

CURRICULUM MAP – GRADE 1

DAILY ROUTINE (Problem of the Day)

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Skip count (2's, 5's, 10's)	Number Sense	Number Sets	D/T
Reads and understands ordinal numbers 1 st – 10 th	Number Sense	Number Sets	D/T
Reads and understands ordinal numbers to 20 th	Number Sense	Number Sets	I/D
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	I/D
Use estimation in problem solving	Number Sense	Estimation	I
Identify parts of a calendar	Measurement	Time	D/T
Sequence days, weeks, months, years	Measurement	Time	D
Memorize addition & subtraction facts to 12	Number Sense	Computation without calculator	D/T
Determine elapsed time using a calendar	Measurement	Time	D
Identify reasonable answers	Number Sense	Estimation	I/D
Measure temperature to nearest 10 degree	Measurement	Estimation	I

CHAPTER 1

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize +, -, =	Number Sense	Relationship	D/T
Recognize part and whole	Number Sense	Relationship	D/T
Combine sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 2

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties: commutative ($4+5 = 5+4$)	Number Sense	Number Sets	I
Combine sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

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CHAPTER 3

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Count backwards from 12	Number Sense	Number Sets	D/T
Recognize +, -, =	Number Sense	Relationship	D/T
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 4

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 5

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Combine sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	I

CHAPTER 6

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Combine sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	I
Identify different expressions for the same quantities $5+0 = 4+1 = 3+2 = \dots$	Patterns and Functions	Relationship	I/D

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CHAPTER 7

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify factors (fact families)	Number Sense	Number Sets	I
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 8

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify factors (fact families)	Number Sense	Number Sets	I
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 9

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and name whole numbers to 130	Number Sense	Number Sets	D/T
Write whole numbers through 130	Number Sense	Number Sets	D/T
Determine place value 1's and 10's	Number Sense	Relationship	I/D
Determine place value 100's	Number Sense	Relationship	I
Determine place value to 1000	Number Sense	Relationship	I
Writes numbers in expanded form ($24 = 20 + 4$)	Number Sense	Relationship	I

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CHAPTER 10

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize equality	Number Sense	Relationship	I/D
Recognize more (greater) than/less than (concept)	Number Sense	Relationship	D/T
Recognize and use $>$ and $<$ (symbol)	Number Sense	Relationship	I/D

CHAPTER 11

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Reads and understands ordinal numbers 1 st – 10 th	Number Sense	Number Sets	D/T
Reads and understands ordinal numbers to 20 th	Number Sense	Number Sets	I/D
Write whole numbers through 130	Number Sense	Number Sets	D/T
Order whole numbers	Number Sense	Relationship	D/T
Recognize odd/even	Number Sense	Relationship	I/D

CHAPTER 12

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Properties: associative $(2+3)+5 = 2+(3+5)$	Number Sense	Number Sets	I
Combine sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 13

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

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CHAPTER 14

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Combine sets	Number Sense	Computation without calculator	D/T
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 15

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Create a graph to describe data - (picture / bar)	Patterns and Functions	Relationship	D
Use attributes to collect data	Probability	Data Collection	D
Use various methods to collect data	Probability	Data Collection	D
Use real objects or pictures to organize data	Probability	Data Organization	D
Classify data to create meaning	Probability	Data Organization	D
Utilize tallies, tables, and charts to organize and display data, using technology as appropriate	Probability	Data Organization	D
Utilize graphs or diagrams to display data, utilizing technology as appropriate (single bar graphs, circle graphs, tables, charts)	Probability	Data Organization	D
Describe and compare collected data	Statistics	Data Interpretation	D
Analyze data to derive meaning	Statistics	Data Interpretation	D

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CHAPTER 16

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize, sort, and describe coins by appearance	Measurement	Money	D/T
Recognize, sort, and describe coins by value	Measurement	Money	D/T
Compare coins by value	Measurement	Money	D/T
Select a variety of coins to represent a given amount	Measurement	Money	D
Determine the value of a group of coins	Measurement	Money	D

CHAPTER 17

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Select a variety of coins to represent a given amount	Measurement	Money	D
Determine the value of a group of coins	Measurement	Money	D

CHAPTER 18

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Sequence events according to time	Measurement	Time	D
Identify parts of a clock (hour and minute hand)	Measurement	Time	D
Tell time using a clock; 1 and $\frac{1}{2}$ hour intervals	Measurement	Time	D/T
Estimate and compare varying lengths of time	Measurement	Time	D
Tell time to the nearest $\frac{1}{4}$ hour	Measurement	Time	I

CHAPTER 19

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	I/D

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CHAPTER 20

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize shape attributes	Geometry	Geometry	D/T
Classify three-dimensional shapes (spheres, cones, cubes, cylinders)	Geometry	Geometry	D/T
Classify three-dimensional shapes (pyramids, prisms)	Geometry	Geometry	I

CHAPTER 21

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize equality	Number Sense	Relationship	I/D
Develop spatial sense: position	Geometry	Geometry	D/T
Identify symmetrical shapes	Geometry	Geometry	D
Identify congruent shapes	Geometry	Geometry	I

CHAPTER 22

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Recognize and describe patterns	Patterns and Functions	Number	D/T
Extend and create patterns	Patterns and Functions	Number	D/T
Predict using a pattern	Patterns and Functions	Number	D

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CHAPTER 23

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Estimate (time, temp, length, weight, number of objects)	Number Sense	Estimation	I/D
Recognize non-standard units of measurement	Measurement	Systems	D/T
Recognize customary units of measurement (length, capacity, weight)	Measurement	Systems	I
Make reasonable estimates of measurement	Measurement	Estimation	D
Use non-standard units to make linear measurements	Measurement	Types	D/T
Use customary units to make linear measurements Gr 1: inch, Gr 2: ½ inch , Gr 3: ¼ , Gr 4: 1/8, Gr 5: 1/16	Measurement	Types	I/D

CHAPTER 24

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Use non-standard units to measure weight	Measurement	Types	D
Use non-standard units to determine/measure volume	Measurement	Types	D
Use customary units to measure weight	Measurement	Types	I
Use customary units to measure/determine capacity (cups, pints, quarts, gallons)	Measurement	Types	I/D
Use metric units to measure weight	Measurement	Types	I

CHAPTER 25

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Read and write fractions 1/2, 1/3, 1/4	Number Sense	Relationship	I/D
Recognize outcomes	Probability	Chance	D
Identify possible outcomes	Probability	Chance	D

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CHAPTER 26

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Combine sets	Number Sense	Computation without calculator	D/T
Separate sets	Number Sense	Computation without calculator	D/T
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	I/D
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 27

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Can solve addition & subtraction facts to 18	Number Sense	Computation without calculator	I/D
Add / subtract whole numbers without regrouping	Number Sense	Computation without calculator	I/D

CHAPTER 28

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Identify factors (fact families)	Number Sense	Number Sets	I
Combine sets	Number Sense	Computation without calculator	D/T
Separate sets	Number Sense	Computation without calculator	D/T
Add / subtract whole numbers with regrouping	Number Sense	Computation without calculator	I

CURRICULUM MAP – GRADE 1

CHAPTER 29 -- NONE

CHAPTER 30 -- NONE

ALL CHAPTERS

Mathematical skill	Conceptual Framework	Subset	Curriculum Level
Utilize problem solving strategies	Problem Solving	Problem Solving	I/D
Utilizes mental math	Problem Solving	Problem Solving	I/D