

First Grade Math Curriculum Alignment

Timeline	Strand/Concept	Performance Objective	Resources	Lessons/Objectives	Technology
<p style="text-align: center;">August</p>	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 1. Make a model to represent a given whole number 0 through 100.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Lessons 1-10</p>	<p>AM</p>
	<p>PO 2. Identify a whole number represented by a model with a word name and symbol 0 through 100.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>ATI</p>		
	<p>PO 3. Count aloud, forward or backward, in consecutive order (0 through 100).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Saxon Online Activities</p>		
	<p>PO 4. Identify whole numbers through 100 in or out of order.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Star Math</p>		
	<p>PO 5. Write whole numbers through 100 in or out of order.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>			
	<p>Strand 1: Number Sense & Operations Concept 2: Numerical Operations</p>	<p>PO 1. Demonstrate the process of addition through sums of 20 using manipulatives.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
	<p>PO 13. Use grade-level appropriate mathematical terminology.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>			

	<p>Strand 2: Data Analysis, Probability, & Discrete Math Concept 1: Data Analysis (Statistics)</p>	<p>PO 1. Formulate questions to collect data in contextual situations.</p> <p>PO 2. Make a simple pictograph or tally chart with appropriate labels from organized data.</p> <p>PO 3. Interpret pictographs using terms such as most, least, equal, more than, less than, and greatest.</p> <p>PO 4. Answer questions about pictographs using terms such as most, least, equal, more than, less than, and greatest.</p> <p>PO 5. Formulate questions based on graphs, charts, and tables.</p> <p>PO 6. Solve problems using graphs, charts, and tables.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
	<p>Strand 3: Patterns, Algebra, & Functions Concept 1: Patterns</p>	<p>PO 1. Communicate a grade-level appropriate pattern (e.g., ♦, ▽, ♥ Repeat this complete pattern.)</p> <p>PO 2. Extend a simple grade-level appropriate repetitive pattern (e.g., ↑, ↓, ↑, ↓, ↑, __, __, __).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		

	<p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 3. Create grade-level appropriate patterns.</p> <p>PO 4. Name the days of the week for yesterday, today, and tomorrow (e.g., If today is Wednesday, what day will it be tomorrow?).</p> <p>PO 5. Name the 12 months of the year in proper order, starting with January.</p> <p>PO 6. Name the 7 days of the week in proper order, starting with Sunday.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
September	<p>Strand 1: Number Sense & Operations Concept 1: Number Sense</p>	<p>PO 7. State verbally whole numbers, through 100, using correct place value (e.g., A student will read 84 as eight tens and four ones.)</p> <p>PO 8. Construct models to represent place value concepts for the one's and ten's places.</p> <p>PO 9. Apply expanded notation to model place value through 99 (e.g., 37 = 3 groups of ten + 7 units).</p> <p>PO 11. Compare two whole numbers through 100.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Lessons: Lessons 11-27</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

	<p>Strand 1: Number Sense & Operation Concept 2: Numerical Operations</p>	<p>PO 12. Use ordinal numbers through tenth.</p> <p>PO 13. Order three or more whole numbers through 100 (least to greatest or greatest to least).</p> <p>PO 14. Make models that represent given fractions (halves).</p> <p>PO 15. Identify in symbols and in words a model that is divided into equal fractional parts (halves).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
	<p>Strand 1: Number Sense and Operation Concept 3: Estimation</p>	<p>PO 3. State addition facts for sums through 18 and subtraction for differences with minuends through 9 or less</p> <p>PO 6. Select the grade-level appropriate operation to solve word problems.</p> <p>PO 1. Solve problems using a variety of mental computations and reasonable estimation.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		

	<p>Strand 4: Geometry and Measurement Concept 1: Geometric Properties</p>	<p>PO 1. Use the words vertex and side when describing simple 2-dimensional geometric shapes.</p> <p>PO 2. Identify 2-dimensional shapes by attribute (size, shape, number of sides, vertices).</p> <p>PO 3. Use concepts and terms of position and size in contextual situations:</p> <ul style="list-style-type: none"> • Inside/outside, • Left/right, • Above/below/between, • Smaller/larger, and • Longer/shorter. <p>PO 4. Name common 2-dimensional shapes (square, rectangle, triangle, circle).</p> <p>PO 5. Draw 2-dimensional shapes (square, rectangle, triangle, circle).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
<p>October</p>	<p>Strand 1: Number Sense and Operation Concept 1: Number Sense</p>	<p>PO 16. Identify money by name and value: penny, nickel, dime, quarter, and one dollar.</p> <p>PO 17. Count money through \$1.00 using coins.</p> <p>PO 18. Identify the value of a collection of coins using the symbols ¢ and \$.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Lessons 27-40</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

