

COURSE CURRICULUM MAP

Grade: First Grade

Content Area: Math

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
<p><u>Numbers and Operations</u></p> <p><u>1.E.N.1.3.a– Students will read, write, discuss and represent whole numbers up to 100.</u> (Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.) (only to 20) (Topics 1,2,3)</p> <p><u>1.E.N.2.3 – Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.</u></p>	<p><u>Numbers and Operations</u></p> <p><u>1.E.N.1.3.b – Students will read, write, discuss and represent whole numbers up to 100.</u> (Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.) (only to 50) (Topics 10, 11, 12)</p> <p><u>1.E.N.2.1 – Students will represent and solve real-world and mathematical problems using addition and subtraction up to ten.</u> (story problems in every lesson)</p> <p><u>1.E.N.2.3 – Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.</u></p>	<p><u>Numbers and Operations</u></p> <p><u>1.E.N.1.2 – Students will use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.</u> (Topic 11)</p> <p><u>1.E.N.1.3.c – Students will read, write, discuss and represent whole numbers up to 100.</u> (Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks) (up to 100) (Topic 10,11, 12)</p> <p><u>1.E.N.1.6 – Students will compare and order whole numbers from 0 to 100.</u> (Topics 2, 12)</p> <p><u>1.E.N.2.3 – Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.</u></p>	<p><u>Numbers and Operations</u></p> <p><u>1.E.N.2.3 – Students will demonstrate fluency with basic addition facts and related subtraction facts up to 10.</u></p> <p><u>1.E.N.3.2 – Students will partition (fair share) sets of objects into equal groupings.</u> (Will have to supplement, not in topics)</p> <p><u>1.E.N.4.3 – Students will determine the value of a collection of pennies, nickels or dimes up to one dollar counting by ones, fives or tens.</u> (Topic 13)</p>

<p><u>Algebraic Reasoning & Algebra</u> <u>1.E.A.1.1.a – Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.</u> <u>(Repeating Patterns Only)</u> (Topic 9 – shape, will have to supplement)</p> <p><u>Geometry & Measurement</u> <u>1.E.GM.2.1 – Students will use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.</u> (Topic 14)</p> <p><u>Data & Probability</u></p>	<p><u>Algebraic Reasoning & Algebra</u> <u>1.E.A.1.1.b – Students will identify, create, complete and extend repeating, growing and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.</u> <u>(Growing and Shrinking Patterns Only)</u> (Will have to supplement)</p> <p><u>Geometry & Measurement</u> <u>1.E.GM.1.2 – Students will compose and decompose larger shapes using smaller two-dimensional shapes (Topic 8)</u> <u>1.E.GM.1.1 – Students will identify trapezoids and hexagons by pointing to the shape when given the name. (Topic 8)</u></p> <p><u>Data & Probability</u></p>	<p><u>Algebraic Reasoning & Algebra</u></p> <p><u>Geometry & Measurement</u> <u>1.E.GM.3.1 – Students will tell time to the hour and half-hour (analog and digital) (Topic 15)</u></p> <p><u>Data & Probability</u></p>	<p><u>Algebraic Reasoning & Algebra</u></p> <p><u>Geometry & Measurement</u></p> <p><u>Data & Probability</u> <u>1.E.D.1.2 – Students will use data to create pictures and bar-type graphs to determine one-to-one correspondence. (Topic 18)</u> <u>1.E.D.1.3 – Students will draw conclusions from picture and bar-type graphs (Topic 18)</u></p>
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Good To Know Standards

Numbers and Operations:

1.N.1.1 Students will recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.

Clarification statement: Subitizing is defined as instantly recognizing the quantity of a set without having to count. “Subitizing” is not a vocabulary word and is not meant for student discussion at this age.

1.N.1.4 Students will count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.

1.N.1.5 Students will find a number that is 10 more or 10 less than a given number up to 100.

1.N.1.7 Students will use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.

1.N.1.8 Students will use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.

1.N.2.2 Students will determine if equations involving addition and subtraction are true.

1.N.3.1 Students will partition a regular polygon using physical models and recognize when those parts are equal.

1.N.4.1 Students will identify pennies, nickels, dimes, and quarters by name and value.

1.N.4.2 Students will write a number with the cent symbol to describe the value of a coin.

Algebraic Reasoning and Algebra: none

Geometry and Measurement:

1.GM.1.3 Students will compose structures with three-dimensional shapes.

1.GM.1.4 Students will recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.

1.GM.2.2 Students will illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.

1.GM.2.3 Students will measure the same object/distance with units of two different lengths and describe how and why the measurements differ.

1.GM.2.4 Students will describe a length to the nearest whole unit using a number and a unit.

1.GM.2.5 Students will use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.

Data & Probability:

1.D.1.1 Students will collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).