



Program Transfer Goals

- Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
- Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

PACING

First Grading Period	Second Grading Period			Third Grading Period		Fourth Grading Period	
Unit 1: Understanding the Number System	Unit 2: Comparing and Ordering Numbers	Unit 3: Personal Financial Literacy	Unit 4: Money	Unit 5: Developing Addition and Subtraction Strategies	Unit 6: Applying Addition and Subtraction Strategies	Unit 7: Geometry	Unit 8: Measurement
BOY Screener				MOY Screener		EOY Screener	

Assurances for a Guaranteed and Viable Curriculum [STANDARDIZED ACROSS ALL CONTENT AREAS]

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: UNDERSTANDING THE NUMBER SYSTEM

TIMELINE: 8 WEEKS - 1ST GRADING PERIOD

Learners begin by subitizing structured arrangements of 10 or less. Learners continue to build on their understanding of the number system by rote counting, and using one-to-one correspondence to count a set of objects. Learners decompose and compose numbers in multiple ways. They represent numbers with objects, pictures, expanded form, and standard form. Throughout this unit, learners will collect, sort and organize data (into two categories) using a t-chart and tally marks, in order to answer questions.

■ Transfer Goal:

- o Communicate cardinality (number of objects in a set) using objects, pictures, and standard form numbers
- o Communicate representations of numbers using objects, pictures, standard form, and expanded form
- o Communicate comparisons of numbers using written and oral language, and symbols
- o Select tools to collect, sort, and organize data

Students will know...

the mathematical relationship found in the place value system

Students will be skilled at...

recognizing instantly the quantity of structured arrangements; composing and decomposing numbers up to 120; representing numbers up to 120 with objects, pictures, and expanded and standard forms; recite numbers forward and backward from any given number between 1 and 120; skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set; collecting, sorting, and organizing data into categories using a t-chart or tally marks

UNIT 2: COMPARING AND ORDERING NUMBERS

TIMELINE: 3 WEEKS - 2ND GRADING PERIOD

Learners begin comparing numbers as they say a number that more or less than a given number. Learners use their knowledge of place value to make comparisons. These comparisons are communicated through words such as *more*, *greater than*, *fewer*, *less than*, *same*, and *equal to*, and by comparison symbols. Learners use place value and open number lines to order numbers. Skip counting forwards and backwards supports learners as they work toward generating numbers that are ten more or ten less than a given number. Throughout this unit, learners will collect, sort and organize data (into three categories) using a t-chart and tally marks, in order to answer questions.

■ Transfer Goal:

- o Communicate comparisons of numbers as more, less, or equal using written or oral language, and symbols
- o Select tools, such as open number lines and a knowledge of place value to order numbers
- o Use written or oral language to justify the order of numbers
- o Select tools to collect, sort, and organize data

Students will know...

the comparison symbols (>, <, or =)

Students will be skilled at...

ordering whole numbers up to 120 using place value; ordering whole numbers up to 120 using open number lines; using comparative language; collecting, sorting, and organizing data into categories using a t-chart or tally marks

UNIT 3: PERSONAL FINANCIAL LITERACY

TIMELINE: 2 WEEKS - 2ND GRADING PERIOD

This unit focuses on personal financial literacy. Learners define money as income and identify income as a way of obtaining goods and services. Learners explore financial decisions, such as spending, saving, and charitable giving. Throughout this unit, learners will collect, sort and organize data (into three categories) using a t-chart and tally marks, in order to answer questions.

■ Transfer Goal:

- Communicate ways that income can be a means of obtaining goods and services
- Use written or oral language to explain financial decisions
- Select tools to collect, sort, and organize data
- Use graphs to communicate the organization of data

Students will know...

income is money that is earned

Students will be skilled at...

distinguish between spending and saving; considering charitable giving; collecting, sorting, and organizing data into categories using a t-chart or tally marks

UNIT 4: MONEY

TIMELINE: 3 WEEKS - 2ND GRADING PERIOD

Learners will identify coins (by value) and describe the relationship between their value using the cent symbol. The learner will represent the value of a collection of pennies, nickels, and/or dimes using the cent symbol. Throughout this unit, learners will collect, sort and organize data (into three categories) using a t-chart and tally marks, in order to answer questions.

■ Transfer Goal:

- Use the 4-step problem solving plan to analyze coins
- Use written or oral language to describe coins and collections of coins
- Select tools to collect, sort, and organize data

Students will know...

the values of the coins

Students will be skilled at...

writing a number with the cent symbol; counting a collection of coins; collecting, sorting, and organizing data into categories using a t-chart or tally marks

UNIT 5: DEVELOPING ADDITION AND SUBTRACTION STRATEGIES

TIMELINE: 5 WEEKS - 3RD GRADING PERIOD

Learners develop strategies to add and subtract numbers within 20. Learners use a variety of methods to explain the strategies they use to add and subtract 2 or 3 numbers. These strategies include, but are not limited to, composing 10 (with and without objects) by combining two or more addends, and breaking apart a number into 10 and another addend. The focus of this unit is not the memorization of math facts. The focus should be on building strategies for mathematical computations. Throughout this unit, learners will collect, sort and organize data (into three categories) to make picture graphs, in order to answer questions.

