Wyoming Department of Education Required Virtual Education Course Syllabus

2201001 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	MA
Course ID	WOL-MA1	Grade Level	1
Course Name	WOL-Math Plus 1 Green	# of Credits	1.0
SCED Code	NA	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This research-based course focuses on computational fluency, conceptual understanding, and problem-solving. The engaging course features new graphics, learning tools, and games; adaptive activities that help struggling students master concepts and skills before moving on; and more support for Learning Coaches to guide their students to success. This course for students in Grade 1 extends their work with place value to numbers through 100, emphasizing fluency of addition and subtraction facts, and focusing on number sentences and problem solving with addition and subtraction. Students begin work with money, telling time, ordering events, and measuring length, weight, and capacity with non-standard units. Students identify attributes of geometric figures and also extend their work with patterns and data, including representing and comparing data.

WYOMING CONTENT AND PERFORMANCE STANDARDS	
STANDARD#	BENCHMARK_(Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
1.OA.1	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.2	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.3	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.) (Students need not use formal terms for these properties.)
1.OA.4	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.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
OA.6	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.7	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.8	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.1	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.2	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.3	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.4	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.5	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.6	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.
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.
1.MD.2	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.3	Tell and write time in hours and half-hours using analog and digital clocks.
1.MD.4	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.
1.G.1	Reason with shapes and their attributes. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); for a wide variety of shapes; build and draw shapes to possess defining attributes.
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quartercircles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create

WYOMING CONTENT AND PERFORMANCE STANDARDS	
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	a composite shape, and compose new shapes from the composite shape. (Students do not need to learn formal names such as “right rectangular prism.”)
1.G.3	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.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Read, Write, Count, and Compare Numbers 1 Numbers Through 50	1.NBT.1	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 2 Write Numerals Through 50	1.NBT.1	Write numerals through 50. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 3 Count by 10s and 5s Through 50		Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. Order a group of no more than 10 objects, such as number tiles or stacks of counting chips. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). Count by 5s through 50. Count by 10s through 50. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 4 Count by 2s Through 50		Count by 2s through 50. Count by 5s through 50. Count aloud a number of objects up through 30. Count by 10s through 50. Compare objects by weight (for example, note which object is heavier). Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.
1 Read, Write, Count, and Compare Numbers 5 Numbers Through 100	1.NBT.1	Count aloud whole numbers through 100. Read whole numbers through 100. Count aloud whole numbers through 50.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Count by 2s through 50. Demonstrate an understanding of the concepts of morning, afternoon, and evening. Read whole numbers through 50.
1 Read, Write, Count, and Compare Numbers 6 Write Numerals Through 100	1.NBT.1	Write numerals through 100. Write numerals through 50. Count by 2s through 50. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. Read whole numbers through 50.
1 Read, Write, Count, and Compare Numbers 8 Count by 10s and 5s Through 100		
1 Read, Write, Count, and Compare Numbers 9 Count by 2s Through 100		
1 Read, Write, Count, and Compare Numbers 10 Compare Numbers Through 100	1.NBT.1	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 11 Order Numbers Through 100	1.NBT.1 1.NBT.3	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 12 Unit Review	1.NBT.1 1.NBT.3	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Read, Write, Count, and Compare Numbers 14 Unit Checkpoint	1.NBT.1 1.NBT.3	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
2 Time and Position 1 Time to the Nearest Hour	1.MD.3 1.NBT.3	Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Count by 10s through 100. Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction. Tell time to the nearest hour. Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). Arrange objects in space by proximity, such as near, far, up, down, below, or above. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Describe objects in space by proximity, such as near, far, up, down, below, or above. Arrange objects in space by direction, such as behind, in front of, next to, left of, or right of. Tell time to the nearest half hour.

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		Relate time to events (for example, before/after, shorter/longer).
2 Time and Position 2 Time to the Nearest Half Hour	1.MD.3	Tell time to the nearest half hour. Tell time to the nearest hour. Count by 2s through 100. Demonstrate an understanding of the concepts of morning, afternoon, and evening. Compare objects by weight (for example, note which object is heavier).
2 Time and Position 3 About Time	1.MD.3 1.NBT.3	Tell time to the nearest half hour. Relate time to events (for example, before/after, shorter/longer). Identify the time to the nearest hour of everyday events (for example, lunchtime is 12 o'clock; bedtime is 8 o'clock at night). Tell time to the nearest hour. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Count by 2s through 100.
2 Time and Position 5 Arrange and Describe Position	1.NBT.3	Describe objects in space by proximity, such as near, far, up, down, below, or above. Arrange objects in space by proximity, such as near, far, up, down, below, or above. Count by 2s through 100. Tell time to the nearest half hour. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.
2 Time and Position 6 Use Direction Words		Count by 10s through 100. Demonstrate an understanding of the concepts of today, yesterday, and tomorrow. Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Arrange objects in space by direction, such as behind, in front of, next to, left of, or right of. Arrange objects in space by proximity, such as near, far, up, down, below, or above. Describe objects in space by proximity, such as near, far, up, down, below, or above.
