

East Newark Public School
Mathematics Curriculum
Grade 1



Equity Statement:

East Newark Public School District does not discriminate on the basis of race, color, creed, religion, sex, ancestry, or national origin. The East Newark Board of Education ensures that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No student shall be denied access to or benefit from any educational program or activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

Course Description:

In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Critical Area 1:

Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

Critical Area 2:

Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes.

Critical Area 3:

Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity of building up the length of an object with equal-sized units) and the transitivity principle for indirect measurement

Critical Area 4:

Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and

orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry.

Course Modifications:

The course instructor will determine, with the assistance of administrators, teacher assistants/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Grade 1 Pacing Guide:

UNIT		STANDARDS	PACING
Unit 1: Numbers within 20			
1A	Adding and Subtracting within 20	1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8	32 days
1B	Word Problems within 20	1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8	25 days
1C	Place Value within 20	1.NBT.B.2a, 1.NBT.B.2b	11 days
1D	Ordering and Comparing Length Measurements	1.MD.A.1, 1.MD.A.2	13 days
Unit 2: Numbers within 100			
2A	Representing Numbers within 100	1.NBT.A.1, 1.NBT.B.2c	14 days
2B	Extending the Counting Sequence	1.NBT.A.1, 1.NBT.B.3	15 days
2C	Represent and Interpret Data	1.OA.A.1, 1.MD.C.4	14 days
Unit 3: Using Strategies to Add and Subtract			
3A	10 more, 10 less	1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6	11 days
3B	Add within 100	1.NBT.B.2a, 1.NBT.B.2b, 1.NBT.B.2c, 1.NBT.C.4	14 days
Unit 4: Shapes and Time			
4A	Identifying, Composing, and Decomposing Shapes	1.G.A.1, 1.G.A.2, 1.G.A.3	19 days
4B	Tell and Write Time	1.MD.B.3	8 days

Marking Period	Unit Title	Recommended Instructional Days
1-2	Numbers within 20	81
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 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. 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.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 	<p>Essential Question/s:</p> <ol style="list-style-type: none"> 1. Which operation can you use? 2. How did you model the problem with an addition equation? 3. How can I represent and solve problems involving addition and subtraction within 20? 4. What strategies can you use while adding and subtracting? 5. How do you decide which strategy can help you add or subtract? 6. What strategies can you use while subtracting? 7. How can you use what you already know about counting to count past 100? 8. How and why do we count using tens and ones? 9. How do I determine the most efficient way to represent a number (pictorial, symbolic, with objects) for a given situation? 10. How will understanding the value of digits in a number help me add or subtract? 11. How do you measure the length of an object? 12. Why do I need standardized units of measurement? 13. How does what I measure influence how I measure? 14. What types of problems are solved with measurement? 15. What are tools of measurement and how are they used? 16. How do units within a system relate to each other? 17. When is an estimate more appropriate than an actual measurement? 18. What strategies help estimate measurements? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Represent and solve addition and subtraction problems.

	<p>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 $6 + 6 + 1 = 12 + 1 = 13$).</p> <ul style="list-style-type: none"> ● 1.OA.D.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.D.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 $8 + ? = 11$, $5 = ? - 3$, $6 + 6 = ?$. 	<ul style="list-style-type: none"> ● Use various strategies to solve addition and subtraction with an unknown in any position. ● Identify an understanding of the equal sign. ● Identify place value; tens and ones. ● Order objects by length. ● Compare lengths. ● Measure objects. ● Use non-standard measurement. ● Use standard measurement. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 1-ESS1-2 - Make observations at different times of the year to relate the amount of daylight to the time of the year. ● 1-LS3-1 - Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. ● 1-PS4-4 - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<p>Measurement and Data</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. 	
<p>Number and Operations in Base Ten</p>	<ul style="list-style-type: none"> ● 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. 	

Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
Formative Assessments: <ul style="list-style-type: none"> ● Check for Understanding Questions ● Quizzes ● Class activities/participation ● Exit tickets 		Benchmarks: <ul style="list-style-type: none"> ● Module Assessment ● iReady scores Summative Assessments: <ul style="list-style-type: none"> ● Module Test ● Unit Assessment
Differentiated Student Access to Content:		

Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1-7, 17 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1-7, 17 • Extra Practice pages • Anchor charts • Scaffolded explanations of topics • Manipulatives • Visual aids • Hands-on learning activities 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1-7, 17 • Visual aids • Manipulatives • Vocabulary with images and examples • Hands-on learning activities • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • <i>Into Math</i> Textbook, Modules 1-7, 17 • Student Activity Cards • Teacher Activity Cards • Numeral Cards • Dot Cards • White Boards • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • SmartBoards • Chromebooks • IXL • Teacher Online Resources • Applicable educational videos • Splash Learn • Math Playground 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

	<ul style="list-style-type: none"> • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments <ul style="list-style-type: none"> • Small group work for more individualize attention 	
--	--	--	--

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:		
	Core Ideas:	Brainstorming can create new, innovative ideas.	
	Performance Expectation/s:	<ul style="list-style-type: none"> • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives • 9.4.2.CI.2: Demonstrate originality and inventiveness in work 	
	Career Readiness, Life Literacies, & Key Skills Practices		
	<ul style="list-style-type: none"> • Act as a responsible and contributing community members and employee. • Attend to financial well-being. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. • Model integrity, ethical leadership and effective management • Plan education and career paths aligned to personal goals. • Use technology to enhance productivity increase collaboration and communicate effectively. • Work productively in teams while using cultural/global competence. 		

Marking Period	Unit Title	Recommended Instructional Days
2-3	Numbers within 100	43 days
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:

Operations and Algebraic Thinking	<ul style="list-style-type: none"> ● 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. 	
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 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.2c: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 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.B.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. 	<ol style="list-style-type: none"> 1. How can you use groups of 10 to count? 2. How can I represent the number 120? 3. What are the ways I can add within 100? 4. How can you show two-digit numbers as groups of tens and ones? 5. How can you find numbers that are more or fewer than a given number? 6. How can you identify patterns when you count from 1 to 120? 7. How can you use skip counting to find the total number of objects? 8. How do you read and write numbers to 120? 9. What are numbers from 11-9 composed of? 10. How can patterns help us understand numbers? 11. How can we organize and display the data we collected to create a graph? 12. How does a graph help us better understand the data collected? 13. How can the collection, organization, interpretation, and display of data be used to answer questions? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Identify concrete representation using base ten blocks. ● Recognize pictorial representations. ● Compare numbers. ● Recognize and write numerals 0 - 120. ● Identify numbers. ● Compare numbers. ● Identify numbers by using $>$, $<$, $=$. ● Sorting data information. ● Count forward from a given number. ● Counting to 100 by ones and tens.
Measurement and Data	<ul style="list-style-type: none"> ● 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. 	
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		<p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. ● 1-ESS1-2 - Make observations at different times of year to relate the amount of daylight to the time of year. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> ● Check for Understanding Questions ● Quizzes ● Class activities/participation ● Exit tickets 		Benchmarks: <ul style="list-style-type: none"> ● Module Assessment ● iReady scores Summative Assessments: <ul style="list-style-type: none"> ● Module Test ● Unit Assessment 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 9-11, 8 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 9-11, 8 ● Extra Practice pages ● Anchor charts ● Scaffolded explanations of topics ● Manipulatives ● Visual aids 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 9-11, 8 ● Visual aids ● Manipulatives ● Vocabulary with images and examples ● Hands-on learning activities 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 9-11, 8 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards

<ul style="list-style-type: none"> • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters 	<ul style="list-style-type: none"> • Hands-on learning activities 	<ul style="list-style-type: none"> • Extra Practice pages • Anchor charts 	<ul style="list-style-type: none"> • Connecting Cubes • Number Cubes • Visual Representations of Numbers and Number of Objects • Counters
---	--	---	---

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> • SmartBoards • Chromebooks • IXL • Teacher Online Resources • Applicable educational videos • Splash Learn • Math Playground

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Small group instruction • Peer tutoring • Modeling • Visual demonstrations • Encourage creative expression and thinking 	<ul style="list-style-type: none"> • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Use of translate materials and simplified language • Provide additional manipulatives to support instruction • Allow for alternative strategies to solve algorithms or tasks • Provide the steps needed to complete the task • Model frequently • Use visuals to demonstrate/model the processes • Extra time for work • Modified assignments <ul style="list-style-type: none"> • Small group work for more individualize attention 	<ul style="list-style-type: none"> • Enrichment book • Higher-level questions • Leading group work

