***Mathematics* - GRADE 1**
CURRICULUM MAP

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	***Partners and Number Partners Through 10*** **The students will be able to:** ● Use 1 more or 1 less to visualize and count with numbers 1-10. ● Visualize numbers as a 5 group and extra ones. ● Find partners of 2 through 10 using models, drawings and equations. ● Use patterns to add and subtract within 10 to build fluency. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1, M.1.OA.B.3, M.1.OA.C.5, M.1.OA.C.6	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks* ● *math running records*
Unit 2	***Addition and Subtraction Strategies*** **The students will be able to:** ● Develop strategies for adding and subtracting within 10. ● Use addition and subtraction to solve story problems and visualize equality. ● Relate addition and subtraction to solve vertical forms. ● Solve addition and subtraction problems within 10. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1, M.1.OA.B.3, M.1.OA.C.5, M.1.OA.C.6	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks* ● *math running records*
Unit 3	***Unknown Numbers in Addition and Subtraction*** **The students will be able to:** ● Solve story problems with unknown partners and totals. ● Solve equations with unknown partners. ● Identify and find unknown partners. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1, M.1.OA.B.4, M.1.OA.C.5, M.1.OA.C.6	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks* ● *math running records*

Unit 4	***Place Value Concepts*** **The students will be able to:** ● Recognize 10 as a group of ten ones and count by tens. ● Recognize, model and compare teen numbers as a ten and extra ones. ● Add and solve story problems to find teen totals. ● Identify the tens and ones in 2-digit numbers, and read and write numerals and number words. ● Compare two-2 digit numbers. ● Add with tens and ones. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1, M.1.OA.A.2, M.1.OA.C.5, M.1.OA.C.6 **Number and Operations in Base Ten:** M.1.NBT.A.1, M.1.NBT.B.2, M.1.NBT.B.3, M.1.NBT.C.4	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks* ● *math running records*
Unit 5	***Place Value Situations*** **The students will be able to:** ● Solve teen addition problems with unknown partners. ● Solve teen subtraction problems. ● Count large quantities of objects by tens and ones. ● Count and write numbers to 120. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1, M.1.OA.C.5, M.1.OA.C.6 **Number and Operations in Base Ten:** M.1.NBT.A.1, M.1.NBT.B.2, M.1.NBT.C.5, M.1.NBT.C.6	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks* ● *math running records*
Unit 6	***Comparisons and Data*** **The students will be able to:** ● Organize, represent and interpret data with three categories. ● Represent and solve problems involving addition and subtraction. ● Solve Compare problems. **Standards:**	● *teacher observations* ● *exit tickets* ● *quick quizzes* ● *unit reviews* ● *unit tests* ● *performance tasks* ● *performance assessments* ● *whiteboard checks*

	Operations and Algebraic Thinking: M.1.OA.A.1 **Number and Operations in Base Ten:** M.1.NBT.A.1 **Measurement and Data:** M.1.MD.C.4	• *math running records*
Unit 7	***Geometry, Measurement, and Equal Shares*** **The students will be able to:** • Tell and write time in hours using analog and digital clocks. • Tell and write time in half-hours using analog and digital clocks. • Understand the attributes of two and three-dimensional shapes. • Compose shapes and compose new shapes from the composite shape. **Standards:** **Operations and Algebraic Thinking:** M.1.OA.A.1 **Measurement and Data:** M.1.MD.A.1, M.1.MD.A.2, M.1.MD.B.3 **Geometry:** M.1.G.A.1, M.1.G.A.2, M.1.G.A.3	• *teacher observations* • *exit tickets* • *quick quizzes* • *unit reviews* • *unit tests* • *performance tasks* • *performance assessments* • *whiteboard checks* • *math running records*
Unit 8	***Two-Digit Addition*** ***The students will be able to:*** • Add 2 digit numbers by grouping ones into a ten. • Add 2 digit numbers using different methods. **Standards:** **Number and Operations in Base Ten:** M.1.NBT.B.2, M.1.NBT.C.4	• *teacher observations* • *exit tickets* • *quick quizzes* • *unit reviews* • *unit tests* • *performance tasks* • *performance assessments* • *whiteboard checks* • *math running records*

Wisconsin Academic Standards in Math Covered in First Grade- Essential Standards Are Highlighted in RED

Operations and Algebraic Thinking

M.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.

M.1.OA.A.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.

M.1.OA.B.3 Apply properties of operations as strategies to add and subtract.

M.1.OA.B.4 Understand subtraction as an unknown-addend problem.

M.1.OA.C.5 Use counting and subitizing strategies to explain addition and subtraction. a. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). b. Use conceptual subitizing in unstructured arrangements with totals up to 10 and structured arrangements anchored to 5 or 10 (e.g., 10 frames, double ten frames, math rack/rekenrek) with totals up to 20 to relate the compositions and decompositions to addition and subtraction.

M.1.OA.C.6 Use multiple strategies to add and subtract within 20. a. Flexibly and efficiently add and subtract within 10 using strategies that may include mental images and composing/decomposing up to 10.b. Add and subtract within 20 using objects, drawings or equations. Use multiple strategies that may include counting on; making a 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).

Number and Operations in Base Ten

M.1.NBT.A.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.

M.1.NBT.B.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).

M.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits and describe the result of the comparison using words and symbols (>, =, and <).

M.1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a twodigit 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.

M.1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

M.1.NBT.C.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 and Data

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

M.1.MD.A.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.

M.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.

M.1.MD.C.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.

Geometry

M.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus nondefining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

M.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. Student use of formal names such as "right rectangular prism" is not expected.

M.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe and count the shares using the words halves and fourths, and use the phrases half of and fourth of the whole. Describe the whole as being two of the shares, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.