2 Time and Position 7 Unit Review		
2 Time and Position 9 Unit Checkpoint		
3 Introduction to Addition 1 Model Addition		Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more). Count by 2s through 50. Count by 10s through 50. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Use models and math symbols to represent addition. Use the equals sign in number sentences to express equality. Recognize that the + symbol refers to addition. Demonstrate understanding that the order in which numbers are added does not affect the sum. Recognize that the equals sign shows an equality between two expressions.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Demonstrate and explain the meaning of addition as putting together or combining sets. Correctly use the + symbol.
3 Introduction to Addition 2 Add in any Order	1.OA.3	Demonstrate understanding that the order in which numbers are added does not affect the sum. Demonstrate and explain the meaning of addition as putting together or combining sets. Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10. Write numerals from 1 through 30.
3 Introduction to Addition 3 The Plus Symbol		Use models and math symbols to represent addition. Recognize that the + symbol refers to addition. Correctly use the + symbol. Demonstrate the meaning of addition as the combining of two sets (for sums up through 20). Identify common solid figures, such as cube, sphere, and cone. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects). Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.
3 Introduction to Addition 4 The Equals Symbol	1.OA.7 1.NBT.3	Recognize that the equals sign shows an equality between two expressions. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Tell time to the nearest half hour. Count by 2s through 100. Recognize that the + symbol refers to addition. Correctly use the + symbol.
3 Introduction to Addition 5 Number Sentences: The Equals Symbol	1.OA.7	Use the equals sign in number sentences to express equality. Compare common solid figures according to attributes (e. g., position, shape, size, roundness, or number of corners). Describe objects in space by proximity, such as near, far, up, down, below, or above. Compare objects by length (for example, note which object is shorter, longer, or taller). Recognize that the equals sign shows an equality between two expressions.
3 Introduction to Addition 6 Unit Review		
3 Introduction to Addition 8 Unit Checkpoint		
4 Addition Facts with Sums Through 12 1 Facts Through 8		Demonstrate understanding that the order in which numbers are added does not affect the sum. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Demonstrate and explain the meaning of addition as putting together or combining sets. Use models and math symbols to represent addition. Recognize that the + symbol refers to addition. Recognize that the equals sign shows an equality between two expressions. Demonstrate automatic recall of addition facts with sums through 8. Demonstrate understanding of the rule for adding zero.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Demonstrate automatic recall of addition facts with sums through 12.
4 Addition Facts with Sums Through 12 2 Sums Through 8		Correctly use the + symbol. Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners). Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Demonstrate understanding of the rule for adding zero. Demonstrate automatic recall of addition facts with sums through 8. Recognize that the equals sign shows an equality between two expressions. Use models and math symbols to represent addition. Recognize that the + symbol refers to addition.
4 Addition Facts with Sums Through 12 3 Facts Through 12	1.OA.6 1.NBT.3	Demonstrate automatic recall of addition facts with sums through 12. Use models and math symbols to represent addition. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Tell time to the nearest hour. Demonstrate understanding that the order in which numbers are added does not affect the sum.
4 Addition Facts with Sums Through 12 4 Sums Through 12	1.OA.6	Demonstrate automatic recall of addition facts with sums through 12. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate understanding of the rule for adding zero. Demonstrate and explain the meaning of addition as putting together or combining sets. Tell time to the nearest half hour. Demonstrate automatic recall of addition facts with sums through 8.
4 Addition Facts with Sums Through 12 5 Unit Review	1.OA.6	Demonstrate automatic recall of addition facts with sums through 12. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate understanding of the rule for adding zero. Demonstrate and explain the meaning of addition as putting together or combining sets. Tell time to the nearest half hour. Demonstrate automatic recall of addition facts with sums through 8.
4 Addition Facts with Sums Through 12 7 Unit Checkpoint		
5 Addition Facts with Sums Through 20 1 Facts Through 16	1.OA.6	
5 Addition Facts with Sums Through 20 2 Sums Through 16	1.OA.6	Demonstrate automatic recall of addition facts with sums through 16. Demonstrate automatic recall of addition facts with sums through 12. Compare the capacity of objects by making direct comparisons between two objects (for example, note which object holds more). Demonstrate understanding of the rule for adding zero. Recognize that the equals sign shows an equality between two expressions.
5 Addition Facts with Sums Through 20 3 Facts Through 20	1.OA.6	Demonstrate automatic recall of addition facts with sums through 16. Demonstrate automatic recall of addition facts with sums through 20. Describe objects in space by proximity, such as near, far, up, down, below, or above. Measure the length of objects by using nonstandard units. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.
5 Addition Facts with Sums Through 20 4 Sums Through 20	1.OA.6	Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of addition facts with sums through 16. Count aloud a number of objects up through 20.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
5 Addition Facts with Sums Through 20 5 Unit Review		
5 Addition Facts with Sums Through 20 7 Unit Checkpoint		
6 Addition Strategies 1 One More, 10 More	1.NBT.4 1.NBT.5	Demonstrate understanding that the order in which numbers are added does not affect the sum. Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Recognize that the + symbol refers to addition. Given a two-digit number, mentally find 10 more than the number, without having to count and explain the reasoning used. Identify one more than or one less than a given number. Identify 10 more than or 10 less than a given number. Find the sum of three one-digit numbers, with sums through 20. Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property. Combine memorized facts with counting strategies to solve addition problems. Use "counting on" to solve addition problems. Use "counting on from the greatest number" to solve addition problems. Count by 10s through 100. Count aloud whole numbers through 100.