	Disciplinary Concept:	
	Core Ideas:	Brainstorming can create new, innovative ideas.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

Marking Period	Unit Title	Recommended Instructional Days
3-4	Using Strategies to Add and Subtract	25
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-CLKS within Unit
<i>Strand:</i>	<i>Progress Indicator:</i>	<u>Essential Question/s:</u>
Number and Operations in Base Ten	<ul style="list-style-type: none"> ● 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.C.4: Add within 100, including adding a two-digit number and a one-digit 	<ol style="list-style-type: none"> 1. How does the position of a digit in a number affect its value? 2. What are ways to subtract two digit numbers? 3. How can making equal groups of ten objects deepen my understanding of the base 10 numbers? 4. How can I represent addition and subtraction? 5. What are some strategies that help me count efficiently? 6. What is the largest digit we can use when representing amounts? 7. What are some ways to think about addition? 8. What happens when we change the order of numbers when we add (or subtract)? Why? 9. How can we represent a number in a variety of ways?

	<p>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.</p> <ul style="list-style-type: none"> ● 1.NBT.C.5: Given a two-digit number, mentally add 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 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. 	<p>10. How can we use different combinations of numbers and operations to represent the same quantity?</p> <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math) ● Identify 10 more or 10 less by applying place value strategies. ● Recognize multiples of 10 from a two digit number. ● Count with numbers less than 120. ● Count forward from a given number other than one. ● Represent a number of objects with a written numeral. ● Count to 100 by ones and by tens ● Explain addition within 100 using physical models, drawings and using hundred charts. ● Explain why a new ten is sometimes made when adding numbers. ● Make a ten from any given number 1-9. <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Science -</p> <ul style="list-style-type: none"> ● 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. <p>Technology -</p> <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.
Mathematics Practices		
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance 	

<ul style="list-style-type: none"> Motivation 	<ul style="list-style-type: none"> Appreciating Social and Environment Diversity Adaptive Behavior Communication Social Engagement Constructive Thinking Consequence Evaluation Respect for Self and Others Enthusiasm Initiative Resilience 		
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Check for Understanding Questions Quizzes Class activities/participation Exit tickets 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Module Assessment iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> Module Test Unit Assessment 	
<p align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 12-13 Student Activity Cards Teacher Activity Cards Numeral Cards Dot Cards White Boards Connecting Cubes Number Cubes Visual Representations of Numbers and Number of Objects Counters 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 12-13 Extra Practice pages Anchor charts Scaffolded explanations of topics Manipulatives Visual aids Hands-on learning activities 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 12-13 Visual aids Manipulatives Vocabulary with images and examples Hands-on learning activities Extra Practice pages Anchor charts 	<ul style="list-style-type: none"> <i>Into Math</i> Textbook, Modules 12-13 Student Activity Cards Teacher Activity Cards Numeral Cards Dot Cards White Boards Connecting Cubes Number Cubes Visual Representations of Numbers and Number of Objects Counters

Supplemental Resources

- Technology:**
- SmartBoards
 - Chromebooks
 - IXL
 - Teacher Online Resources
 - Applicable educational videos
 - Splash Learn
 - Math Playground

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● Small group instruction ● Peer tutoring ● Modeling ● Visual demonstrations ● Encourage creative expression and thinking 	<ul style="list-style-type: none"> ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Use of translate materials and simplified language ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments <ul style="list-style-type: none"> ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Enrichment book ● Higher-level questions ● Leading group work

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Brainstorming can create new, innovative ideas.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work
	Career Readiness, Life Literacies, & Key Skills Practices	

	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence.
--	---

Marking Period	Unit Title	Recommended Instructional Days
4	Shapes and Time	27 days
Domain:		Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-CLKS within Unit
Strand:	Progress Indicator:	Essential Question/s:
Geometry	<ul style="list-style-type: none"> ● 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, 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. ● 1.G.A.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and 	<ol style="list-style-type: none"> 1. What shapes are considered two-dimensional? 2. What shapes are considered three-dimensional? 3. How can you distinguish two-dimensional shapes and three-dimensional shapes? 4. What do the two hands on the clock tell us? 5. Why do we need to be able to tell time? 6. How are analog and digital clocks alike? How are they different? 7. How do we write the time? 8. What does a.m. and p.m. stand for? <p>Activity Description:</p> <ul style="list-style-type: none"> ● <i>Are You Ready?</i> activities (Into Math) ● Lesson Review (Into Math) ● Assessment Forms (Into Math)