	<p>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</p>	<p>PO 2. Demonstrate the process of subtraction with minuends of 20 using manipulatives.</p> <p>PO 8. Count by multiples to show the process of multiplication (10s, 5s, or 2s).</p> <p>PO 9. Demonstrate families of equations for addition and subtraction through 18.</p> <p>PO 12. Apply the symbols: +, -, =.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
	<p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 3. Tell time to the hour using analog and digital clocks.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
November	<p>Strand 1: Number Sense and Operation Concept 1: Number Sense</p> <p>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</p>	<p>PO 10. Identify odd and even whole numbers through 100.</p> <p>PO 14. Demonstrate addition of fractions with like denominators (halves) using models.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Lessons: Lessons 41-54</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

	<p>Strand 2: Data Analysis, Probability, & Discrete Math Concept 4: Vertex-Edge Graphs</p> <p>Strand 5: Structure and Logic Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</p>	<p>PO 15. Demonstrate subtraction of fractions with like denominators (halves) using models.</p> <p>PO 1. Color pictures with the least number of colors so that no common edges share the same color (increased complexity throughout grade levels).</p> <p>PO 2. Provide rationale for classifying objects according to observable attributes (color, size, shape, weight, etc.).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
December	<p>Strand 1: Number Sense and Operation Concept 3: Estimation</p> <p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 2. Estimate the measurement of an object using U.S. customary standard and non-standard units of measurement.</p> <p>PO 1. Compare the measurable characteristics of two objects (e.g., length, weight, size).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Lessons: Lessons 55-66</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

	<p>Strand 5: Structure and Logic Concept 1: Algorithms and Algorithmic Thinking</p>	<p>PO 1. Create problems based on contextual situations (addition facts up to 18 and subtraction from 9).</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
<p>January</p>	<p>Strand 1: Number Sense and Operation Concept 1: Number Sense</p> <p>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</p>	<p>PO 6. Construct equivalent forms of whole numbers, using manipulatives or symbols, through 99 (e.g., $15 + 5 = 10 + 10$).</p> <p>PO 4. Add one- and two-digit whole numbers without regrouping.</p> <p>PO 5. Subtract one- and two-digit whole numbers without regrouping.</p> <p>PO 7. Solve word problems using addition and subtraction of 2-digit numbers without regrouping.</p> <p>PO 9. Demonstrate families of equations for addition and subtraction through 18.</p> <p>PO 10. Demonstrate the identity and commutative properties of addition through 18.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p><u>Lessons:</u> Lessons 67-79</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

		PO 16. Add and subtract money without regrouping using manipulatives and paper and pencil, through 99¢.	Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)		
February	<p>Strand 1: Number Sense and Operation Concept 2: Numerical Operations</p> <p>Strand 3: Patterns, Algebra, & Functions Concept 3: Algebraic Representations</p> <p>Strand 4: Geometry and Measurement Concept 4: Measurement - Units of Measure - Geometric Objects</p>	<p>PO 11. Identify addition and subtraction as inverse operations</p> <p>PO 1. Use variables in contextual situations.</p> <p>PO 2. Find the missing sum or difference in number sentences for sums and minuends through 9 (e.g., $2 + 5 = _$).</p> <p>PO 2. Select the appropriate measure of accuracy:</p> <ul style="list-style-type: none"> • length – inches, feet, • capacity/volume – cups, gallons, and • mass/weight – pounds. 	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	Lessons: Lessons 80-94	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

		<p>PO 7. Measure a given object using the appropriate unit of measure:</p> <ul style="list-style-type: none"> length – inches, feet and yards, capacity/volume – cups, gallons, and mass/weight – pounds. 	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>		
March	<p>Strand 3: Patterns, Algebra, & Functions Concept 4: Analysis of Change</p> <p>Strand 5: Structure and Logic Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof</p>	<p>PO 1. Identify the change in a variable over time (e.g., an object gets taller, colder, heavier, etc.).</p> <p>PO 2. Make simple predictions based on a variable (e.g., select next stage of plant growth).</p> <p>PO 1. List the quantitative components found in word problems.</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p> <p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Lessons: Lessons 95-109</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>
April	<p>Strand 4: Geometry and Measurement Concept 1: Geometric Properties</p>	<p>PO 6. Recognize where a line of symmetry divides a 2-dimensional</p>	<p>Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)</p>	<p>Lessons: Lessons 110-125</p>	<p>AM</p> <p>ATI</p> <p>Saxon Online Activities</p> <p>Star Math</p>

	Strand 4: Geometry and Measurement Concept 2: Transformation of Shapes	PO 1. Recognize same shape in different positions (slide/translations).	Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)		
May	Strand 2: Data Analysis, Probability, and Discrete Math Concept 3: Discrete Mathematics – Systematic Listing and Counting	PO 1. Make arrangements that represent the number of combinations that can be formed by pairing items taken from 2 sets, using manipulatives (e.g., How many ice cream cones can one make with 2 different types of ice cream and 2 different types of cones?).	Saxon Math 1 Second Edition ©2001 (West Sedona) (Big Park)	<u>Lessons:</u> Lessons 126-135	AM ATI Saxon Online Activities Star Math