6 Addition Strategies 2 Count On to Add	1.OA.5 1.OA.6 1.NBT.4	Combine memorized facts with counting strategies to solve addition problems. Use "counting on from the greatest number" to solve addition problems. Use "counting on" to solve addition problems. Demonstrate and explain the meaning of addition as putting together or combining sets. Demonstrate automatic recall of addition facts with sums through 20. Use concrete objects or sketches to represent a quantity up through 30. Correctly use the + symbol. Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners). Demonstrate understanding of the rule for adding zero.
6 Addition Strategies 4 Different Ways to Add	1.OA.5 1.OA.6 1.NBT.4	Combine memorized facts with counting strategies to solve addition problems. Use "counting on from the greatest number" to solve addition problems. Use "counting on" to solve addition problems. Demonstrate automatic recall of addition facts with sums through 20.
6 Addition Strategies 5 Grouping to Add	1.OA.2 1.OA.3 1.OA.6 1.NBT.4	Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property. Find the sum of three one-digit numbers, with sums through 20. Combine memorized facts with counting strategies to solve addition problems. Use models and math symbols to represent addition. Demonstrate automatic recall of addition facts with sums through 16. Demonstrate automatic recall of addition facts with sums through 20. Use the equals sign in number sentences to express equality.
6 Addition Strategies 6 Grouping Addends	1.OA.2 1.OA.6 1.NBT.4	Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property. Find the sum of three one-digit numbers, with sums through 20. Use models and math symbols to represent addition.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Combine memorized facts with counting strategies to solve addition problems. Identify common plane figures, such as circle, triangle, square, and rectangle. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 30 or fewer objects).
6 Addition Strategies 7 Unit Review		
6 Addition Strategies 9 Unit Checkpoint		
7 Addition Number Sentences 1 Different Forms of Numbers	1.OA.6	Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of addition facts with sums through 16. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Represent equivalent forms of the same number through the use of diagrams through 20. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Use concrete objects or sketches to represent a quantity up through 30. Identify 10 more than or 10 less than a given number. Compare objects by length (for example, note which object is shorter, longer, or taller). Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.
7 Addition Number Sentences 2 Ways to Show Numbers	1.OA.6	Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of addition facts with sums through 16. Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Represent equivalent forms of the same number through the use of diagrams through 20. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Use concrete objects or sketches to represent a quantity up through 30Identify 10 more than or 10 less than a given number. Compare objects by length (for example, note which object is shorter, longer, or taller). Use concrete objects to explain how to solve addition and subtraction problem-solving situations involving numbers up to 10.
7 Addition Number Sentences 3 Missing Numbers in Addition	1.OA.8	Solve addition problems by filling in a missing number or numbers in a given number sentence. Find the sum of three one-digit numbers, with sums through 20. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property.
7 Addition Number Sentences 4 Missing Numbers in Addition Sentences	1.OA.8	Solve addition problems by filling in a missing number or numbers in a given number sentence. Demonstrate automatic recall of addition facts with sums through 20.
7 Addition Number Sentences 5 Unit Review		
7 Addition Number Sentences 7 Unit Checkpoint		
8 Introduction to Subtraction 1 Understand Subtraction		Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Demonstrate and explain the meaning of subtraction as taking away. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Solve addition problems by filling in a missing number or numbers in a given number sentence. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Demonstrate understanding of the result of subtracting zero from a given quantity. Use models to demonstrate that the order in which numbers are subtracted changes the solution. Recognize that the – sign refers to subtraction. Recognize that the equals sign shows an equality between two expressions. Demonstrate the meaning of subtraction as comparing two quantities. Correctly use the – symbol. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Use models and math symbols to represent subtraction. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).
8 Introduction to Subtraction 2 The Minus Symbol		Use models and math symbols to represent subtraction. Recognize that the – sign refers to subtraction. Correctly use the – symbol. Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20). Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners). Identify one more than or one less than a given number. Identify 10 more than or 10 less than a given number.
8 Introduction to Subtraction 3 Equal Expressions	1.OA.7	Recognize that the equals sign shows an equality between two expressions. Count by 2s through 100. Find the sum of three one-digit numbers, with sums through 20. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20.
8 Introduction to Subtraction 4 More Equal Expressions	1.OA.7	Recognize that the equals sign shows an equality between two expressions.
8 Introduction to Subtraction 5 Put Together, Take Away	1.OA.6.	Count by 5s through 100. Solve addition problems by filling in a missing number or numbers in a given number sentence. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 20 or fewer objects). Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Use models and math symbols to represent addition. Use models and math symbols to represent subtraction.
8 Introduction to Subtraction 6 Order and Zero in Subtraction		Use models to demonstrate that the order in which numbers are subtracted changes the solution. Demonstrate understanding of the result of subtracting zero from a given quantity.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Recognize and solve word problems involving sums up through 20 in which two quantities are combined. Relate time to events (for example, before/after, shorter/longer). Count by 10s through 50. Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20). Use models and math symbols to represent subtraction.
8 Introduction to Subtraction 8 Subtract to Compare		Demonstrate the meaning of subtraction as comparing two quantities. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Demonstrate automatic recall of addition facts with sums through 20. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20.
