Curriculum Map - Mathematics - 1 Math

Unit	State Standards	Outcomes	Essential Questions	Essential Skills	Assessments	Faith Integration
entire year						
1. Partners and Number Patterns through 10	1.OA.A.1(A) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.3(A) Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 1.OA.C.5(A) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.C.6(A) Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). 1.OA.D.7(A) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. 1.OA.D.8(A) Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] - 3, 6 + 6 = [].		Can I find partners of numbers through 10? Do I use properties to add and subtract within 10? Can I solve addition and subtraction equations with unknowns? Can I relate counting to addition and subtraction? Can I tell and show addition and subtraction story problems?	1. Represent numbers 1 - 10. 2. Visualize and represent numbers 1 - 10. 4. Add and subtract numbers within 6. 5. Add and subtract numbers within 7. 6. Add and subtract numbers within 8. 7. Add and subtract numbers within 9. 8. Add and subtract numbers within 10. 9. Practice in a variey of real world problem solving situations.	teacher observation daily work homework quizzes test	God created an ordered world.
2. Addition and Subtraction Strategies	1.OA.A.1(A) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.B.3(A) Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) 1.OA.C.5(A) Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.C.6(A) Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or		Can I add and subtract within 10 to solve story problems? Can I apply properties of operations as strategies to add and subtract? Am I able to relatecounting to additionand subtraction? Can I demonstrate flluency for addition and subtraction within 10? Can I determine if equations involving addition and subtraction are true or false? Can I find the unknown whole number inan addtion or subtraction equation relating three whole numbers?	1. Use addtion to solve story problems and visualize equality. 2. Use addtion to solve story problems and visulize equality. 3. Use = to write addition equations and determine if an equation is true. 4. Represent and solve addition story problems and determine if addition equations are true. 5. Find the total in addition 6. Find the total in addition equations. 7. Count on from the greater number to add.	homework daily work quizzes unit tests teacher observation	We live in an ordered world created by God.

	knows 12 - 8 = 4), and creating equivalent but easier of known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.7(A)** Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2. **1.OA.D.8(A)** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] - 3, 6 + 6 = [].			8. Solve addition equations. 9. Solve addition equations. 10. Solve subtraction problems and equations. 11. Represent and solve subtraction problems, and write subtraction equations. 12. Solve subtraction problems, and write and solve subtraction equations. 13. Write and solve subtraction equetions and problems. 14. Relate addition and subtraction and solve vertical forms. 15. Write and solve addition and subtraction equations and vertical forms.		
3. Unknown Numbers in Addition and Subtraction	**1.OA.A.1(A)** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B.4(A)** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. **1.OA.C.5(A)** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.C.6(A)** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.8(A)** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] - 3, 6 + 6 = [].		Can I use addition and subtraction within 10 to solve story problems? Do I understand subtraction as an unknown partner situation? Can I relate counting to addition and subtraction? Can I demonstrate fluency for addition and subtraction within 10? Can I determine the unknown whole number in an addition or subtraction equation relating three whole numbers?	1. Relate partners and totals and find and find an unknown partner. 2. Solve story problems with unknown partners. 3/4. Solve equations with unknown partners. 5. Identify and find unknown partners. 6. Solve subtraction story problems. 7. Solve subtraction story problems and equations. 8. Create and solve subtraction stories. 9. Model and relate addition and subtraction situations. 10. Solve story problems with unknown partners and totals. 11. Solve for unknown partners or totals in story	teacher observation daily work homework quizzes test	God created an ordered world.

			problems and equations.		
4.Place Value Concepts	**1.OA.A.1(A)** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B.3(A)** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) **1.OA.C.5(A)** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.C.6(A)** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.8(A)** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] - 3, 6 + 6 = []. **1.NBT.A.1(A)** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT.B.2(A)** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: •a. 10 can be thought of as a bundle of ten ones - called a ten. •b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. •c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.B.3(A)** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and **1.NBT.C.4(A)** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.NBT.C.5(A)** Given a two-digit number, mentally find 10 more or 10		Can use addition within 20 to solve story problems? Can I add within 20? Can I read, write, and represent 2-digit numbers as tens and ones? Can I compare two 2-digit numbers? Within 100, can I add 10 to a 2-digit number and a 1-digit number, and add multiples of 10?	1. Recognize 10 as a group of ten ones and count decade numbers as groups of ten. 2. Recognize that teen numbers are composed of a ten and extra ones. 3. Model and compare teen numbers. 4. Represent teen totals as a group of ten and extra ones. 5. Add and solve story to find teen totals. 6. Add with doubles. 7. Represents 2-digit numbers as tens and ones. 8. Identify the tens and ones in 2-digit numbers, adn read and writte numerals and number words. 9. Add a 1-digit number to a 2-digit number. 10. Use tens and ones to add. 11. Identify tens and ones in 2-digit numbers and add with tens and ones. 12. Compare two 2-digit numbers.	teacher observation daily work homework quizzes test	God's world has an order.

