



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT : Mathematics

COURSE : Grade 1

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: Mathematics, Grade 1

Department: Mathematics

Board Approval	Supervisor	Notes
August 2006	Justine Salvo	Born Date
November 2011	Christine Picerno	Revisions
December 2017	Christine Picerno	Revisions
March 2019	Christine Picerno	Review
August 2025	Rich Steckhahn	Alignment to Standards & Revisions

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	EnVision Topic 1	14	EnVision Topic 5	28	EnVision Topic 11
2	EnVision Topic 1	15	EnVision Topic 6	29	EnVision Topic 12
3	EnVision Topic 1	16	EnVision Topic 6	30	EnVision Topic 12
4	EnVision Topic 2	17	EnVision Topic 7	31	EnVision Topic 13
5	EnVision Topic 2	18	EnVision Topic 7	32	EnVision Topic 13
6	EnVision Topic 2	19	EnVision Topic 8	33	EnVision Topic 14
7	EnVision Topic 3	20	EnVision Topic 8	34	EnVision Topic 14
8	EnVision Topic 3	21	EnVision Topic 9	35	EnVision Topic 14
9	EnVision Topic 3	22	EnVision Topic 9	36	EnVision Topic 15
10	EnVision Topic 4	23	EnVision Topic 10	37	EnVision Topic 15
11	EnVision Topic 4	24	EnVision Topic 10	38	EnVision Stepping Up to Grade 2
12	EnVision Topic 4	25	EnVision Topic 10	39	EnVision Stepping Up to Grade 2
13	EnVision Topic 5	26	EnVision Topic 11	40	EnVision Stepping Up to Grade 2
		27	EnVision Topic 11		

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Core Instructional & Supplemental Materials including various levels of Texts

EnVision Mathematics 2024 Common Core Grade 1; IXL; Reflex Math

Time Frame

11 weeks

Topic

Operations and Algebraic Thinking

Alignment to Standards

1.OA.A - Represent and solve problems involving addition and subtraction

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.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.

1.OA.B - Understand and apply properties of operations and the relationship between addition and subtraction

3. Apply properties of operations as strategies to add and subtract.
4. Understand subtraction as an unknown-addend problem.

1.OA.C - Add and subtract within 20

5. Relate counting to addition and subtraction.
6. Add and subtract within 20, demonstrating accuracy and efficiency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten ; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

1.OA.D - Work with addition and subtraction equations

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.
8. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Learning Objectives and Activities

Students will be able to...

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- Add within 20 to solve word problems.
- Subtract within 20 to solve word problems.
- Solve word problems within 20 with three addends.
- Apply properties of operations as strategies to add.
- Apply properties of operations as strategies to subtract.
- Understand subtraction as an unknown-addend problem.
- Relate counting to addition.
- Relate counting to subtraction.
- Add within 20.
- Subtract within 20.
- Use the relationship between addition and subtraction.
- Understand the meaning of the equal sign.
- Determine if equations involving addition are true or false.
- Determine if equations involving subtraction are true or false.
- Determine the unknown whole number in an addition equation.
- Determine the unknown whole number in a subtraction equation.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
1.OA.A.1	1 - Understand Addition and Subtraction	1, 2, 3, 4, 5, 6, 7, 8, 9
	2 - Fluently Add and Subtract Within 10	8
	3 - Addition Facts to 20: Use Strategies	8, 9
	4 - Subtraction Facts to 20: Use Strategies	8, 9
	5 - Work with Addition and Subtraction Equations	6
1.OA.A.2	5 - Work with Addition and Subtraction Equations	5
1.OA.B.3	2 - Fluently Add and Subtract Within 10	5, 9
	5 - Work with Addition and Subtraction Equations	4
1.OA.B.4	2 - Fluently Add and Subtract Within 10	7
	4 - Subtraction Facts to 20: Use Strategies	4, 5, 6, 7
1.OA.C.5	2 - Fluently Add and Subtract Within 10	1, 3, 6

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	3 - Addition Facts to 20: Use Strategies	1, 2
	4 - Subtraction Facts to 20: Use Strategies	1
1.OA.C.6	2 - Fluently Add and Subtract Within 10	2, 3, 4
	3 - Addition Facts to 20: Use Strategies	3, 4, 5, 6, 7
	4 - Subtraction Facts to 20: Use Strategies	2, 3
1.OA.D.7	5 - Work with Addition and Subtraction Equations	2, 3, 7
1.OA.D.8	5 - Work with Addition and Subtraction Equations	1

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 1 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

NJSLS: Science

- **EnVision Topic 5: 3 Act Math: Weighted Down** - K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

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Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **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 Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame

11 weeks

Topic

Number and Operations in Base Ten

Alignment to Standards

1.NBT.A - Extend the counting sequence

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 - Understand place value

2. Understand that the two digits of a two-digit number represent amounts of tens and ones.

Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a “ten”.
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- 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).

3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.

1.NBT.C - Use place value understanding and properties of operations to add and subtract

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COURSE : Grade 1

4. 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 (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.
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
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.

Learning Objectives and Activities

Students will be able to...

- Count to 120 from a given number.
- Read and write numerals to 120.
- Represent up to 120 objects with a written numeral.
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Understand that 10 can be thought of as a bundle of ten ones - called a “ten”.
- Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.
- Understand that numbers 10, 20, ... refer to one to nine tens (and 0 ones).
- Understand that the two digits of a two-digit number represent amounts of tens and ones.
- Compare two two-digit numbers and use the symbols $>$, $=$, and $<$.
- Use concrete models to add within 100.
- Add a two-digit number and a one-digit number.
- Add a two-digit number and a multiple of 10.
- Understand when to compose a ten when adding two-digit numbers.
- Mentally find 10 more than a given number.
- Mentally find 10 less than a given number.
- Subtract multiples of 10.