8 Introduction to Subtraction 9 Use Pairs to Subtract		Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Demonstrate the meaning of subtraction as comparing two quantities. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Recognize and solve word problems involving sums up through 20 in which two quantities are combined. Tell time to the nearest half hour. Describe objects in space by proximity, such as near, far, up, down, below, or above.
8 Introduction to Subtraction 10 Unit Review		Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Demonstrate and explain the meaning of subtraction as taking away. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Solve addition problems by filling in a missing number or numbers in a given number sentence. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Demonstrate understanding of the result of subtracting zero from a given quantity. Use models to demonstrate that the order in which numbers are subtracted changes the solution. Recognize that the – sign refers to subtraction. Recognize that the equals sign shows an equality between two expressions. Demonstrate the meaning of subtraction as comparing two quantities. Correctly use the – symbol. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Use models and math symbols to represent subtraction. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).
8 Introduction to Subtraction 12 Unit Checkpoint		Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Demonstrate and explain the meaning of subtraction as taking away. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Solve addition problems by filling in a missing number or numbers in a given number sentence. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Demonstrate understanding of the result of subtracting zero from a given quantity. Use models to demonstrate that the order in which numbers are subtracted changes the solution. Recognize that the – sign refers to subtraction. Recognize that the equals sign shows an equality between two expressions. Demonstrate the meaning of subtraction as comparing two quantities. Correctly use the – symbol. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Use models and math symbols to represent subtraction. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Demonstrate the meaning of subtraction as taking away an amount from a given quantity (with minuends up through 20).
9 Subtraction Facts Through 20 1 Subtraction Facts Through 8		Demonstrate automatic recall of subtraction facts with minuends through 8. Demonstrate automatic recall of subtraction facts with minuends through 16. Demonstrate understanding of the result of subtracting zero from a given quantity. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Demonstrate automatic recall of subtraction facts with minuends through 12. Demonstrate automatic recall of subtraction facts with minuends through 20. Recognize that the – sign refers to subtraction. Compare objects by length (for example, note which object is shorter, longer, or taller). Given a set of solid figures, identify which figure does not belong according to color, shape, or size. Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.
9 Subtraction Facts Through 20 2 Relate Addition and Subtraction	1.OA.3 1.OA.4	Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Demonstrate understanding of the result of subtracting zero from a given quantity. Demonstrate automatic recall of subtraction facts with minuends through 8. Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners). Given a number of objects up through 20, show how those objects can be grouped and regrouped to illustrate the associative property. Recognize and solve word problems involving sums up through 20 in which two quantities are combined. Use models and math symbols to represent subtraction. Use models and math symbols to represent addition. Given a set of solid figures, identify which figure does not belong according to color, shape, or size. Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
9 Subtraction Facts Through 20 4 Subtraction Facts Through 12	1.OA.4	Demonstrate automatic recall of subtraction facts with minuends through 12. Demonstrate automatic recall of subtraction facts with minuends through 8. Recognize that the equals sign shows an equality between two expressions. Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Describe objects in space by proximity, such as near, far, up, down, below, or above.
9 Subtraction Facts Through 20 5 Count Back Subtraction Facts	1.OA.4	Demonstrate automatic recall of subtraction facts with minuends through 12. Demonstrate automatic recall of subtraction facts with minuends through 8. Count by 2s through 50. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Tell time to the nearest hour.
9 Subtraction Facts Through 20 6 Subtraction Facts Through 16	1.OA.4 1.OA.6	Demonstrate automatic recall of subtraction facts with minuends through 16. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of subtraction facts with minuends through 12.
9 Subtraction Facts Through 20 7 Facts Using Subtraction	1.OA.4 1.OA.6	Demonstrate automatic recall of subtraction facts with minuends through 16. Demonstrate automatic recall of subtraction facts with minuends through 12. Count by 5s through 50. Count by 10s through 50. Use the equals sign in number sentences to express equality.
9 Subtraction Facts Through 20 8 Subtraction through 20	1.OA.4 1.OA.6	Count by 10s through 100. Demonstrate understanding that the order in which numbers are added does not affect the sum. Count by 5s through 100. Demonstrate automatic recall of subtraction facts with minuends through 20. Demonstrate automatic recall of subtraction facts with minuends through 16.
9 Subtraction Facts Through 20 9 All the Subtraction Facts		0
9 Subtraction Facts Through 20 10 Unit Review		Demonstrate automatic recall of subtraction facts with minuends through 8. Demonstrate automatic recall of subtraction facts with minuends through 16. Demonstrate understanding of the result of subtracting zero from a given quantity. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole. Demonstrate automatic recall of subtraction facts with minuends through 12. Demonstrate automatic recall of subtraction facts with minuends through 20. Recognize that the – sign refers to subtraction. Compare objects by length (for example, note which object is shorter, longer, or taller). Given a set of solid figures, identify which figure does not belong according to color, shape, or size. Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.
