning.

Characteristics of a 1st Grader

- Experiences being special
- Recognizes that he/she belong to a family
- Appreciates and thanks God for the special gifts of the senses
- Recognizes that friends and family are special
- Helps others and is open to others helping them
- Experiences family rituals and activities
- Experiences forgiveness in daily life
- Recognizes that he/she belongs to the family of God
- Experiences going to church with family weekly
- Shows respect for others
- Begins awareness of social justice issues



CREED

- Understands Mary's special role as Jesus' mother
- Learns and can articulate God sent us Jesus to show us how to love
- Recognizes Mary, Joseph, and Jesus as the Holy Family
- Identifies the Trinity as God (the Creator), Jesus Christ, and the Holy Spirit
- Begins to understand the Holy Spirit is with us and helps us to love God
- Knows we are part of God's larger family, the Church

LITURGY AND SACRAMENTS

- Recognizes important liturgical seasons, such as Advent, Christmas, Lent, Easter
- Recognizes the sacraments as special signs of God's love
- Recognizes that Baptism welcomes us into God's family, the Church
- Knows that God's family gathers at Mass to thank and praise God

MORAL LIFE

- Identifies the two great commandments Jesus gave: love God and love others and ourselves
- Recognizes that choosing to break God's rules of love is sin
- Recognizes God created us able to choose to do right or wrong

CHRISTIAN PRAYER

- Understands and experiences prayer as both talking and listening to God
- Memorizes and prays the Our Father and Glory Be to the Father (Doxology)
- References the Bible as God's Word

FAMILY

- Understands that God created one's own family
- Demonstrates and verbalizes love and care for one's family
- Understands that each family is special, that families pray together, and that the Church is a family
- Recognizes that Jesus showed us how to love one another

FRIENDSHIPS AND RELATIONSHIPS

- Understands that God gave us our friends, and wants us to show friendship to others
- Shows respect for others
- Helps and shares with others

HUMAN SEXUALITY

- Understands that God gave us our bodies as a gift, and that God wants us to take care of our bodies
- Realizes that feelings help us be aware of the needs of our bodies to be safe
- Recognizes special and private body parts, and that the body is a gift of God

MARRIAGE

- Recognizes and understands that married life is a gift of God, and that families are meant to serve the community together
- Knows that Jesus, Mary and Joseph are the Holy Family

MORAL DECISION MAKING

- Understands that God wants us to make good decisions for ourselves and for others
- Shows love and respect

RESPECT FOR LIFE

- Understands that everyone is a gift from God, no matter who they are

VIRTUES

- Understands and demonstrates Helping, Caring, Sharing, and Love

READING: LITERATURE

- Asks and answers questions about key details in a text
- Retells stories and demonstrates understanding of their central message
- Identifies words and phrases in stories or poems that suggest feelings or appeal to the senses
- Explains major differences between books that tell stories and books that give information
- Compares and contrasts the adventures and experiences of characters in stories

READING: INFORMATIONAL TEXT

- Asks and answers questions about key details in a text
- Identifies the main topic and retell key details of a text
- Asks and answers questions to help determine or clarify the meaning of words and phrases in a text
- Knows and uses various text features to locate key facts or information in a text
- Identifies basic similarities in and differences between two texts on the same topic

READING: FOUNDATIONAL SKILLS

- Demonstrates understanding of the organization and basic features of print
- Demonstrates understanding of spoken words, syllables, and sounds
- Knows and apply grade-level phonics and word analysis skills in decoding words
- Reads with sufficient accuracy and fluency to support comprehension

LANGUAGE

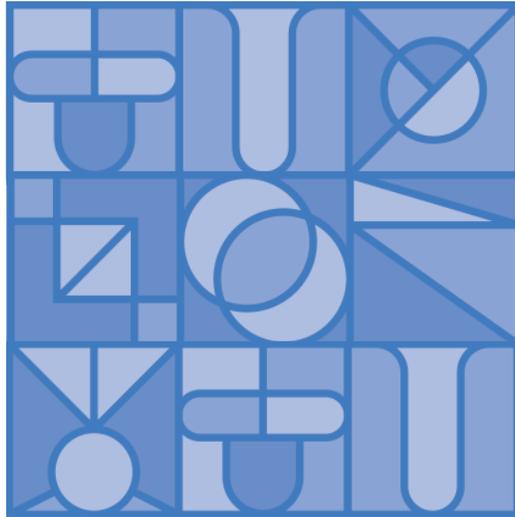
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

WRITING

- Writes opinion pieces supporting a point of view
- Writes informative/explanatory texts to convey information
- Writes narratives to develop experiences of events
- Recalls information from experiences or gather information from provided sources to answer a question

SPEAKING AND LISTENING

- Participates in collaborative conversations
- Asks and answers questions about key details in a text read aloud or information presented orally or through other media



In 1st grade, your child will build on last year's work and gain important new skills. One of the most important outcomes for the year is to improve speed and accuracy adding with a sum of 20 or less and subtracting from a number 20 or less (e.g., $17 - 8$). Another important goal in 1st grade is adding with a sum of 100 or less; this will rely on understanding what the digits mean in a number such as 63 (namely, 63 is six tens and three ones). Working with multi-digit addition this year will set the stage for 2nd grade, when your child will be working with three-digit numbers and adding and subtracting with larger numbers.

