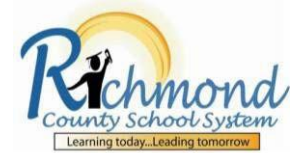


Spiral Review: During the daily Number Sense Routine of the Mathematics Block, topics such as counting to 120, locating 0-100 on a number line, using strategies to count forward and backward, identifying shapes, representing, and interpreting data, and solving simple problems should be addressed ongoing throughout the instructional time. After Unit 2, addition and subtraction strategies should be practiced daily with Number Talks or digital or print fluency games. Incorporate components of the Standards for Mathematical Practice (SMP) in your daily lesson. The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible... Mathematical Modeling and Framework for Statistical Reasoning.



First Grade Curriculum Map

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible.

First Semester – Part 1

Unit 0 Think Like a Mathematician Course Overview	Unit 1 Extending Number Sequence Understanding to Build, Compare and Interpret Numbers Within 120	Buffer	Unit 2 Building and Explaining the Relationship Between Addition and Subtraction	Buffer
Establish the Following: Learner profile building relationships, first days of school guide, Number Sense Routine: Number Talks, Splat Ready Math Lesson Zero	Priority Standards (Learning Objectives) 1.NR.1 (1.NR.1.1, 1.NR.1.2, 1.NR.1.3) 1.NR.2 (1.NR.2.1, 1.NR.2.5) * 1.MDR.6 (1.MDR.6.1, 1.MDR.6.4) 1.MP.1-8 *Within 10	Administer Unit 1 post- assessment to identify relearning needs Administer Unit 2 pre- assessment Provide enrichment	Priority Standards (Learning Objectives) 1.NR.2 (1.NR.2.1, 1.NR.2.2, 1.NR.2.3, 1.NR.2.4, 1.NR.2.5, 1.NR.2.6, 1.NR.2.7) 1.MDR.6 (1.MDR.6.1) 1.MP.1-8	Administer Unit 2 post- assessment to identify relearning needs Administer Unit 3 pre- assessment Provide enrichment
5 Days	35 Days	2 Days	30 Days	2 Days
Big Ideas: - Counting to 100 - Solve Addition/Subtraction Word Problems within 10 - Add/subtract within 10 & fluently within 5	Big Ideas: - Rote count forward to 120 by counting on from any number less than 120 - Read, write, and represent the number of a quantity using numerals (number and standard form) - Locate 0-120 on a number line - Use strategies of counting on and back - Explore the 99 chart to see patterns between numbers - Understand how the numbers in the counting sequence are related (one more one less)	Assessment Enrichment Remediation	Big Ideas: - Commutative and associative properties for solving additional problems - Counting on to solve subtraction problems - Sums and differences less than or equal to 20 using the number 0 to 20 - Identify, describe, and apply a pattern or structure in mathematics - Understand that addition and subtraction are related - Organize and record quantities using tallies and tables - Determine the missing quantity in any position of an equation	Assessment Enrichment Remediation

First Grade Curriculum Map

The suggested instructional pacing schedule is approximate and can be adjusted; however, the sequence of instruction should not be altered. Teachers should adhere to the guide as closely as possible.

First Semester – Part 1		Second Semester – Part 2			
Unit 3 Sorting, Sifting, Shifting Shapes and Patterns	Buffer	Unit 4 Meaningful Measurements	Buffer	Unit 5 Problem Solving to Answer Real- Life Questions	Buffer
Priority Standards (Learning Objectives) 1.PAR.3 (1.PAR.3.1, 1.PAR.3.2) 1.GSR.4 (1.GSR.4.1, 1.GSR.4.2, 1.GSR.4.3) 1.MDR.6 (1.MDR.6.1, 1.MDR.6.4) 1.MP.1-8	Administer Unit 3 post- assessment to identify relearning needs Administer Unit 4 pre- assessment Provide enrichment	Priority Standards (Learning Objectives) 1.MDR.6 (1.MDR.6.1, 1.MDR.6.2, 1.MDR.6.3, 1.MDR.6.4) 1.MP.1-8	Administer Unit 4 post- assessment to identify relearning needs Administer Unit 5 pre- assessment Provide enrichment	Priority Standards (Learning Objectives) 1.NR.1 (1.NR.1.1, 1.NR.1.2, 1.NR.1.3)* 1.NR.2 (1.NR.2.1, 1.NR.2.2, 1.NR.2.3, 1.NR.2.4, 1.NR.2.5, 1.NR.2.7) 1.NR.5 (1.NR.5.2, 1.NR.5.3) 1.MDR.6 (1.MDR.6.1, 1.MDR.6.4) 1.MP.1-8 *Up to 120	Administer Unit 4 post- assessment to identify relearning needs Administer Unit 5 pre- assessment Provide enrichment
15 Days	2 Days	35 Days	2 Days	35 Days	2 Days
Big Ideas: - Identify, describe, build, and compare shapes based on attributes - Partition circles and rectangles in two (halves) and four (fourths/quarters) - Identify and describe real-life patterns based upon attributes - Explore repeating patterns (number strings, shapes, and operations)	Assessment Enrichment Remediation	Big Ideas: - Develop an understanding of linear measurement - Measure lengths as iterating length units - Tell and write time to the hour and half hour - Identify the value of pennies, nickels, dimes, and quarters -Represent and interpret data	Assessment Enrichment Remediation	Big Ideas: - Count forward and backward within 120 - Explain place value of two-digit numbers - Use a variety of strategies to solve addition and subtraction problems within 20 - Compare and order whole numbers up to 100 using concrete models, drawings, and symbols >, =, and < - Inverse relationship of addition and subtraction within 20 - Fluently add and subtract within 10	Assessment Enrichment Remediation

Second Semester

Unit 6

Culminating Capstone Unit

Using Mathematics to Answer Questions in My World

(applying concepts in real-life contexts through a culminating interdisciplinary unit)

ALL Standards Addressed in this Unit

The capstone unit applies content that has already been learned in previous interdisciplinary PBLs and units throughout the school year. The capstone unit is an interdisciplinary unit that allows students to create a presentation, report, or demonstration that could include their models used to answer an overarching driving question. (e.g., Students can present their solution(s), findings, project, or answer to the driving question to a larger audience during the culminating capstone unit.)

15 Days