Elementary School Teaching and Learning
2022-2023 Scope and Sequence
Mathematics – Grade 1

FIRST NINE WEEKS	OVERVIEW
	In module 1, students organize data to make counting and comparing easier, and advance to apply counting on as a strategy for addition. Students compare equivalent ways to make the same total and reason about the meaning of the equal sign. In module 2, students notice relationships between addition and subtraction. Students are introduced to change unknown and comparison problem types, and they explore ways of finding an unknown part for the first time.

ASSESSMENTS	
ASSESSMENT WINDOW	**ASSESSMENT NAME**
September 6- October 4	Aims Web Beginning of the Year

*Please see the assessment description at the bottom of this document.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 1 Counting, Comparison and Addition	25 lessons	Family Math Mod. 1	**NC.1.NBT.3** Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. **NC.1.MD.4-** Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points. Ask and answer questions about how many in each category. Ask and answer questions about how many more or less are in one category than in another. **NC.1.OA.3-** Apply the commutative and associative properties as strategies for solving addition problems. **NC.1.OA.6** Add and subtract, within 20, using strategies such as: • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Using a number line • Creating equivalent but simpler or known sums.

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
			NC.1.OA.7 Apply understanding of the equal sign to determine if equations involving addition and subtraction are true
Module 2 Addition and Subtraction Relationships	23 lessons	Family Math Mod. 2	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put Together/Take Apart-Addend Unknown • Compare-Difference Unknown **NC.1.OA.4** Solve an unknown-addend problem, within 20, by using addition strategies and/ or changing it to a subtraction problem. **NC.1.OA.7** Apply understanding of the equal sign to determine if equations involving addition and subtraction are true. **NC.1.OA.9** Demonstrate fluency with addition and subtraction within 10. **NC.1.MD.4** Organize, represent, and interpret data with up to three categories. • Ask and answer questions about the total number of data points. • Ask and answer questions about how many in each category. • Ask and answer questions about how many more or less are in one category than in another.

	OVERVIEW		
SECOND NINE WEEKS	In module 3, use the unit of ten to make easier problems by decomposing addends and grouping them in any order. They intuitively apply the associative and commutative properties and then learn how they can use strategies such as counting on, making ten, taking from ten, subtracting to get to a ten, and relating operations to break down larger addition and subtraction problems.		
UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 3 Properties of Operations to make Easier Problems	26 lessons	Family Math Mod.3	**NC.1.OA.**2 Represent and solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number

			NC.1.OA.3 Apply the commutative and associative properties as strategies for solving addition problems NC.1.OA.6 Add and subtract, within 20, using strategies such as: • Counting on • Making ten • Decomposing a number leading to a ten • Using the relationship between addition and subtraction • Using a number line • Creating equivalent but simpler or known sums. NC.1.NBT.1 Count to 150, starting at any number less than 150. NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

THIRD NINE WEEKS	OVERVIEW
	In module 4, students explore units within the context of measurement. After comparing lengths indirectly, students iterate length units, such as centimeter cubes and 10-centimeter sticks, to describe and compare lengths. In module 5, students develop an understanding of the base ten system. They continue to advance their use of tens and ones as they compose and compare numbers. Students then make easier problems to add and subtract within 100.

ASSESSMENTS	
ASSESSMENT WINDOW	ASSESSMENT NAME
January 3- February 2	aimsWeb+ Middle of the Year

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 4 Comparison and Composition of Length Measurement	14 lessons	Family Math Mod. 4	NC.1.OA.1 Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving: • Add to/Take from-Change Unknown • Put together/Take Apart-Addend Unknown • Compare-Difference Unknown NC.1.NBT.2 Understand that the two digits of a two-digit number represent amounts of

			tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. **NC.1.NBT.3** Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **NC.1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **NC.1.MD.2** Measure lengths with non-standard units. • Express the length of an object as a whole number of non-standard length units. • Measure by laying multiple copies of a shorter object (the length unit) end to end (iterating) with no gaps or overlaps
Module 5 Place Value Concepts to Compare, Add, and Subtract	25 lessons	Family Math Mod. 5	**NC.1.OA.7** Apply understanding of the equal sign to determine if equations involving addition and subtraction are true. **NC.1.NBT.1** Count to 150, starting at any number less than 150. **NC.1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. • Unitize by making a ten from a collection of ten ones. • Model the numbers from 11 to 19 as composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. • Demonstrate that the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens, with 0 ones. **NC.1.NBT.3** Compare two two-digit numbers based on the value of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. **NC.1.NBT.4** Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and a one-digit number • A two-digit number and a multiple of 10

			NC.1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. **NC.1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90, explaining the reasoning, using: • Concrete models and drawings • Number lines • Strategies based on place value • Properties of operations • The relationship between addition and subtraction **NC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks **NC.1.MD.5** Identify quarters, dimes, and nickels and relate their values to pennies

FOURTH NINE WEEKS	OVERVIEW
	In module 6 part 1 students reason about shapes and their attributes. They compose and decompose shapes, building an understanding of part–whole relationships, including fractions. In part 2, students advance place value understanding through 120, add within 100, and solve more complex word problem types.

ASSESSMENTS	
ASSESSMENT WINDOW	**ASSESSMENT NAME**
April 28- May 25	aimsWeb+ End of the Year

UNIT	UNIT DURATION	PARENT/FAMILY RESOURCES	NORTH CAROLINA STANDARDS
Module 6 Attributes of Shapes Advancing Place Value, Addition, and Subtraction	31 lessons	Family Math Mod. 6	**NC.1.OA.1** Represent and solve addition and subtraction word problems, within 20, with unknowns, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem, when solving **NC.1.NBT.1** Count to 150, starting at any number less than 150. **NC.1.NBT.4** Using concrete models or drawings, strategies based on place value, properties of operations, and explaining the reasoning used, add, within 100, in the following situations: • A two-digit number and

			a one-digit number • A two-digit number and a multiple of 10
			NC.1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks
			NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes by: • Building and drawing triangles, rectangles, squares, trapezoids, hexagons, circles. • Building cubes, rectangular prisms, cones, spheres, and cylinders.
			NC.1.G.1 Distinguish between defining and non-defining attributes and create shapes with defining attributes
			NC.1.G.3 Partition circles and rectangles into two and four equal shares

***Family Math Resources**

The Family Math Resources provide information by topic about what students are learning, examples of the concepts, and At-Home activities to align with classroom learning

***aimsWeb+**

aimswebPlus is a universal screening assessment given to all students three times a year. Universal screeners are quick, standardized assessments that measure academic skills for reading and math. These measures help schools inform instruction, identify students at risk, and help teachers determine why the student may be at risk.