

A summary of the curriculum standards for first graders follows. While not comprehensive, the information is a strong representation of what parents can expect their first graders to know and be able to do by the end of the school year.

A complete set of standards adopted by the CVUSD Board of Education can be found on the District website at [www.conejousd.org](http://www.conejousd.org) and on the State website [www.cde.ca.gov/ci/](http://www.cde.ca.gov/ci/).

### ENGLISH LANGUAGE ARTS AND CONTENT AREA LITERACY

A first grader will:

- Read *first-grade* level texts with purpose and understanding.
- Read prose, poetry, and informational text activating prior knowledge and making predictions.
- Ask and answer questions about key details in a text.
- Explain major differences between books that tell stories and books that give information.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Demonstrate a *first-grade* understanding of spoken words, syllables, and sounds.
- Know and apply *first-grade* level phonics and word analysis skills in decoding words.
- Sort and define words into and by category.
- Write opinion pieces, informative/explanatory texts, and narratives.
- Participate in shared research and writing projects.
- Participate in collaborative conversations with diverse partners about *grade 1* topics and texts.
- Demonstrate a *first grade* command of the conventions of standard English grammar and usage when writing or speaking and of capitalization, punctuation, and spelling when writing.



### MATHEMATICS

Through the use of the Mathematical Practices\* first graders will:

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.
- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.
- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.
- Reason with shapes and their attributes.

**\*Mathematical Practices:** 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.



### TECHNOLOGY

- In first grade, students will with guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- First graders are introduced to the National Educational Technology Standards for students [www.iste.org/standards/standards-for-students](http://www.iste.org/standards/standards-for-students) which include: Creativity and Innovation; Communication and Collaboration; Research and Information; Critical Thinking, Problem Solving, and Decision Making; Digital Citizenship; and Technology Operations and Concepts.

## SCIENCE

First grade students will participate in a program of study that involves life, earth, and physical sciences. Students will study plants and animals, air and weather, and solids and liquids. They will experience active investigations, vocabulary instruction, and continue to read and write about science.

## HISTORY-SOCIAL SCIENCE

**THEME: TIME AND PLACE** Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people, and for the rules by which we all must live. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage. Students will continue to read and write about history-social science topics.

## HEALTH AND PHYSICAL EDUCATION

Students will participate in a comprehensive, sequential physical education program that promotes physical, mental, emotional, and social well-being. Specific activities will promote skill development in the following areas: large and small motor development, balance, eye-hand coordination, eye-foot coordination, general coordination, and creative movement. The health curriculum and instructional strategies are based on up-to-date scientific information and are designed to help students to become health-literate and to develop the knowledge, skills, and behaviors needed for a lifelong commitment to healthy living.

## VISUAL AND PERFORMING ARTS

Students will experience activities in a program that emphasizes visual arts, music, dance, and theatre from various cultures and time periods. They will learn to appreciate history, aesthetics, and the creation of the arts through integration with other subject areas, guest artists, live performances, music and art specialists, and attendance at special off-campus activities that foster enthusiasm for the arts. They will learn audience appreciation skills and will have an opportunity to regularly practice them.

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## CONEJO VALLEY UNIFIED SCHOOL DISTRICT

### Curriculum Standards

### Grade 1

Learning is a continuous process that involves the home as well as the school. Children benefit greatly when they know that their parents are interested in and supportive of education. We invite you to join us as partners in this venture. If you have questions after reviewing the information in this summary, please contact us.

Each child grows and develops individually. There are, however, general characteristics and needs which apply to most children of a certain age. Knowing these characteristics will provide you with a better understanding of your child.

#### YOUR FIRST GRADE CHILD NEEDS:

- a sense of security and a feeling of being loved
- generous praise and not too much criticism of errors
- to be distracted from undesirable behavior in positive ways
- opportunities to show what he/she can do
- frequent chances to talk about himself/herself and his/her interests
- broadening experiences to satisfy his/her growing interests
- a knowledge of property rights to accompany his/her collecting tendencies

#### PARENTS CAN HELP BY:

- listening and talking to your child
- having a sense of humor and infinite patience
- guiding your child through periods of silliness, stubbornness, and demanding behavior
- setting an example by reading and writing
- attending parent conferences, Back to School Night, Open House, and other school activities
- establishing a regular routine for completion of homework
- providing a quiet time and place for study
- offering encouragement and help in completing assignments as needed
- taking educational trips
- monitoring your child's television viewing and electronic device time
- notifying school as problems are observed or persist
- notifying school of stress in the home such as divorce or death in the family
- seeing that your child attends school regularly and on time
- giving specific praise for good work and behavior
- maintaining a positive attitude about your child's school