NUMBER AND OPERATIONS: BASE 10

- Reads, writes, and represents numbers up to 120
- Understands place value of ones and tens
- Uses place value or models, adds within 100
- Uses place value or models, subtracts multiples of 10

OPERATIONS AND ALGEBRAIC THINKING

- Uses addition and subtraction within 20 to solve word problems
- Applies properties of operations to add and subtract
- Adds and subtracts whole numbers within 20

MEASUREMENTS AND DATA

- Measures the length of objects
- Tells and writes time in hours and half-hours
- Organizes, represents, and interprets, data

GEOMETRY

- Distinguishes defining attributes of shapes
- Partitions circles and rectangles into two and four equal shares and names them appropriately

- Uses economic reasoning to understand issues.
- Uses geographic tools and ways of thinking to analyze the world.
- Understands how historical patterns change or stay the same over time.
- Identifies and explains democratic principles and ideals.

CATHOLIC SOCIAL TEACHINGS

Call to Family, Community, & Participation - "We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable."

Rights and Responsibilities - "The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met."

The Dignity of Work and the Rights of the Worker - "The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation."

Solidarity - "We are one human family whatever our national, racial, ethnic, economic, and ideological differences."

Care for God's Creation - "We are called to protect people and the planet, living our faith in relationship with all of God's creation."

Dear Parents:

A strong foundation in science, technology, engineering, and mathematics is essential for preparing our students to be well informed citizens as well as prepared for college and the work force. Our traditional science programs have focused on content, facts, and vocabulary, but have lacked the ability for students to engage in the actual application of scientific concepts. The Next Generation Science Standards (NGSS) have refocused K-12 science education to focus on the big ideas through an emphasis on firsthand experiences such as investigation, design, and modeling, to help make more meaningful connections to the concepts that will stay with our children for a lifetime.

The NGSS promote a new way of teaching and learning that allows students to experience science in a meaningful way. This is accomplished by integrating three dimensions of learning as well as technology and engineering principles:

- **Core Disciplinary Concepts:** This is the content that is being covered (ex. Biology).
- **Science and Engineering Practices:** This focuses on the process of how science is conducted in the real world, such as through planning and carrying out investigations.
- **Cross Cutting Concepts:** These are science ideas, like *cause and effect*, that permeate all the sciences.

Your child/children will experience instruction in the classroom that emphasizes scientific exploration and experimentation. Children will be engaged in questioning, exploring and discussing possible solutions, investigating science concepts, using argumentation, and being fully active in the learning process. This approach mirrors real-world science practices and engages students in a more meaningful way. Not only will our students be immersed in investigative experiences, but they will also be developing important critical-thinking skills that will cultivate the great thinkers and innovators of tomorrow.

PHYSICAL SCIENCE

- Make vibrations with different objects to make a sound
- Use sound to make an object vibrate
- Sort objects by their ability to allow light to pass through (transparent, translucent, opaque)
- Define reflection and make light reflect with a mirror
- See objects when there is light
- Predict the path of light
- Explain why a shadow is made
- Design, create, and test a device that communicates using light or sound
- Improve a design

LIFE SCIENCE

- Identify the external parts of animals
- Define the different ways body parts help animals survive
- Identify the external parts of plants
- Define the different ways the parts of a plant help it grow
- Understand that adult plants and animals have offspring
- Identify diverse ways offspring's needs are met (food-nursing, protection-herding, hiding)
- List animal behaviors that help them survive
- Identify similarities and differences of animal offspring and parents
- Identify similarities and difference of mature and developing plants

EARTH SCIENCE

- Predict, observe, and document the moon's location in the sky
- Predict, observe, and document the sun's location in the sky during different times in the day
- State that stars are seen at night and not during the day
- Identify the sun as the central and largest body in the solar system
- Compare and order the amount of daylight in each season
- Predict the amount of daylight from one season to the next

SCIENCE AND ENGINEERING PRACTICES

- Ask questions and define a problem
- Construct explanations and design solutions
- Obtain, evaluate, and communicate information
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Develop and use models

CATHOLIC SOCIAL TEACHINGS

- Work cooperatively and respectfully with my classmates
- Explain that God created the world and I can do my part to take care of it

Art

- **CREATING:** Uses observation and investigation in preparation for making a work of art
- **CREATING:** Explores uses of materials and tools to create works of art or design
- **PRESENTING:** Asks and answers questions such as where, when, why, and how artwork should be prepared for presentation or preservation
- **RESPONDING:** Interprets art by categorizing subject matter and identifying the characteristics of form
- **CONNECTING:** Understands that people from different places and times have made art for a variety of reasons

Physical Education

- Demonstrates competency in a variety of motor skills and movement patterns
- Applies knowledge of strategies, principles, tactics, and concepts related to movement and performance

Music

- **CREATING:** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose
- **PERFORMING:** With limited guidance, perform music for a specific purpose with expression
- **RESPONDING:** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent
- **CONNECTING:** Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations
- **CONNECTING:** Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components

World Language

- **INTERPERSONAL COMMUNICATION:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions
- **INTERPRETIVE COMMUNICATION:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- **RELATING CULTURAL PRODUCTS TO PERSPECTIVES:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied