Deptford Township School District

Course Name: Math
Grade: First
Adopted: September 2023
Board Approved: September 2025

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

Range of Assessment Requirements (cannot be modified without prior approval from supervisor)

Trimester 1
Tests - 4-7 **Quizzes** - Early Childhood/Elementary Grades 1-5: 2-3 **Classwork & Misc.** - Elementary Grade 1-5: 9-15
Trimester 2
Tests - 4-7 **Quizzes** - Early Childhood/Elementary Grades 1-5: 5-10 **Classwork & Misc.** - Elementary Grade 1-5: 9-15
Trimester 3
Tests - 4-7 **Quizzes** - Early Childhood/Elementary Grades 1-5: 5-10 **Classwork & Misc.** - Elementary Grade 1-5: 9-15

Deptford Township School District Grading Scale (cannot be modified)

Test (consistent in number and quality)	**50%**
Quiz	**30%**
Classwork & Misc.	**20%**

	Unit/Marking Period 1-4
Overarching Theme	
Power/Anchor Standards and Evidence of Learning	Unpacked Standard #- This is where the standard is identified and unpacked in clarifying statements and the AMT is identified in the following table.

Operations and Algebraic Thinking

1.OA.A.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

Acquisition (knowledge, skills needed to understand)	**Meaning** (Why are the students learning this)	**Transfer** (Evidence of Learning and Performance Tasks)
Recite information to show knowledge of facts / The skills and information that the students need (recall)	Students make sense of the information they are given and why it is important / what meaning do they make of the	What are students going to do with the information / What is done with the information (apply, create, design, build…..)
First graders will have developed number sense, as well as putting numbers together	*First graders will understand why, when adding to, a number increases, and taking*	*First graders will be able to independently*

(using objects, drawings, and equations), and decomposing numbers using the above strategies.	*from, decreases a number. (ex. Present students with real life situations and allow them to use objects, drawings, and equations to put together, take apart, and compare numbers).*	*put together, take apart, and compare numbers. They will be able to generalize this knowledge and apply it different situations in other subject areas.*

1.OA.C.6

Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that , one knows ; and creating equivalent but easier or known sums (e.g., adding by creating the known equivalent).

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
Recite information to show knowledge of facts / The skills and information that the students need (recall) *First graders will, with teacher support and guidance, practice math strategies such as counting on, making a ten to add and subtract, and using addition or subtraction*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand why fluency is a good skill to have. They can be presented with situations in which knowing addition and subtraction facts within 10 makes life*	What are students going to do with the information / What is done with the information (apply, create, design, build.....) *First graders will be able to solve addition and subtraction within 20 and within 10 fluently and apply it to other subject areas.*

to solve the other to see the relationship between the two operations.	*easier. (ex. If you are having a birthday party and inviting 5 friends and 5 adults, you can easily say you will need at least 10 slices of pizza for your party if you are fluent in these math facts). Teachers can ask students what would happen if you only order 8 slices, or ordered 20 slices, what would be the consequences?*	*(ex. Knowing that if there are 10 boys and 8 girls in the classroom, they can either mentally figure out that the class has 18 students, or be able to use objects, drawing, or an equation to find out the sum).*

Numbers and Operations in Base Ten

1.NBT.1.B.2
Understand that the two digits of a two-digit number represent amounts of tens and ones.

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
Recite information to show knowledge of facts / The skills and information that the students need (recall) *First graders will know 10 can be thought of as a bundle of ten ones — called a "ten.", the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones, and the*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand why the number in the tens place of a two digit number represents multiple tens and why the numbers in the ones place represents multiple ones. They will also recognize the*	What are students going to do with the information / What is done with the information (apply, create, design, *First graders will be able to, when looking at a two digit number, tell and show how many tens and ones are in that number. They will be able to think of ways to make two digit numbers: be able to say to make 15 I need a 10 and a 5, or to make 46 I need*

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).	*pattern when adding 10 and a one, two, three, four, five, six, seven, eight, or nine to understand numbers 11-19.*	*four tens and 6 ones.*

1.NBT.C.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 (e.g., base ten blocks) 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.

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
Recite information to show knowledge of facts / The skills and information that the students need (recall)	Students make sense of the information they are given and why it is important / what meaning do they make of the	What are students going to do with the information / What is done with the information (apply, create, design, build.....)
First graders will need to be exposed to and become familiar with using a number grid. They will need to be able to find numbers easily on the grid and know how to add ones and how to add tens on the grid. They will also have to know how to, when adding	*First graders will understand and know how to add so they can apply it in the real world. (Ex. If you can't quickly add 1 and 2-digit numbers, you won't be able to buy things at the store)*	*First graders will be able to add and subtract within 100, including 1 and 2-digit numbers, so they apply their knowledge to real world situations, such as going to the store. Students will explain which strategy*

two two-digit numbers they can add tens to tens and ones to ones. (ex. For 32 + 15 they can add 30 + 10 = 40 and 2+3= 5, 40+5=45)		*they used in solving a math problem.*

Data Literacy

1.DL.A.1

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.