9 Subtraction Facts Through 20 12 Unit Checkpoint		Demonstrate automatic recall of subtraction facts with minuends through 8. Demonstrate automatic recall of subtraction facts with minuends through 16. Demonstrate understanding of the result of subtracting zero from a given quantity. Given concrete objects, show how two sets can be added together, and then reverse the operation to show how a number can be subtracted from the whole.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Demonstrate automatic recall of subtraction facts with minuends through 12. Demonstrate automatic recall of subtraction facts with minuends through 20. Recognize that the – sign refers to subtraction. Compare objects by length (for example, note which object is shorter, longer, or taller). Given a set of solid figures, identify which figure does not belong according to color, shape, or size. Recognize and solve word problems involving sums or minuends up through 20 in which one quantity changes through addition or subtraction.
10 Subtraction Strategies 1 One Less, Ten Less	1.OA.3	Identify 10 more than or 10 less than a given number. Identify one more than or one less than a given number. Given a two-digit number, mentally find 10 less than the number, without having to count and explain the reasoning used. Use concrete objects or sketches to represent a quantity up through 30. Recognize that the equals sign shows an equality between two expressions. Given a set of solid figures, identify which figure does not belong according to color, shape, or size. Count by 10s through 100. Count aloud whole numbers through 100. Combine memorized facts with counting strategies to solve subtraction problems. Use "counting back" to solve subtraction problems.
10 Subtraction Strategies 2 Counting Back and Other Strategies	1.OA.3 1.OA.5 1.OA.6	Combine memorized facts with counting strategies to solve subtraction problems. Use "counting back" to solve subtraction problems. Identify one more than or one less than a given number. Identify 10 more than or 10 less than a given number. Demonstrate automatic recall of subtraction facts with minuends through 20. Given two or more sets of 30 or fewer objects, identify which set has more or fewer objects than another set, or which sets have an equal number of objects. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Use the equals sign in number sentences to express equality. Count aloud whole numbers through 100. Combine memorized facts with counting strategies to solve subtraction problems. Use "counting back" to solve subtraction problems.
10 Subtraction Strategies 3 Use Strategies to Subtract	1.OA.3 1.OA.5 1.OA.6	Combine memorized facts with counting strategies to solve subtraction problems. Use "counting back" to solve subtraction problems. Identify 10 more than or 10 less than a given number. Identify one more than or one less than a given number. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Use the equals sign in number sentences to express equality. Count aloud whole numbers through 100. Combine memorized facts with counting strategies to solve subtraction problems. Use "counting back" to solve subtraction problems.
10 Subtraction Strategies 4 Unit Review		

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
10 Subtraction Strategies 6 Unit Checkpoint		
11 Semester Review and Checkpoint 1 Semester Review		
11 Semester Review and Checkpoint 3 Semester Checkpoint		
12 Subtraction Number Sentences 1 Same Number Different Ways	1.OA.6	Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Represent equivalent forms of the same number through the use of diagrams through 20. Use concrete objects or sketches to represent a quantity up through 30. Use the equals sign in number sentences to express equality. Relate time to events (for example, before/after, shorter/longer). Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.
12 Subtraction Number Sentences 2 Represent Numbers Different Ways	1.OA.6	Represent equivalent forms of the same number through 20 through the use of number expressions, such as 7 = 4 + 3, or 5 + 2, or 1 + 2 + 4. Represent equivalent forms of the same number through the use of diagrams through 20. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Count by 5s through 100. Describe objects in space by proximity, such as near, far, up, down, below, or above. Demonstrate understanding that the order in which numbers are added does not affect the sum. Use concrete objects or sketches to represent a quantity up through 30
12 Subtraction Number Sentences 3 Missing Parts in Subtraction Sentences	1.OA.8	Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Count by 10s through 100.
12 Subtraction Number Sentences 4 Subtract with Missing Numbers	1.OA.8	Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2. Demonstrate automatic recall of subtraction facts with minuends through 20. Use concrete objects or sketches to model and solve addition or subtraction computation problems with sums and minuends up through 30.
12 Subtraction Number Sentences 5 Unit Review		
12 Subtraction Number Sentences 7 Unit Checkpoint		
13 Money and Measurement 1 Coins		Demonstrate understanding of the rule for adding zero. Tell time to the nearest hour. Solve addition problems by filling in a missing number or numbers in a given number sentence. Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny). State the value of coins (quarter, dime, nickel, and penny). Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils).

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Compare the capacities of objects (for example, the pail holds more water than the cup). Use a nonstandard unit to describe the weight of an object and compare the weights of two or more objects (for example, the pencil is as heavy as 12 paper clips, and the marker is as heavy as 19 paper clips). Use a nonstandard unit to describe how the lengths of two or more objects compare. Show different combinations of coins that equal the same value. Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Use a nonstandard unit to compare the volumes of two or more objects. Compare objects by weight (heavier and lighter).
13 Money and Measurement 2 Identify Coins		Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny). State the value of coins (quarter, dime, nickel, and penny). Tell time to the nearest half hour. Use the equals sign in number sentences to express equality. Demonstrate and explain the meaning of addition as putting together or combining sets. Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils). Compare the capacities of objects (for example, the pail holds more water than the cup). Use a nonstandard unit to describe the weight of an object and compare the weights of two or more objects (for example, the pencil is as heavy as 12 paper clips, and the marker is as heavy as 19 paper clips). Use a nonstandard unit to describe how the lengths of two or more objects compare. Show different combinations of coins that equal the same value. Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Use a nonstandard unit to compare the volumes of two or more objects. Compare objects by weight (heavier and lighter).
