

## CURRICULUM MAP FOR GRADE 1

(Suggested timeline for introducing content and process standards - some overlap all four quarters)

GLEs NCTM Standards	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<b>1. Numbers Sense and Operations</b> (content)	<ul style="list-style-type: none"> <li>• Rational numbers 1.1.1</li> <li>• Place value 1.1.1</li> <li>• Relative numbers 1.2.1</li> <li>• +/- of whole numbers (operations) 1.3.1</li> <li>• Monetary value 1.4.1</li> <li>• Mental calculations 1.5.1</li> <li>• Estimates 1.6.1</li> <li>• Properties of numbers 1.7</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• The Turtle Zoo # 4</li> <li>• I Want Ice Cream #13</li> </ul>	<ul style="list-style-type: none"> <li>• Rational numbers 1.1.1</li> <li>• Place value 1.1.1</li> <li>• Relative numbers 1.2.1</li> <li>• +/- of whole numbers (operations) 1.3.1</li> <li>• Monetary value 1.4.1</li> <li>• Mental calculations 1.5.1</li> <li>• Estimates 1.6.1</li> <li>• Properties of numbers 1.7</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Base Ten Block # 2</li> <li>• The Number Line # 6</li> <li>• Toy Cars #7</li> <li>• Go Fish #8</li> <li>• Jellybean Estimation #15</li> <li>• Odd and Even #17</li> </ul>	<ul style="list-style-type: none"> <li>• Rational numbers 1.1.1</li> <li>• Place value 1.1.1</li> <li>• Relative numbers 1.2.1</li> <li>• +/- of whole numbers (operations) 1.3.1</li> <li>• Monetary value 1.4.1</li> <li>• Mental calculations 1.5.1</li> <li>• Estimates 1.6.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Legs #3</li> <li>• Flower Petals #9</li> <li>• Visiting Monster Museum #11</li> <li>• What's in their Hands #12</li> <li>• Cookies in a Bag #16</li> </ul>	<ul style="list-style-type: none"> <li>• Rational numbers 1.1.1</li> <li>• Place value 1.1.1</li> <li>• Relative numbers 1.2.1</li> <li>• +/- of whole numbers (operations) 1.3.1</li> <li>• Monetary value 1.4.1</li> <li>• Mental calculations 1.5.1</li> <li>• Estimates 1.6.1</li> <li>• Properties of numbers 1.7</li> <li>• Fractions 1.1.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Fractions #1</li> <li>• Jamal's can Collection #5</li> <li>• New Toys at Recess #10</li> <li>• Muffins #14</li> </ul>
<b>2. Geometry and Measurement</b> (content)	<ul style="list-style-type: none"> <li>• Time (calendar and clocks) 2.5.3</li> <li>• Spatial relationships 2.6</li> </ul>	<ul style="list-style-type: none"> <li>• Time (calendar and clocks) 2.5.3</li> <li>• Spatial relationships 2.6</li> <li>• Standard measurement 2.5.1</li> <li>• Compares objects 2.5.2</li> <li>• Length/height (non-standard) 2.4.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Choose Five #24</li> <li>• Jack's Beanstalk #25</li> <li>• Eggsactly #27</li> </ul>	<ul style="list-style-type: none"> <li>• Time (calendar and clocks) 2.5.3</li> <li>• Spatial relationships 2.6</li> <li>• Standard measurement 2.5.1</li> <li>• Compares objects 2.5.2</li> <li>• Polygons 2.1</li> <li>• 3.D shapes 2.2</li> <li>• Congruency/symmetry 2.3</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Toothpick Squares #18</li> <li>• The Table Problem #19</li> <li>• Building a Doghouse #20</li> <li>• Snack Time #21</li> <li>• Symmetrical Pictures #22</li> <li>• Climbing the Rope #23</li> </ul>	<ul style="list-style-type: none"> <li>• Time (calendar and clocks) 2.5.3</li> <li>• Spatial relationships 2.6</li> <li>• Standard measurement 2.5.1</li> <li>• Compares objects 2.5.2</li> </ul> <p style="color: red; margin-top: 10px;">Required problem</p> <ul style="list-style-type: none"> <li>• Naptime #26</li> </ul>