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
Recite information to show knowledge of facts / The skills and information that the students need (recall) *First graders will know how to read a graph and determine how many are in each category. Students will understand how to organize and represent data in three categories.*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand that people use graphs to compare amounts of things or other numbers. Graphs are useful because they can be easier to understand than numbers and words alone.*	What are students going to do with the information / What is done with the information (apply, create, design, build.....) *First graders will be able to construct their own graph that uses three categories. Students will be able to ask and answer questions about their graph and tell how many more or less are in one category than in another.*

Measurement

1.M.B.3

Tell and write time in hours and half-hours using analog and digital clocks.

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Recite information to show knowledge of facts / The skills and information that the students need (recall) *First graders will be able to identify analog and digital clocks. They will be able to understand the hands on the clock and recall their names. Students will know the terms "o'clock and half-past".*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand why it is important to know how to tell time. Students will understand that their daily schedule and activities are followed based on the increment of time and recognize the consequences of being late or unable to read the two types of clock.*	What are students going to do with the information / What is done with the information (apply, create, design, build.....) *First graders will be able to apply their knowledge of both the analog and digital clock to read time to the hour and half-hour. Students will be able to create a clock that shows various times.*

1.M.C.4

Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).

Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
Recite information to show knowledge of facts / The skills and information that the students need (recall)	Students make sense of the information they are given and why it is important / what meaning do they make of the	What are students going to do with the information / What is done with the information (apply, create, design, build.....)

First graders will be able to identify the comparative value of coins	*First graders will understand why it is important to know the value of money and how to count combinations of money*	*First graders will be able to apply their knowledge of monetary values to compare coins and represent money as a written value*

1.M.C.5

Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
First graders will be able to use dollars in the solutions of problems (up to $20), and show monetary values in multiple ways	*First graders will understand why it is important to know the value of money and how to count combinations of money*	*First graders will be able to apply their knowledge of monetary values to compare coins, show amounts in various ways, and represent money as a written value*

Geometry

1.G.A.2

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or

three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")

Acquisition **(knowledge, skills needed to understand)**	**Meaning** **(Why are the students learning this)**	**Transfer** **(Evidence of Learning and Performance Tasks)**
Recite information to show knowledge of facts / The skills and information that the students need (recall) First g*raders will be able to identify and name both two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders)*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand that these shapes are found in their daily life through their environment. Students will understand the difference between 2D and 3D shapes and apply their characteristics (Tires are 3D shapes because they have a curved surface.)*	What are students going to do with the information / What is done with the information (apply, create, design, build…..) *First graders will be able to compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders).* *First graders will be able to create a composite shape, and compose new shapes from the composite shape*

<u>1.G.A.3</u>

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.

	Acquisition (knowledge, skills needed to understand)	Meaning (Why are the students learning this)	Transfer (Evidence of Learning and Performance Tasks)
	Recite information to show knowledge of facts / The skills and information that the students need (recall) *First graders will be able to recall halves, fourths, and quarters. They will be able to partition circles and rectangles into two and four equal shares.*	Students make sense of the information they are given and why it is important / what meaning do they make of the *First graders will understand the importance of equal shares. They will understand the importance of having the same quantity,measure,or value as another part.*	What are students going to do with the information / What is done with the information (apply, create, design, build.....) *First graders will be to describe the whole, two, or four of the shares. They will be able to understand that decomposing into more equal shares creates smaller shares.* *First grades will compose shapes and divide shapes into halves, fourths and quarters.*

Standards

Remaining standards of this unit (the rest of the content standards that aren't power standards)
Put the actual standard here, not just the number, so it's meaningful and accessible for teachers.

Operations and Algebraic Thinking 1.OA

A. Represent and solve problems involving addition and subtraction

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]

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.

B. Understand and apply properties of operations and the relationship between addition and subtraction

3. Apply properties of operations as strategies to add and subtract. Examples: If is known, then is also known. (Commutative property of addition.) To add the second two numbers can be added to make a ten, so . (Associative property of addition.) (Clarification: Students need not use formal terms for these properties.)

4. Understand subtraction as an unknown-addend problem. For example, subtract by finding the number that makes 10 when added to 8.

C. Add and subtract within 20

5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

6. Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,); decomposing a number leading to a ten (e.g.,); using the relationship between addition and subtraction (e.g., knowing that , one knows ; and creating equivalent but easier or known sums (e.g adding by creating the known equivalent).

D. Work with addition and subtraction equations

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? .

8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations , .

Number and Operation in Base Ten 1.NBT

A. Extend the counting sequence

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.

B. Understand place value

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).

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

C. Use place value understanding and properties of operations to add and subtract

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 (e.g., base ten blocks) 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.

5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

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.

Measurement 1.M

A. Measure lengths indirectly and by iterating length units

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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.

B. Tell and write time

3. Tell and write time in hours and half-hours using analog and digital clocks.

Data Literacy 1.DL

C. Work with money

4. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a nickel). Use appropriate notation (e.g., 69¢, $10).

5. Use dollars in the solutions of problems up to $20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways. For example, show 25¢ as two dimes and one nickel, and as five nickels. Show $20 as two tens and as 20 ones.

