

Grade: 1	Content Area: Mathematics
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Introduction:

Students in First Grade Math will complete four Critical Areas. All math units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Adopted on:	October 23, 2018
Revised on:	November 26, 2019
Revised by:	Katie Micek, Stephanie Konsig, Stephanie Cecchini
Proposed Revision Date	Summer 2021

Beach Haven School District Mathematics Curriculum	
Content Area: Math	
Course Title: Math	Grade Level: 1
Instructional Materials: "Go Math"	
Critical Area 1: Operations and Algebraic Thinking (Chapters 1–5) <p style="text-align: center;">Focus:</p> <ul style="list-style-type: none"> ● Represent and solve problems involving addition and subtraction. ● Understand and apply the properties of operations and the relationship between addition and subtraction. ● Add and subtract within 20 ● Work with addition and subtraction equations. 	90 Days- ongoing
Critical Area 2: Number and Operations (Chapters 6-8) <p style="text-align: center;">Focus:</p> <ul style="list-style-type: none"> ● Add and subtract within 20. ● Extend the counting sequence. ● Understand place value. ● Use place value understanding and properties of operations to add and subtract. 	40 Days- ongoing
Critical Area 3: Measurement and Data (Chapters 9-10) <p style="text-align: center;">Focus:</p> <ul style="list-style-type: none"> ● Measure lengths indirectly and by iterating length units. ● Tell and write time. ● Represent and interpret data. 	30 Days- ongoing

Critical Area 4: Geometry (Chapters 11-12)**Focus:**

- Reason with shapes and their attributes.

20 Days- ongoing**Critical Area 1: Operations and Algebraic Thinking (Chapters 1–5)****Duration: 90 Days- ongoing****Standards/Learning Targets****New Jersey Student Learning Standards:**

- 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.
- 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.
- 1.OA.B.3- Apply properties of operations as strategies to add and subtract.3 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)
- 1.OA.B.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.C.5- Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
- 1.OA.C.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.D.8- Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Standards for Mathematical Practice:

- MP.1 Make sense of problems and persevere in solving them.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.8 Look for and express regularity in repeated reasoning.

Interdisciplinary Connections:**ELA:**

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.

- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ELL students prior to use in class
- Allow extra time
- Test key concepts and main ideas
- Simplify instructions
- Give students objective tests: matching, multiple choice, etc.
- Provide manipulatives
- Use alternative assessments such as physical demonstration and pictorial products
- Provide shorter assessments
- Grade content vs. mechanics
- Read assessments aloud
- Allow open-book or open-note tests

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
- Differentiate tests to meet the needs of students
- Shorten tests and give in multiple sessions if needed
- Reteach/Review before giving assessments
- Read assessment directions for each section to student(s)
- Allow the use of tools such as a computer or iPad
- Allow the use of manipulatives such as counters during testing
- Highlight key parts of equations or word problems for student(s)
- Allow verbal answers
- Print tests with larger font
- Allow for extra time if needed/necessary

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Differentiate tests to meet the needs of students
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- Print tests with larger font
- Allow for extra time if needed/necessary

Students at Risk of Failure:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Allow students to complete assignments in school
- Use study carrels and other independent spaces as “private offices” for students.
- Provide a quiet area for one-to-one instruction with the teacher, a teacher assistant or a peer helper.

Economically Disadvantaged:

- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Initiating an interactive journal with the parent about what's happening at school and at home could help with teacher–parent dialogue.
- Providing needed academic resources (paper, pencils, computer time)

Culturally Diverse:

- Establish a positive connection with parents
- Provide positive praise to increase motivation
- Provide social/emotional support
- Support students in developing a positive racial identity

Knowledge & Skills**Essential Questions/Understandings:**

- How can you model adding within 10? (Chapter 1)
- How can you subtract numbers from 10 or less? (Chapter 2)
- How do you solve addition problems? (Chapter 3)
- How do you solve subtraction problems? (Chapter 4)
- How can relating addition and subtraction help you to learn and understand facts within 20? (Chapter 5)

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- [Happy Numbers](#)
- [Reflex Math](#)
- Xtramath.org
- Seesaw
- Online games
- Prodigy
- ThinkCentral Dashboard
- Grab&Go Centers
- Animated Math Models
- Interactive Student Edition

Varied Levels of Text:

- *Building With Shapes* Mooney, Carla C
- *The Philharmonic Gets Dressed* Kuskin, Karla
- *Sir Cumference And All The King's Tens*
- *Grandma's Button Box* Aber, Linda Williams K
- *The Great Graph Contest* Leedy, Loreen M
- *The Action Of Subtraction* Cleary, Brian P. N
- *All About Math Symbols (=, +, -, <, >, Degrees, \$, Cents)* Allen, Nancy G
- *Fair Bear Share* Murphy, Stuart J.
- *Herding A Hundred: Counting The Sheep* Loughran, Donna N
- *On The Playground: How Do You Build Place Value?* Loughran, Donna N
- *The Philharmonic Gets Dressed* Kuskin, Karla M

Evidence of Student Learning

Formative Tasks:

- Solve and Share
- Exit Slips
- Math Center Activities
- Math Games
- Daily Review
- Quick Check Quizzes
- Draw and Show
- Math Journals

Alternative Assessments:

- Verbal Checks
- Checklists
- Rubrics
- Seesaw

Summative Assessments:

- Show-What-You-Know
- Mid-Chapter Checkpoints
- Chapter Test

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Critical Area 2: Number and Operations
(Chapters 6-8)

Duration: 40 Days- ongoing

Standards/Learning Targets

New Jersey Student Learning Standards:

- 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.
- 1.NBT.B.2- understand that the two digits of a two-digit number represent amounts of tens and ones.
- 1.NBT.B.2a - 10 can be thought of as a bundle of ten ones — called a “ten.”
- 1.NBT.B.2b - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones
- 1.NBT.B.2c- 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.B.3- compare two-digit numbers based on the meanings of tens and ones digits, recording the results of comparison with the symbols $>$, $=$, and $<$.
- 1.NBT.C.4 -add within 100, including adding a two-digit number and 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.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.
- 1.NBT.C.6 - subtract multiples of 10 in the range of 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.

Standards for Mathematical Practice:

- MP.2 Reason Abstractly and quantitatively.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.

Interdisciplinary Connections:

ELA:

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in

the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Modifications/Accommodations

English Language Learners:

- Provide clear and specific directions
Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with ELL students prior to use in class
- Allow extra time
- Test key concepts and main ideas
- Simplify instructions
- Give students objective tests: matching, multiple choice, etc.
- Provide manipulatives
- Use alternative assessments such as physical demonstration and pictorial products
- Provide shorter assessments
- Grade content vs. mechanics
- Read assessments aloud
- Allow open-book or open-note tests

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP
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Students at Risk of Failure:

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Economically Disadvantaged:

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- Providing needed academic resources (paper, pencils, computer time)

Culturally Diverse:

- Establish a positive connection with parents
- Provide positive praise to increase motivation
- Provide social/emotional support
- Support students in developing a positive racial identity

Knowledge & Skills**Essential Questions/Understandings:**

- What strategies can you use to add and subtract within 20?
- How can adding 3 whole numbers help you solve word problems?
- How do you determine if an equation with an equal sign is true or false?
- What strategies can you use to solve addition and subtraction equations with a missing whole number in any position?
- How can you use what you already know about counting to count to 120?
- How can you use what you already know about reading and writing numerals to read and write numerals to 120?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

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Critical Area 3: Measurement and Data (Chapters 9-10)	Duration: 30 Days- ongoing
Standards/Learning Targets	
<p>New Jersey Student Learning Standards:</p> <ul style="list-style-type: none"> ● 1.MD.A.1 -order three objects by length; compare the lengths of two objects indirectly by using a third object. ● 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. ● 1.MD.B.3 - tell and write time in hours and half-hours using analog and digital clocks. ● 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. <p>Standards for Mathematical Practice:</p> <ul style="list-style-type: none"> ● MP.3 Construct viable arguments and critique the reasoning of others. ● MP.4 Model with mathematics. ● MP.7 Look for and make use of structure. ● MP.8 Look for and express regularity in repeated reasoning. 	