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<b>3. Functions and Algebra</b> (content)	<ul style="list-style-type: none"> <li>• Variety of patterns 3.1.1</li> <li>• Equality, 3.2.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Shape Patterns #29</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of patterns 3.1.1</li> <li>• Equality, 3.2.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problem</p> <ul style="list-style-type: none"> <li>• Rows of Flowers #28</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of patterns 3.1.1</li> <li>• Equality, 3.2.1</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of patterns 3.1.1</li> <li>• Equality, 3.2.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problem</p> <ul style="list-style-type: none"> <li>• Naptime #26</li> <li>• Toy Store # 31</li> </ul>
<b>4. Data, Statistics, and Probability</b> (content)	<ul style="list-style-type: none"> <li>• Given representations (models, tallies, graphs, tables, etc.) 4.1.1</li> <li>• Pattern trends, distributions 4.2.2</li> <li>• Counting Techniques 4.3.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• The Petting Zoo #32</li> <li>• What Comes Next? #36</li> </ul>	<ul style="list-style-type: none"> <li>• Given representations (models, tallies, graphs, tables, etc.) 4.1.1</li> <li>• Pattern trends, distributions 4.2.2</li> <li>• Counting Techniques 4.3.1</li> </ul> <p style="color: red; margin-top: 10px;">Required k problem</p> <ul style="list-style-type: none"> <li>• Getting Dressed #34</li> </ul>	<ul style="list-style-type: none"> <li>• Given representations (models, tallies, graphs, tables, etc.) 4.1.1</li> <li>• Pattern trends, distributions 4.2.2</li> <li>• Counting Techniques 4.3.1</li> </ul> <p style="color: red; margin-top: 10px;">Required problem</p> <ul style="list-style-type: none"> <li>• Ghosts #35</li> </ul>	<ul style="list-style-type: none"> <li>• Given representations (models, tallies, graphs, tables, etc.) 4.1.1</li> <li>• Pattern trends, distributions 4.2.2</li> <li>• Counting Techniques 4.3.1</li> <li>• Probability Event 4.4</li> </ul> <p style="color: red; margin-top: 10px;">Required problems</p> <ul style="list-style-type: none"> <li>• Shake and Spill #37</li> <li>• Two Coin Toss #38</li> <li>• The Jellybean Problem #39</li> <li>• Addition Top It #40</li> </ul>
<b>5. Problem Solving, Reasoning and Proof</b> (process)	<ul style="list-style-type: none"> <li>• Multi-step problems 5.1.1</li> <li>• Variety of strategies 5.1.2</li> <li>• Verify and interpret results 5.1.3</li> <li>• Reasonable solution 5.1.4</li> <li>• Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5</li> <li>• More than one way 5.1.6</li> <li>• Independently and in groups 5.1.7</li> <li>• Perseverance and persistence 5.1.8</li> <li>• Models, known facts, properties,</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step problems 5.1.1</li> <li>• Variety of strategies 5.1.2</li> <li>• Verify and interpret results 5.1.3</li> <li>• Reasonable solution 5.1.4</li> <li>• Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5</li> <li>• More than one way 5.1.6</li> <li>• Independently and in groups 5.1.7</li> <li>• Perseverance and persistence 5.1.8</li> <li>• Models, known facts, properties,</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step problems 5.1.1</li> <li>• Variety of strategies 5.1.2</li> <li>• Verify and interpret results 5.1.3</li> <li>• Reasonable solution 5.1.4</li> <li>• Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5</li> <li>• More than one way 5.1.6</li> <li>• Independently and in groups 5.1.7</li> <li>• Perseverance and persistence 5.1.8</li> <li>• Models, known facts, properties,</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-step problems 5.1.1</li> <li>• Variety of strategies 5.1.2</li> <li>• Verify and interpret results 5.1.3</li> <li>• Reasonable solution 5.1.4</li> <li>• Manipulatives, graphs, charts, diagrams, and calculators. 5.1.5</li> <li>• More than one way 5.1.6</li> <li>• Independently and in groups 5.1.7</li> <li>• Perseverance and persistence 5.1.8</li> <li>• Models, known facts, properties,</li> </ul>