Activities

Core Instructional Resource

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COURSE : Grade 1

Standard	EnVision Topic	EnVision Lesson
1.NBT.A.1	7 - Extend the Counting Sequence	2, 3, 4, 5, 6, 7
1.NBT.B.2a	8 - Understand Place Value	1, 3, 4, 5, 6, 7
1.NBT.B.2b	8 - Understand Place Value	1, 3, 4, 5, 6, 7
1.NBT.B.2c	8 - Understand Place Value	2, 3, 4, 5, 6, 7
1.NBT.3	9 - Compare Two-Digit Numbers	3, 4, 5, 6
1.NBT.C.4	10 - Use Models and Strategies to Add Tens	1, 3, 4, 5, 6, 7, 8, 9
1.NBT.C.5	9 - Compare Two-Digit Numbers	1, 2
	10 - Use Models and Strategies to Add Tens	2
	11 - Use Models and Strategies to Subtract Tens	5
1.NBT.C.6	11 - Use Models and Strategies to Subtract Tens	1, 2, 3, 4, 6, 7

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 1 Math Linkit! NJSL Form A, Form B, Form C

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Interdisciplinary Connections
Career Readiness, Life Literacies, and Key Skills
Technology Integration
● 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 Education
● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	3 weeks
Topic	
Measurement	
Alignment to Standards	
1.M.A - Measure lengths indirectly and by iterating length units 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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.	
1.M.B - Tell and write time 3. Tell and write time in hours and half-hours using analog and digital clocks.	
1.M.C - Work with money 4. Know the comparative values of coins and all dollar bills (e.g., a dime is of greater value than a	

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nickel). Use appropriate notation (e.g., 69¢, \$10).

5. Use dollars in the solutions of problems up to \$20. Find equivalent monetary values (e.g., a nickel is equivalent in value to five pennies). Show monetary values in multiple ways.

Learning Objectives and Activities

Students will be able to...

- Order three objects by length.
- Compare the lengths of two objects indirectly by using a third object.
- Understand and use length units.
- Tell and write time in hours.
- Tell and write time in half-hours.
- Identify and compare values of coins and dollar bills.
- Show monetary values in multiple ways.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
1.M.A.1	12 - Measure Lengths	1, 2
1.M.A.2	12 - Measure Lengths	3, 4
1.M.B.3	13 - Time and Money	4, 5, 6
1.M.C.4	MDIS Lessons	A61, A62, A63, A65, A69
1.M.C.5	MDIS Lessons	A68, A70

Assessments

Diagnostic

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Formative

- Convince Me! Prompt (embedded)

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COURSE : Grade 1

- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
- Topic Performance Task
- EnVision Cumulative / Benchmark Assessment
- EnVision Progress Monitoring Assessment
- Gr. 1 Math Linkit! NJSL Form A, Form B, Form C

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **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 Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	2 weeks
Topic	
Data Literacy	
Alignment to Standards	
1.DL.A - Represent and interpret data	

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1. 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.

Learning Objectives and Activities

Students will be able to...

- Organize, represent, interpret, and compare data with up to three categories.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
1.DL.A.1	6 - Represent and Interpret Data	1, 2, 3, 4, 5

Assessments

Diagnostic

- Beginning of Year Readiness Test
- MDIS Diagnostic Assessment
- Topic Review What You Know
- IXL Diagnostic Assessment

Formative

- Convince Me! Prompt (embedded)
- Guided Practice (embedded)
- Lesson Quick Check

Summative

- Topic Assessment
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Interdisciplinary Connections

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Career Readiness, Life Literacies, and Key Skills
Technology Integration
● 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). ● 9.4.2.IML.2: Represent data in a visual format to tell a story about the data ● 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Career Education
● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Time Frame	4 weeks
Topic	
Geometry	
Alignment to Standards	
1.G.A - Reason with shapes and their attributes 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. 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. 3. Partition circles and rectangles into two and four equal shares, describe the shares 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 shares. Understand for these examples that decomposing into more	

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equal shares creates smaller shares.

Learning Objectives and Activities

Students will be able to...

- Distinguish between defining attributes versus non-defining attributes.
- Build and draw shapes with defining attributes.
- Compose two- and three-dimensional shapes.
- Compose new shapes from composite shapes.
- Partition circles and rectangles into two equal shares and use related vocabulary.
- Partition circles and rectangles into four equal shares and use related vocabulary.
- Recognize that decomposing shapes into more equal shares creates smaller shares.

Activities

Core Instructional Resource		
Standard	EnVision Topic	EnVision Lesson
1.G.A.1	14 - Reason with Shapes and Their Attributes	1, 2, 3, 4, 5, 6, 7, 8, 9
1.G.A.2	14 - Reason with Shapes and Their Attributes	4, 5, 8
1.G.A.3	15 - Equal Shares of Circles and Rectangles	1, 2, 3, 4

Assessments

Diagnostic

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Formative

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Summative

- Topic Assessment

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- Topic Performance Task
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- EnVision Progress Monitoring Assessment
- Gr. 1 Math Linkit! NJSLs Form A, Form B, Form C

Interdisciplinary Connections

NJSLS: Science

- **EnVisions Topic 15: 3 Act Math: Pieced Out** - K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- **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 Education

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
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Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

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- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

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- | |
|---|
| <ul style="list-style-type: none">• Provide anchor charts with high frequency words and phonemic patterns |
|---|

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