13 Money and Measurement 3 Equal Money Amounts		Show different combinations of coins that equal the same value. Solve addition problems by filling in a missing number or numbers in a given number sentence. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Recognize that the + symbol refers to addition. Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny). State the value of coins (quarter, dime, nickel, and penny).
13 Money and Measurement 5 Measure and Compare Length	1.MD.1 1.MD.2	Use a nonstandard unit to describe how the lengths of two or more objects compare. Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils). Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Compare objects by length (for example, note which object is shorter, longer, or taller). Recognize that the equals sign shows an equality between two expressions. Represent equivalent forms of the same number through the use of physical models such as tens rods and ones cubes through 20. Demonstrate automatic recall of addition facts with sums through 20.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
13 Money and Measurement 6 Weight		Compare objects by weight (heavier and lighter). Use a nonstandard unit to describe the weight of an object and compare the weights of two or more objects (for example, the pencil is as heavy as 12 paper clips, and the marker is as heavy as 19 paper clips). Compare objects by weight (for example, note which object is heavier). Solve addition problems by filling in a missing number or numbers in a given number sentence. Represent equivalent forms of the same number through the use of diagrams through 20. Recognize that the + symbol refers to addition.
13 Money and Measurement 7 Capacity and Volume		Use a nonstandard unit to compare the volumes of two or more objects. Compare the capacities of objects (for example, the pail holds more water than the cup). Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20.
13 Money and Measurement 8 Unit Review		
13 Money and Measurement 10 Unit Checkpoint		Demonstrate understanding of the rule for adding zero. Tell time to the nearest hour. Solve addition problems by filling in a missing number or numbers in a given number sentence. Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny). State the value of coins (quarter, dime, nickel, and penny). Describe the length of objects by using nonstandard units (for example, length of a page = 10 paper clips; width of a desk = 3 pencils). Compare the capacities of objects (for example, the pail holds more water than the cup). Use a nonstandard unit to describe the weight of an object and compare the weights of two or more objects (for example, the pencil is as heavy as 12 paper clips, and the marker is as heavy as 19 paper clips). Use a nonstandard unit to describe how the lengths of two or more objects compare. Show different combinations of coins that equal the same value. Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Use a nonstandard unit to compare the volumes of two or more objects. Compare objects by weight (heavier and lighter).
14 Place Value, Addition, and Subtraction 1 Tens, Ones, and Estimation	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 2 Place Value	1.NBT.2	Recognize that the equals sign shows an equality between two expressions. Represent equivalent forms of the same number through the use of diagrams through 20. Recognize that the – sign refers to subtraction. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42.
14 Place Value, Addition, and Subtraction 3 Represent Numbers		
14 Place Value, Addition, and Subtraction 4 Place Value for Numbers		
14 Place Value, Addition, and Subtraction 5 Model Numbers Different Ways		
14 Place Value, Addition, and Subtraction 7 Use Objects to Add		
14 Place Value, Addition, and Subtraction 8 Use Sketches to Add		
14 Place Value, Addition, and Subtraction 9 Addition with Sums through 100		
14 Place Value, Addition, and Subtraction 11 Different Ways to Add	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 12 Use Objects to Subtract	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 13 Use Sketches to Subtract	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 15 Subtraction with Regrouping	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones).

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 16 More Subtraction with Regrouping	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 17 Different Ways to Subtract	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 18 Add and Subtract	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer).

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 19 Unit Review	1.NBT.2	Tell time to the nearest hour. Relate time to events (for example, before/after, shorter/longer). Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Estimate quantities and numbers of objects. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Identify and explain the approach for addition or subtraction computation problems with sums or minuends up through 100. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve subtraction problems with a two-digit minuend and a one-digit subtrahend by using regrouping. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100.
14 Place Value, Addition, and Subtraction 21 Unit Checkpoint		
15 Add or Subtract: Problem Solving 1 Part, Part, Total Problems	1.NBT.4 1.NBT.6	Recognize and solve word problems involving sums up through 100 in which two quantities are combined. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Use concrete objects or sketches to represent a quantity up through 30. Count by 5s through 100. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
15 Add or Subtract: Problem Solving 2 Add and Subtract with Base-10 Models		
15 Add or Subtract: Problem Solving 3 Solve Compare and Change Problems		
15 Add or Subtract: Problem Solving 5 Story Problems: More Exploration		
15 Add or Subtract: Problem Solving 6 Problems with Parts and Total		
15 Add or Subtract: Problem Solving 7 Combine Problems: More Exploration		
15 Add or Subtract: Problem Solving 8 Change Problems		
15 Add or Subtract: Problem Solving 9 Missing Numbers in Story Problems		
15 Add or Subtract: Problem Solving 10 Practice+ Day	1.NBT.3 1.NBT.4 1.NBT.6	Recognize and solve word problems involving sums up through 100 in which two quantities are combined. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Use concrete objects or sketches to represent a quantity up through 30. Count by 5s through 100. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.
15 Add or Subtract: Problem Solving 11 Change Problems: More Exploration	1.NBT.3 1.NBT.4 1.NBT.6	Recognize and solve word problems involving sums up through 100 in which two quantities are combined. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Use concrete objects or sketches to represent a quantity up through 30. Count by 5s through 100. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.