A. Represent and interpret data

1. 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. Geometry 1.G A. Reason with shapes and their attributes **1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.** **2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (Clarification: Students do not need to learn formal names such as "right rectangular prism.")** **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 share**
Enduring Understanding	(Students will understand that: this is a goal, not an objective. List the big ideas or concepts that you want them to come away with, non facts that they must know.

Unit 1 Addition and Subtraction Situations
- You can use pictures and modeling to add numbers.
- You can add numbers in any order to get the same sum.

Unit 2 Fluency and Strategies within 10
- You can use pictures and modeling to subtract numbers.
- You can take apart numbers to subtract.

Unit 3 More Addition and Subtraction Situations
- You can add numbers using a variety of strategies such as count on, doubles, doubles plus 1, doubles minus 1, add 10 more, make a ten to add.

Unit 4 Add Numbers within 20
- You can subtract numbers using a variety of strategies such as count back, use addition to subtract, use 10 to subtract, and break apart numbers.

Unit 5 Subtract Numbers within 20
- Addition and subtraction facts are related. You can show this by creating fact families and finding unknown numbers.

Unit 6 Count and WWrite Numbers to 120
- You can show numbers in different ways, such as modeling tens and ones.

Unit 7 Compare Two-Digit Numbers
- You can compare numbers using the symbols > < and =.
- You can look at the tens place and create a number that is 10 more or 10 less.

Unit 8 Add and Subtract Tens
- You can add and subtract 2-digit numbers using a variety of strategies, such as add and subtract 10, use base ten blocks or count on a number chart.

Unit 9 Add Two-Digit Numbers
- You can look at the tens place and create a number that is 10 more or 10 less.

Unit 10 Measure and Compare Lengths
- You can measure something using non-standard measurement, such as your hand or an object.
- You can use the hands on an analog clock or the numbers on a digital clock to tell time.

Unit 11 Represent and Interpret Data
- You can represent data by creating picture graphs, bar graphs and tally marks.

Unit 12 Tell Time
- You can measure time to the hour and half hour.

Unit 11 Two and Three-Dimensional Shapes
- You can combine and take apart 3-D shapes to create new 3-D shapes.

Unit 14 Equal Shares
- You can combine 2-D shapes to make new 2-D shapes.

	• Shapes can be divided into equal parts (halves, fourths) or unequal parts.
<u>Essential Questions</u> **(3-5 per unit)**	(What questions can you ask of students to get them to understand the Big Ideas? Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious "right" answer) **Unit** • Understand addition • Understand fluency and strategies • Understand problem solving • Understand counting strategies • Understand subtraction strategies • Understand counting • Understand two-digit numbers • Understand adding and subtracting tens • Understand adding two-digit numbers • Understand length • Understand data • Understand time • Understand money • Understand two- and three- dimensional shapes • Understand equal shares
<u>Differentiation and Support for Learners</u> **(additions made after consensus at district PLC meetings)**	**Enrichment:** E&I instructional time, center work, targeted writing groups, student led learning paths (expert work), Enrichment activities provided by Go Math **Interventions:** E&I instructional time, BSI, RTI, ESL, Intervention activities provided by Go Math **Student Grouping Strategies:** Whole group, small group, individual, heterogeneous and homogeneous teams, collaborative learning configurations

Resources **(additions made after consensus at district PLC meetings)**	**Technology (specific to each unit, not copied and pasted in all units)** **(Must be student technology use for learning the content standards of the unit, list Technology Standard addressed in this box)** **Educational Technology** • SMARTboards, iPAD, student laptop/desktops, chromebooks • Instructional websites: Wilson FunHub • STAR Assessment: short tests that provide teachers with personalized learning data; these assessments are adaptive. • Freckle: allows students to practice math and ELA at their own level; the platform continuously adapts to each student's individual skills and growth. • Lalilo: students practice phonics, comprehension, and word recognition. • myON: digital library that houses more than 7,000 titles. • SAEBRS: SEL screener that identifies at-risk students. • Big Ideas website **Computer Science and Design Thinking Standards (for reference)** **Standard 8.1 Computer Science** - Computer Science, previously a strand entitled 'Computational Thinking: Programming' in standard 8.2 of the 2014 NJSLSTechnology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems. **Standard 8.2 Design Thinking** - Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts. **Technology Standards** **8.1 Educational Technology** - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. **8.2 Technology Education, Engineering, Design, and Computational Thinking / Programming** - All

	students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. **21st Century Life and Career Standards (copy these to each unit/marking period)** **9.1 Personal Financial Literacy** - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. **9.2 Career Awareness, Exploration, and Preparation** - This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. **9.3 Career and Technical Education** - This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. **21st Century themes and skills integrated into all content standard areas (N.J.A.C. 6A:8-1.1(a)3)** "Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. **Readings:** Teacher selected books using math concepts **Manipulatives/Lab Activity Resources:** Big Idea resources (i.e. Connecting cubes, ten frames, workbooks) **Interdisciplinary Connections** **(List Content Areas Here for Hyperlinks)**
Assessment	**Formative:** Anecdotal records, accuracy and efficiency fact checks, STAR assessment **Summative:** Chapter tests, chapter quizzes

	Benchmark: STAR assessment