

# 1st Grade Math Curriculum Map (*District 117*)

Quarter	Module	Standards	Resources	Estimated Time	Assessments
Quarter 1	1	<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120.</p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>DA</b> Ordinal Number Names</p> <p><b>DA</b> Matching Ordinal Number Names</p>	<p><i>See Origo</i> <i>Module 1</i> <i>All Lessons</i></p>	<p><i>Estimated</i> <i>Dates</i> <i>8/22- 9/9</i></p>	<p>2 Check-Ups</p>
	2	<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120.</p> <p><b>1.OA.1</b> 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</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</p> <p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</p> <p><b>1.MD.1</b> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p><b>1.MD.2</b> 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</p>	<p><i>See Origo</i> <i>Module 2</i> <i>All Lessons</i></p>	<p><i>Estimated</i> <i>Dates</i> <i>9/12 -9/29</i></p>	<p>2 Check-Ups</p>

		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.			
	3	<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120.</p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks</p> <p><b>DA</b> Sequencing</p>	<p><i>See Origo</i> <i>Module 3</i> <i>All Lessons</i></p>	<p><i>Estimated</i> <i>Dates 9/30-</i> <i>10/21</i></p>	<p>2 Check-Ups &amp; Quarter 1 Assessment</p>
Quarter 2	4	<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.1</b> 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</p>	<p><i>See Origo</i> <i>Module 4</i> <i>Lessons 1-6</i></p>	<p><i>Estimated</i> <i>Dates</i> <i>10/24-11/4</i></p>	<p>2 Check-Ups</p>
	5	<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</p> <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes</p> <p><b>1.G.2</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p>	<p><i>See Origo</i> <i>Module 5</i> <i>Lessons 1-6</i> <i>and 9-12</i></p>	<p><i>Estimated</i> <i>Dates</i> <i>11/7-11/30</i></p>	<p>2 Check-Ups</p>
	6	<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120.</p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones</p>	<p><i>See Origo</i> <i>Module 6</i> <i>Lessons</i> <i>1-10</i></p>	<p><i>Estimated</i> <i>Dates</i> <i>12/1-12/22</i></p>	<p>2 Check-Ups &amp; Quarter 2 Assessment</p>

		<p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>1.OA.5</b> Relate counting to addition and subtraction</p>			
<b>Quarter 3</b>	7	<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares.</p>	<p><i>See Origo Module 7 All Lessons</i></p>	<p><i>Estimated Dates 1/10- 1/27</i></p>	<p>2 Check-Ups</p>
	8	<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.</p> <p><b>1.OA.3</b> Apply properties of operations as strategies to add and subtract</p> <p><b>1.OA.4</b> Understand subtraction as an unknown-addend problem.</p> <p><b>1.NBT.4</b> 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.</p>	<p><i>See Origo Module 8 All Lessons</i></p>	<p><i>Estimated Dates 1/30- 2/15</i></p>	<p>2 Check-Ups</p>

		<p><b>1.MD.3</b> Tell and write time in hours and half-hours using analog and digital clocks</p> <p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><b>DA</b> Cycles of Time</p>			
	9	<p><b>1.OA.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.</p> <p><b>1.OA.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><b>1.NB.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>1.G.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares.</p>	<p><i>See Origo Module 9 All Lessons</i></p>	<p><i>Estimated Dates 2/16- 3/10</i></p>	<p>2 Check-Ups &amp; Quarter3 Assessment</p>
<b>Quarter 4</b>	10	<p><b>1.NBT.4</b> 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</p>	<p><i>See Origo Module 10 All Lessons</i></p>	<p><i>Estimated Dates 3/13- 3/31</i></p>	<p>2 Check-Ups</p>

		<p>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.</p> <p><b>1.NBT.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used</p> <p><b>1.G.1</b> Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes</p> <p><b>1.G.2</b> Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.</p>			
	11	<p><b>1.MD.4</b> 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> <p><b>1.NBT.6</b> Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, 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</p> <p><b>1.NBT.2</b> Understand that the two digits of a two-digit number represent amounts of tens and ones</p> <p><b>1.NBT.4</b> 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</p>	<p><i>See Origo Module 11 All Lessons</i></p>	<p><i>Estimated Dates 4/10- 5/2</i></p>	<p>2 Check-Ups</p>

		numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.			
	12	<p><b>1.NBT.1</b> Count to 120, starting at any number less than 120.</p> <p><b>1.NBT.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p> <p><b>2.MD.8</b> Recognize basic coins and solve problems involving a dollar bill, quarters, dimes, nickels, and pennies</p>	<p><i>See Origo</i>  <i>Module 12</i>  <i>All Lessons</i></p>	<p><i>Estimated</i>  <i>Dates 5/3-</i>  <i>5/19</i></p>	<p>2  Check-Ups  &amp;  Quarter 4  Assessment</p>

**Major Content Standards** = 65-85% of instructional time spent (K-2 at 85%)

**Supporting Standards**

**Additional Standards**