

Tri 1: Curriculum Map

	Indicator	Standard	Assessment
Topic 1 and Topic 2	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	Addition quiz
Topic 3	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)	Topic 3 Test
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	
Topic 7	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	Topic 7 Test
	1.NS.1	Count to at least 120 by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral. (E)	
Topic 8	1.CA.4	Create, extend, and give an appropriate rule for number patterns using addition within 100.	Topic 8 Test
	1.NS.2	Model place value concepts of two-digit numbers, multiples of 10, and equivalent forms of whole numbers using objects and drawings. (E)	

Tri 1: Curriculum Map			
	Indicator	Standard	Assessment
Week 6			
End of Grading Period			
Week 7			
Week 8			
Week 9			
Week 10			

Tri 1: Curriculum Map			
	Indicator	Standard	Assessment
Week 11			
Week 12			

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Topic 9	1.NS.4	Use place value understanding to compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (E)	Topic 9 Tet
Topic 4	1.CA.1	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)	Topic 4 test
	1.CA.2	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	
Topic 5	1.CA.2	Solve real-world problems involving addition and subtraction within 20 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem). (E)	Topic 5 Test
	1.CA.1	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	
	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	
Topic 6	1.DA.1	With guidance, collect data from a simple survey or collaborative investigation; organize data into appropriate single-unit bar graphs, pictographs, and/or tables and draw conclusions based on mathematical observations, comparisons, and grade-level computation strategies. (E)	Topic 6 Test

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Topic 10	1.CA.3	Using number sense and place value strategies, 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. Use models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. (E)	Topic 10 Test
Week 8			
Week 9			
Week 10			
Week 11			

Tri 2: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 12			

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Topic 11	1.CA.2	Demonstrate fluency with addition facts and the corresponding subtraction facts within 20. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a 10 (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 $6 + 6 + 1 = 12 + 1 = 13$). Model the role of 0 and the equal sign in addition and subtraction using objects or drawings. (E)	Topic 11 Test
Topic 12	1.M.1	Use direct comparison or a nonstandard unit to compare and order objects according to length, area, capacity, weight, and temperature. (E)	Topic 12 Test
Topic 13	1.M.2	Tell and write time to the nearest half-hour and relate time to events (before/after, shorter/longer) using analog clocks. Explain how to read hours and minutes using digital clocks. (E)	Topic 13 Test
	1.M.3	Identify the value of a penny, nickel, dime, and a collection of pennies, nickels, and dimes.	
Topic 14	1.G.1	Distinguish between defining attributes of two- and three-dimensional shapes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size). Create and draw two-dimensional shapes with defining attributes.	Topic 14 Test
	1.G.2	Use two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, quarter-circles) or three-dimensional shapes (e.g., 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.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	
	1.G.3	Partition circles and rectangles into two and four equal parts; describe the parts using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of, the parts. Understand for partitioning circles and rectangles into two and four equal parts that decomposing into equal parts creates smaller parts.	Topic 15 Test

Tri 3: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Topic 15			
Topic 16			
End of Grading Period			
Week 7			
Week 8			
Week 9			
Week 10			

Tri 3: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 11			
Week 12			