<p>Interdisciplinary Connections:</p> <p>ELA:</p> <ul style="list-style-type: none"> ● SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p>Career Ready Practices:</p> <ul style="list-style-type: none"> ● CRP1. Act as a responsible and contributing citizen and employee. ● CRP4. Communicate clearly and effectively and with reason. ● CRP12. Work productively in teams while using cultural global competence. <p>21st Century Life and Career Standards:</p> <ul style="list-style-type: none"> ● 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. <p>Technology:</p> <ul style="list-style-type: none"> ● 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose. ● 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). ● 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product ● 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. ● 8.2.2.E.1 List and demonstrate the steps to an everyday task
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- Providing needed academic resources (paper, pencils, computer time)

Culturally Diverse:

- Establish a positive connection with parents
- Provide positive praise to increase motivation
- Provide social/emotional support
- Support students in developing a positive racial identity

Knowledge & Skills**Essential Questions/Understandings:**

- What are the ways to decompose two-digit numbers as the sum of tens and ones for numbers less than 100?
- What are the correct symbols using $<$, $>$, and $=$ to compare two digit numbers?
- What are the ways to add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and

ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., $18 + 20$ equals $10 + 8 + 20$ equals $30 + 8$ equals 38; and, $37 + 5$ equals $30 + 7 + 5$ equals $30 + 12$ equals $30 + 10 + 2$ equals $40 + 2$ equals 42)?

- What mental strategies can help you find ten more or ten less than a number without having to count and explain the reasoning used?
- How do we subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

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Evidence of Student Learning

Formative Tasks:

- Solve and Share
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Alternative Assessments:

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Summative Assessments:

- Show-What-You-Know
- Mid-Chapter Checkpoints
- Chapter Test

Benchmark Assessments:

- Beginning of Year SGO
- Mid-Year SGO
- End of Year SGO

Critical Area 4: Measurement and Data
(Chapters 11-12)

Duration: 20 Days- ongoing

Standards/Learning Targets

New Jersey Student Learning Standards:

- 1.G.A.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.
- 1.G.A.2 - compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, 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.
- 1.G.A.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, fourth of, and a quarter of. Describe the whole as two, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Standards for Mathematical Practice:

- MP.2 Reason Abstractly and quantitatively.
- MP.4 Model with mathematics.
- MP.7 Look for and make use of structure.

Interdisciplinary Connections:

ELA:

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Career Ready Practices:

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- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
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Culturally Diverse:

- Establish a positive connection with parents
- Provide positive praise to increase motivation
- Provide social/emotional support
- Support students in developing a positive racial identity

Knowledge & Skills**Essential Questions/Understandings:**

- What are ways to compare the lengths of three objects?
- What are ways to measure how long an object is?
- What are different ways to tell time to the half hour?
- How can you define shapes?
- How can you compose shapes given specific attributes?
- What strategies can you use to solve addition and subtraction word problems within 20?

- What strategies can you use to Add or subtract whole numbers within 20?
- How can you use what you already know about reading and writing numerals to read and write numerals to 120?

Core Instructional & Supplemental Materials

<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Happy Numbers ● Reflex Math ● Xtramath.org ● Seesaw ● Online games ● Prodigy ● ThinkCentral Dashboard ● Grab&Go Centers ● Animated Math Models ● Interactive Student Edition 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Building With Shapes</i> Mooney, Carla C ● <i>The Philharmonic Gets Dressed</i> Kuskin, Karla ● <i>Sir Cumference And All The King's Tens</i> ● <i>Grandma's Button Box</i> Aber, Linda Williams K ● <i>The Great Graph Contest</i> Leedy, Loreen M ● <i>The Action Of Subtraction</i> Cleary, Brian P. N ● <i>All About Math Symbols (=, +, -, <, >, Degrees, \$, Cents)</i> Allen, Nancy G ● <i>Fair Bear Share</i> Murphy, Stuart J. ● <i>Herding A Hundred: Counting The Sheep</i> Loughran, Donna N ● <i>On The Playground: How Do You Build Place Value?</i> Loughran, Donna N ● <i>The Philharmonic Gets Dressed</i> Kuskin, Karla M
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Evidence of Student Learning	
<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Solve and Share ● Exit Slips ● Math Center Activities ● Math Games ● Daily Review ● Quick Check Quizzes ● Draw and Show ● Math Journals 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Verbal Checks ● Checklists ● Rubrics ● Seesaw
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Show-What-You-Know ● Mid-Chapter Checkpoints ● Chapter Test 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Beginning of Year SGO ● Mid-Year SGO ● End of Year SGO