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	<ul style="list-style-type: none"> <li>and relationships 5.2.1</li> <li>• Solution processes 5.2.2</li> <li>• Conclusions using inductive reasoning 5.2.3</li> <li>• Missing information needed to find a solution 5,2,4</li> <li>• Patterns and relationships 5.2.5</li> </ul>	<ul style="list-style-type: none"> <li>and relationships 5.2.1</li> <li>• Solution processes 5.2.2</li> <li>• Conclusions using inductive reasoning 5.2.3</li> <li>• Missing information needed to find a solution 5,2,4</li> <li>• Patterns and relationships 5.2.5</li> </ul>	<ul style="list-style-type: none"> <li>and relationships 5.2.1</li> <li>• Solution processes 5.2.2</li> <li>• Conclusions using inductive reasoning 5.2.3</li> <li>• Missing information needed to find a solution 5,2,4</li> <li>• Patterns and relationships 5.2.5</li> </ul>	<ul style="list-style-type: none"> <li>and relationships 5.2.1</li> <li>• Solution processes 5.2.2</li> <li>• Conclusions using inductive reasoning 5.2.3</li> <li>• Missing information needed to find a solution 5,2,4</li> <li>• Patterns and relationships 5.2.5</li> </ul>
<b>6. Communication, Representation, and connections (process)</b>	<ul style="list-style-type: none"> <li>• Discussion, reading, writing, listening, and responding, 6.1.1</li> <li>• Everyday language and mathematical language and symbols 6.1.2</li> <li>• Conclusions, thought processes, and strategies 6.1.3</li> <li>• Mathematical concepts and relationships 6.1.4</li> <li>• Pictures and objects to illustrate mathematical concepts 6.1.5</li> <li>• Age level appropriate representations 6.2.1</li> <li>• Mathematical representations 6.2.2</li> <li>• Mathematical phenomena 6.2.3</li> <li>• Conventional and self-generated representations 6.2.4</li> <li>• Multiple interpretations</li> <li>• Mathematics in other curriculum areas 6.3.2</li> <li>• Mathematics in their daily lives 6.3.3</li> <li>• Literature 6.3.4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, reading, writing, listening, and responding, 6.1.1</li> <li>• Everyday language and mathematical language and symbols 6.1.2</li> <li>• Conclusions, thought processes, and strategies 6.1.3</li> <li>• Mathematical concepts and relationships 6.1.4</li> <li>• Pictures and objects to illustrate mathematical concepts 6.1.5</li> <li>• Age level appropriate representations 6.2.1</li> <li>• Mathematical representations 6.2.2</li> <li>• Mathematical phenomena 6.2.3</li> <li>• Conventional and self-generated representations 6.2.4</li> <li>• Multiple interpretations</li> <li>• Mathematics in other curriculum areas 6.3.2</li> <li>• Mathematics in their daily lives 6.3.3</li> <li>• Literature 6.3.4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, reading, writing, listening, and responding, 6.1.1</li> <li>• Everyday language and mathematical language and symbols 6.1.2</li> <li>• Conclusions, thought processes, and strategies 6.1.3</li> <li>• Mathematical concepts and relationships 6.1.4</li> <li>• Pictures and objects to illustrate mathematical concepts 6.1.5</li> <li>• Age level appropriate representations 6.2.1</li> <li>• Mathematical representations 6.2.2</li> <li>• Mathematical phenomena 6.2.3</li> <li>• Conventional and self-generated representations 6.2.4</li> <li>• Multiple interpretations</li> <li>• Mathematics in other curriculum areas 6.3.2</li> <li>• Mathematics in their daily lives 6.3.3</li> <li>• Literature 6.3.4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion, reading, writing, listening, and responding, 6.1.1</li> <li>• Everyday language and mathematical language and symbols 6.1.2</li> <li>• Conclusions, thought processes, and strategies 6.1.3</li> <li>• Mathematical concepts and relationships 6.1.4</li> <li>• Pictures and objects to illustrate mathematical concepts 6.1.5</li> <li>• Age level appropriate representations 6.2.1</li> <li>• Mathematical representations 6.2.2</li> <li>• Mathematical phenomena 6.2.3</li> <li>• Conventional and self-generated representations 6.2.4</li> <li>• Multiple interpretations</li> <li>• Mathematics in other curriculum areas 6.3.2</li> <li>• Mathematics in their daily lives 6.3.3</li> <li>• Literature 6.3.4</li> </ul>

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	<ul style="list-style-type: none"><li>Nature, art, and architecture 6.3.5</li></ul>	<ul style="list-style-type: none"><li>Nature, art, and architecture 6.3.5</li></ul>	<ul style="list-style-type: none"><li>Nature, art, and architecture 6.3.5</li></ul>	<ul style="list-style-type: none"><li>Nature, art, and architecture 6.3.5</li></ul>