	less than the number, without having to count; explain the reasoning used.					
5. Place Value Situations	**1.OA.A.1(A)** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.2(A)** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.B.3(A)** Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.) **1.OA.B.4(A)** Understand subtraction as an unknown-addend problem. For example, subtract 10 - 8 by finding the number that makes 10 when added to 8. **1.OA.C.5(A)** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.C.6(A)** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). **1.OA.D.8(A)** Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = [] - 3, 6 + 6 = []. **1.NBT.A.1(A)** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. **1.NBT.B.2(A)** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: •a. 10 can be thought of as a bundle of ten ones - called a ten. •b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. •c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). **1.NBT.C.4(A)** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		Can I use addition within 20 to solve story problems and prolems with three addends? Can I add within 20? Can I count to 120 and undertand place value for a 2-digit number? Within 100, can I add multiples of 10 to and 2-digit number, and subtract multiples of 10 from multiples of 10 in the range of 10 - 90? Can i mentally find 10 more or 10 less than a given 2-digit number?	1. Solve teen addition problems with unknown partners. 2. Solve teen subtraction. 3. Solve and write addition and subtraction problems to find teen totals and unknown partners. 4. Solve teen addition and subtraction prroblems with various knknowns. 5. Create and solve story problems to find unknown partners and teen totals. 6. Solve problems with three addends. 7. Count large quantities of objects by tens and ones. 8. Count and write numbers to 120 and find 10 more and 10 less than a given number. 9. Add tens to 2-digit numbers and subtract tens from decade numbers. 10. Add and subtrat decade numbers.	teacher observation daily work homework quizzes test	We use God's order of numbers.

	1.NBT.C.5(A) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **1.NBT.C.6(A)** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.					
6. Comparisons and Data	**1.OA.A.1(A)** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.OA.A.2(A)** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. **1.MD.C.4(A)** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.		Can I use addition within 20 to solve story problems involving comparison situations? Can I solve story problems that call for addition of three whole numbers whose total is less than or equal to 20? Can I organize, represent, and interpret data with up to three categories?	1. Organize and represent categorical data. 2. Organize, represent, and interpret categorical data. 3. Organize, represent, and interpret data. 4. Organize, represent, and interpret daata with three categories. 5. Collect, organize, represent, and interpret data with three categories. 6,7,8. Solve compare problems.	teacher observation daily work homework quizzes test	God has an orderly world with many parts that are alike and different.
7. Geometry, Measurement, and Equal Shares	**1.MD.A.1(A)** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **1.MD.A.2(A)** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. **1.MD.B.3(A)** Tell and write time in hours and half-hours using analog and digital clocks. **1.G.A.1(A)** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes. **1.G.A.2(A)** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. **1.G.A.3(A)** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		Can I order three objects by length and compare the lengths and compare the lengths of two objects indirectly? Can I express the length of an object as a whole number of length units? Can I tell and write time in hours and half hours? Can I distinguish between difining attributes and non-defining attributes of shapes? Can I compose 2-dimensional or 3-dimensional shapes, and compose new shapes from the composite shape? Can I partition circles and rectangles into two and four equal shares?	1. Tell and write time in hours. 2. Show, tell, and write time in hours. 3. Tell and write time in hours. 4. Tell and write time in hallf hours. 5. Tell and write time in hours and half hours. 6. Distinguish berween difining and non-defining attributes of squares and other rectangles. 7. Distinguish between defining and non-defining attributes of triangles and circles. 8. Partition circles and rectangles into two or four equal shares. 9. Compose 2-dimensional shapes, and compose rectangular prisms. 10. Identify	teacher observation daily work homework quizzes test	God has made many shapes for us to use and enjoy.

				attributes of 3-dimensional shapes, and compose rectangular prisms. 11. Compose 3-dimensional shapes, and compose new shapes from the composite shape. 12. Compare and order objects by length. 13. Measure objects with same-size length units.		
8. Two-Digit Addition	1.NBT.B.3(A) Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and 1.NBT.C.4(A) Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.C.6(A) Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		Can I use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method?	1 - 5. Add 2-digit numbers.	teacher observation daily work homework quizzes test	God created an orderly world.