	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.	<ul style="list-style-type: none"> ● Identify two-dimensional shapes including rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles. ● Identify three-dimensional shapes and their attributes. ● Create new shapes using two-dimensional and/or three-dimensional shapes. ● Describe attributes of two and three dimensional shapes. ● Tell and write time in hours using analog and digital clocks. ● Tell and write time in half-hours using analog and digital clocks. ● Report time to the hour by using the term o'clock.
Measurement and Data	<ul style="list-style-type: none"> ● 1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks. 	
Mathematics Practices		Interdisciplinary Connections: Content: ;NJSLS#: Technology - <ul style="list-style-type: none"> ● 8.1.2.AP.4: Break down a task into a sequence of steps.
<ul style="list-style-type: none"> ● Make sense of problems and persevere in solving them. ● Reason abstractly and quantitatively. ● Construct viable arguments and critique the reasoning of others. ● Model with mathematics. ● Use appropriate tools strategically. ● Attend to precision. ● Look for and make use of structure. ● Look for and express regularity in repeated reasoning. 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Responsible Decision Making ● Social Awareness ● Relationship Skills ● Motivation 	<ul style="list-style-type: none"> ● Emotional Awareness ● Internal Regulation ● Behavior Control ● Goal Pursuance ● Appreciating Social and Environment Diversity ● Adaptive Behavior ● Communication ● Social Engagement ● Constructive Thinking ● Consequence Evaluation ● Respect for Self and Others ● Enthusiasm ● Initiative ● Resilience 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Check for Understanding Questions ● Quizzes ● Class activities/participation ● Exit tickets 	<p>Benchmarks:</p> <ul style="list-style-type: none"> ● Module Assessment ● iReady scores <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Module Test ● Unit Assessment
---	--

**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 14-16, 18 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 14-16, 18 ● Extra Practice pages ● Anchor charts ● Scaffolded explanations of topics ● Manipulatives ● Visual aids ● Hands-on learning activities 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 14-16, 18 ● Visual aids ● Manipulatives ● Vocabulary with images and examples ● Hands-on learning activities ● Extra Practice pages ● Anchor charts 	<ul style="list-style-type: none"> ● <i>Into Math</i> Textbook, Modules 14-16, 18 ● Student Activity Cards ● Teacher Activity Cards ● Numeral Cards ● Dot Cards ● White Boards ● Connecting Cubes ● Number Cubes ● Visual Representations of Numbers and Number of Objects ● Counters

Supplemental Resources

<p>Technology:</p> <ul style="list-style-type: none"> ● SmartBoards ● Chromebooks ● IXL ● Teacher Online Resources ● Applicable educational videos ● Splash Learn ● Math Playground

**Differentiated Student Access to Content:
Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
----------------	--	--------------------	------------------------

<ul style="list-style-type: none"> ● Small group instruction ● Peer tutoring ● Modeling ● Visual demonstrations ● Encourage creative expression and thinking 	<ul style="list-style-type: none"> ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Use of translate materials and simplified language ● Provide additional manipulatives to support instruction ● Allow for alternative strategies to solve algorithms or tasks ● Provide the steps needed to complete the task ● Model frequently ● Use visuals to demonstrate/model the processes ● Extra time for work ● Modified assignments <ul style="list-style-type: none"> ● Small group work for more individualize attention 	<ul style="list-style-type: none"> ● Enrichment book ● Higher-level questions ● Leading group work
---	---	---	---

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
	Performance Expectation/s:	<ul style="list-style-type: none"> ● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Act as a responsible and contributing community members and employee. ● Attend to financial well-being. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Model integrity, ethical leadership and effective management ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity increase collaboration and communicate effectively. ● Work productively in teams while using cultural/global competence. 	

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
--	---	--	---	--	---	--	--	--	---