■ Transfer Goal:

- o Use a problem-solving model to solve contextual problems involving addition and subtraction
- o Use written and oral language to explain strategies used to solve contextual joining and separating problems
- o Select tools to collect, sort, and organize data
- o Use graphs to communicate the organization of data

Students will know...

combinations to make 10; decomposing to lead to a 10

Students will be skilled at...

apply basic fact strategies; explain strategies; apply properties of operations to add and subtract two or three numbers; collecting, sorting, and organizing data into categories using a t-chart or tally marks; represent data using picture graphs; draw conclusions to generate and answer questions about data

UNIT 6: APPLYING ADDITION AND SUBTRACTION STRATEGIES

TIMELINE: 5 WEEKS - 3RD GRADING PERIOD

Learners apply the strategies developed to add and subtract 2 or 3 numbers. Learners use manipulatives and pictures to solve word problems where the unknown can be any one of the terms, and explain the strategies used. Learners begin by representing joining or separating problems through direct modeling and then move into learner-invented strategies. This can be supported with written and oral language, manipulatives, pictures (including strip diagrams), and number sentences. The focus of this unit is not the memorization of math facts. The focus should be on building strategies for mathematical computations. In this unit, as well, learners will continue to collect, sort, and organize data (into three categories) in order to create picture graphs. Learners will draw conclusions from the data.

■ Transfer Goal:

- o Use a problem-solving model to solve contextual problems involving addition and subtraction
- o Use written and oral language to explain strategies used to solve contextual joining and separating problems
- o Select tools to collect, sort, and organize data
- o Use graphs to communicate the organization of data

Students will know...

combinations to make 10; decomposing to lead to a 10

Students will be skilled at...

apply basic fact strategies; explain strategies; apply properties of operations to add and subtract two or three numbers; collecting, sorting, and organizing data into categories using a t-chart or tally marks; represent data using picture graphs; draw conclusions to generate and answer questions about data

UNIT 7: GEOMETRY

TIMELINE: 7 WEEKS - 4TH GRADING PERIOD

Learners begin by sorting 2D and 3D geometric figures based on the fact that some are alike and some are different. Through multiple experiences, students begin to name the shapes and make the conclusion that the particular shapes is still that shape whether it is upside down or right side up. Students should also notice that shapes can be regular or irregular. Students should identify 2D and 3D figures by their attributes. Students will begin exploring how 2D shapes fit together to make other shapes and how larger shapes can be made up of smaller shapes. Students will begin to partition 2D figures into equal parts and describe the parts using words. The shape can be partitioned into equal parts. In this unit, as well, learners will continue to collect, sort, and organize data (into three categories) in order to create bar-type graphs. Learners will draw conclusions from the data.

■ Transfer Goal:

- o Use written and oral language to identify and describe shapes
- o Display, explain, and justify the classifications of shapes
- o Select tools to compose two-dimensional shapes in multiple ways, and partition shapes into equal parts
- o Select tools to collect, sort, and organize data
- o Use graphs to communicate the organization of data

Students will know...

Shapes can be two-dimensional; Shapes can be three-dimensional

Students will be skilled at...

classify and sort regular and irregular two-dimensional shapes based on attributes; distinguish between attributes that define a figure and attributes that do not define the shape; create two-dimensional figures; identify two-dimensional shapes; compose two-dimensional shapes; partition two-dimensional figures into 2 and 4 fair shares or equal parts; describing equal parts; identifying examples and non-examples of halves and fourths; collecting, sorting, and organizing data into categories using a t-chart or tally marks; represent data using picture graphs and bar-type graphs; draw conclusions to generate and answer questions about data

UNIT 8: MEASUREMENT

TIMELINE: 4 WEEKS - 4TH GRADING PERIOD

Learners measure length using non-standard units. Through multiple experiences, learners develop an understanding that all units should all the be same size/length, be placed on the path being measured without any gaps or overlap. Learners measure use a variety of sizes of units and develop an understanding that the number of units differ when the size of the units differ. Learners also describe the comparison of the lengths of objects using measurement. In addition, learners also read analog and digital clocks to the hour and half hour. In this unit, as well, learners will continue to collect, sort, and organize data (into three categories) in order to create bar-type graphs. Learners will draw conclusions from the data.

■ Transfer Goal:

- o Use written and oral language to communicate the measurement of objects
- o Select tools to measure length of objects efficiently and accurately
- o Select tools to collect, sort, and organize data
- o Use graphs to communicate the organization of data

Students will know...

Attributes can be measured

Students will be skilled at...

using measuring tools to measure the length; illustrating that the length of an object; measuring the same object with different units describe how and why the measurements differ; describing a length to the nearest whole unit using a number and a unit; telling time to the hour and half hour using analog and digital clocks; collecting, sorting, and organizing data into categories using a t-chart or tally marks; represent data using picture graphs and bar-type graphs; draw conclusions to generate and answer questions about data