15 Add or Subtract: Problem Solving 13 Comparison Story Problems	1.NBT.3 1.NBT.4 1.NBT.6	Recognize and solve word problems involving sums up through 100 in which two quantities are combined. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Use concrete objects or sketches to represent a quantity up through 30. Count by 5s through 100. Describe objects in space by direction, such as behind, in front of, next to, left of, or right of. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100.
15 Add or Subtract: Problem Solving 14 Story Problems That Compare	1.OA.1 1.OA.2	Recognize and solve word problems involving sums or minuends up through 100 in which one quantity changes by addition or subtraction. Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction. Combine memorized facts with counting strategies to solve subtraction problems. Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Solve addition problems by filling in a missing number or numbers in a given number sentence.
15 Add or Subtract: Problem Solving 15 Compare Problems: More Explanation	1.OA.1	Recognize and solve word problems involving numbers up to 100 in which two quantities are compared by the use of addition or subtraction. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20.
15 Add or Subtract: Problem Solving 16 Unit Review		
15 Add or Subtract: Problem Solving 18 Unit Checkpoint		
16 Add or Subtract: More Problem Solving 1 Equalize Story Problems		Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100. Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 100. Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2. Use "counting on from the greatest number" to solve addition problems. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones.
16 Add or Subtract: More Problem Solving 2 Make Them Equal		
16 Add or Subtract: More Problem Solving 3 More Story Problems		
16 Add or Subtract: More Problem Solving 5 Explore Number Sentences		
16 Add or Subtract: More Problem Solving 6 Number Sentences		
16 Add or Subtract: More Problem Solving 7 Write and Solve Number Sentences		
16 Add or Subtract: More Problem Solving 8 Check Your Answers		
16 Add or Subtract: More Problem Solving 10 Explain Solution Strategies		Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100. Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 100. Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2. Use "counting on from the greatest number" to solve addition problems. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones.
16 Add or Subtract: More Problem Solving 11 Justify Selected Procedures		Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 100. Recognize that the equals sign shows an equality between two expressions. Find the sum of three one-digit numbers, with sums through 20. Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100.
16 Add or Subtract: More Problem Solving 12 Justify Different Solutions		Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100. Justify the procedures selected for addition or subtraction problem-solving situations with sums or minuends up through 100. Use "counting back" to solve subtraction problems. Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil).

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Use the equals sign in number sentences to express equality.
16 Add or Subtract: More Problem Solving 13 Story Problems That Are Alike		Write and solve addition or subtraction number sentences for problem-solving situations with sums and minuends up through 100. Given a problem and solution, solve a similar problem by identifying connections between the two problems. Solve addition problems by filling in a missing number or numbers in a given number sentence. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums and minuends up through 100. Count and group objects in ones and tens, such as 4 groups of 10 objects with 2 more objects = 40 + 2 = 42.
16 Add or Subtract: More Problem Solving 14 Write Story Problems		Given a number sentence involving addition, subtraction, or both addition and subtraction, create a problem represented by the number sentence. Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Identify coins by name, given a picture of the coin (quarter, dime, nickel, and penny). Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52).
16 Add or Subtract: More Problem Solving 15 Unit Review		
16 Add or Subtract: More Problem Solving 17 Unit Checkpoint		
17 Geometric Figures, Data, and Attributes 1 Plane Figures	1.G.1	Identify, describe, and compare plane figures, such as rectangle, square, triangle, circle, oval, including those on the faces of solid figures. Demonstrate automatic recall of addition facts with sums through 20. Demonstrate automatic recall of subtraction facts with minuends through 20. Identify common plane figures, such as circle, triangle, square, and rectangle. Identify, describe, and compare plane figures, such as rectangle, square, triangle, circle, or oval, including those on the faces of solid figures.
17 Geometric Figures, Data, and Attributes 2 Put Together and Take Apart Shapes	1.G.1 1.G.2	Use concrete objects to show how two or more shapes can be put together or taken apart to create a different shape. Use concrete objects or sketches to model and solve addition or subtraction computation problems involving sums or minuends up through 20. Recognize and solve word problems involving numbers up to 10 in which two quantities are compared by the use of addition or subtraction. Show how two or more plane figures can be taken apart to create different shapes (circles, triangles, rectangles, and squares only).
17 Geometric Figures, Data, and Attributes 3 Group Shapes Different Ways	1.G.1	Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). State the value of coins (quarter, dime, nickel, and penny). Explain which attributes, such as color, position, shape, size, roundness, or number of corners, are being used for classification of familiar plane and solid figures. Compare common solid figures according to attributes (e.g., position, shape, size, roundness, or number of corners). Compare plane figures by common attributes, such as number of sides and number of corners of triangles, rectangles, squares, pentagons, and circles.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Explain which attributes, such as color, position, shape, size, roundness, or number of corners, are being used for classification of familiar plane and solid figures.
17 Geometric Figures, Data, and Attributes 5 Classify Objects and Data	1.G.1	Demonstrate automatic recall of subtraction facts with minuends through 20. Solve addition problems with a one- and a two-digit number with sums through 100 by using regrouping. Solve addition problems by filling in a missing number or numbers in a given number sentence. Sort objects and data by common attributes, such as geometric figures, tall or short, numbers less than 50 or numbers 50 and above, striped or solid or polka-dotted. Describe the categories that were used to sort objects and data by common attributes. Sort and classify objects by one attribute, such as color, shape, or size.
17 Geometric Figures, Data, and Attributes 6 Patterns	1.G.3	Identify the next element in simple repeating patterns and explain how the element was found (for example, rhythmic, numeric, color, and shape patterns). Use direct comparison of objects to describe how the lengths of two or more objects compare (for example, the ruler is longer than the pencil). Use a nonstandard unit to describe the weight of an object and compare the weights of two or more objects (for example, the pencil is as heavy as 12 paper clips, and the marker is as heavy as 19 paper clips). Demonstrate understanding of place value by grouping given numbers into sets of tens and ones, such as 64 = 6 tens and 4 ones. Identify and describe ABCC and ABC patterns of colors, shapes, or sizes.
17 Geometric Figures, Data, and Attributes 7 Tally Charts and Bar Graphs	1.G.3 1.MD.4	Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often). Use tally charts to represent data. Use a nonstandard unit to describe how the lengths of two or more objects compare. Correctly use the – symbol. Solve subtraction problems by filling in a missing number in a given number sentence, such as __ = 5 - 4, or 7 - 3 = ___, or 9 - __ = 2.
17 Geometric Figures, Data, and Attributes 8 Data in Pictures and Graphs	1.MD.4	Use pictures and picture graphs to represent data. Use pictures and picture graphs to compare data (for example, find largest, smallest, most often, least often). Use tally charts and bar graphs to compare data (for example, find largest, smallest, most often, least often). Use objects, pictures, and picture graphs to record the results of data collection from a sample size up through 10. Use concrete objects to model two-digit numbers in multiple ways (for example, 27 = 27 ones, or 1 ten and 17 ones, or 2 tens and 7 ones). Compare the capacities of objects (for example, the pail holds more water than the cup). Demonstrate understanding of place value by recording the number represented by groupings of tens and ones (for example, given 5 tens rods and 2 ones cubes or hearing "5 tens and 2 ones," record 52). Use tally charts to represent data.
17 Geometric Figures, Data, and Attributes 9 Unit Review		
17 Geometric Figures, Data, and Attributes 10 Unit Checkpoint	1.G.1	Identify, describe, and compare plane figures, such as rectangle, square, triangle, circle, oval, including those on the faces of solid figures. Demonstrate automatic recall of addition facts with sums through 20.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		Demonstrate automatic recall of subtraction facts with minuends through 20. Identify common plane figures, such as circle, triangle, square, and rectangle. Identify, describe, and compare plane figures, such as rectangle, square, triangle, circle, or oval, including those on the faces of solid figures.
18 Semester Review and Checkpoint 1 Semester Review		
18 Semester Review and Checkpoint 3 Semester Checkpoint		
1 Appendix 1 Numbers Through 120	1.NBT.1 1.NBT.3	Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30. Count aloud whole numbers through 50. Read whole numbers through 50. Count by 2s through 50. Read whole numbers through 100. Count by 5s through 100. Count by 10s through 100. Count by 5s through 50. Write numerals through 100. Count aloud whole numbers through 100. Count by 2s through 100. Count by 10s through 50. Write numerals through 50. Use the symbols for less than, equal to, or greater than (<, =, >) to compare and order whole numbers through 100. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Appendix 2 Write Numerals Through 120	1.NBT.1	Write numerals through 50. Write numerals from 1 through 30. Count aloud a number of objects up through 30.
1 Appendix 3 Order the Lengths of Three Objects		Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. Order a group of no more than 10 objects, such as number tiles or stacks of counting chips. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). Count by 5s through 50. Count by 10s through 50. Count aloud a number of objects up through 30.

Scope and Sequence		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
1 Appendix 4 Compare Lengths Indirectly		Count by 2s through 50. Count by 5s through 50. Count aloud a number of objects up through 30. Count by 10s through 50. Compare objects by weight (for example, note which object is heavier). Demonstrate an understanding of the concepts of today, yesterday, and tomorrow.
1 Appendix 5 Combine Solids to Create New Shapes	1.NBT.1	Count aloud whole numbers through 100. Read whole numbers through 100. Count aloud whole numbers through 50. Count by 2s through 50. Demonstrate an understanding of the concepts of morning, afternoon, and evening. Read whole numbers through 50.
1 Appendix 6 Equal Shares (A)	1.NBT.1	Write numerals through 100. Write numerals through 50. Count by 2s through 50. Recognize that numbers with greater values describe sets with more objects in them than numbers with lesser values do (for sets of 10 or fewer objects). Demonstrate that counting 20 or fewer objects can occur from left to right, right to left, or in any order as long as all the items are counted once. Read whole numbers through 50.
1 Appendix 7 Equal Shares (B)	1.G.3, 1.MD.1	Partition circles and rectangles into two or four equal shares. Understand that decomposing into equal shares creates smaller shares. Use the words halves, fourths, and quarters and the phrases half of, fourth of, and quarter of to describe equal shares. Describe the whole as two or four equal shares.