Course Description: This curriculum has been written to align with the revised MO Learning Standards for Math (approved by the state board of education in April of 2016). Eureka Math continues to be our primary math resource, and this curriculum has been written as a guide for utilizing this resource to teach the revised MO Learning Standards for Math.

First Grade Scope and Sequence

	Module	Timeframe
1	Numbers to 10	9 weeks
2	Introduction to Place Value Through Addition and Subtraction within 20	7 weeks
3	Ordering and Comparing Length Measurements as Numbers	3 weeks
4	Place Value, Comparison Addition,, and Subtraction to 40	7 weeks
5	Identifying, Comparing, and Partitioning Shapes	3 weeks

Module 1
Numbers to 10

Standards addressed:
1.RA.A.1 Use addition and subtraction within 20 to solve problems.
1.RA.A.3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
1.RA.A.4 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
1.RA.B.5 Use properties as strategies to add and subtract.
1.RA.B.6 Demonstrate that subtraction can be solved as an unknown addend problem.
1.RA.C.7 Add and subtract within 20.
1.RA.C.8 Demonstrate fluency with addition and subtraction within 10.
1.NS.A.3 Count backward from a given number between 20 and 1.
1.NS.A.4 Count by 5s to 100 starting at any multiple of five.
1.NBT.A.4 Count by 10s to 120 starting at any number.
Supporting standards:

Essential Questions:
How do we solve addition and subtraction sentences to solve real world problems with and without concrete objects?
How does counting by 5s and 10s help us?
How do we solve addition and subtraction problems/sentences?
How is addition and subtraction related?
How do we determine if number sentences are true or false?

Learning Targets:
I can add in any order.
I can use objects to add and subtract equations.
I can add two parts to find a whole within ten.
I can find the missing part in a subtraction sentence.

Content Vocabulary:
Missing part, subtract, difference, addition sentence, subtraction sentence, - (minus sign), + (plus sign), = (equal sign), take away, compare, part-whole, sum, addend, subtrahend, add, combine

Standard(s)	Topic	Number of Days
1.RA.A.1 1.RA.B.5	**Embedded Numbers and Decompositions**	3
1.RA.A.1 1.RA.B.5 1.RA.C.7 1.RA.C.8	**Counting On from Embedded Numbers**	5
1.RA.A.1 1.RA.B.5 1.RA.C.7 1.RA.C.8	**Addition Word Problems**	5
1.RA.A.4 1.RA.B.5 1.RA.C.7 1.RA.C.8	**Strategies for Counting On**	3

1.RA.A.3 1.RA.B.5	**The Commutative Property of Addition and the Equal Sign**	3
1.RA.B.5 1.RA.C.7 1.RA.C.8	**Development of Addition Fluency Within 10**	4
1.RA.A.1 1.RA.B.5 1.RA.B.6	**Subtraction as an Unknown Addend Problem**	3
1.RA.A.1 1.RA.A.4 1.RA.B.5 1.RA.B.6 1.NS.A.3 1.NS.A.4 1.NBT.A.4	**Subtraction Word Problems**	5
1.RA.B.5 1.RA.B.6 1.RA.C.7 1.RA.C.8	**Decomposition Strategies for Subtraction**	5
1.RA.C.7 1.RA.C.8	**Development of Subtraction Fluency Within 10**	2

Module 2
Introduction to Place Value Through Addition and Subtraction within 20

Standards addressed:

1.NBT.A.1 Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”.
1.NBT.A.2 Understand two-digit numbers are composed of ten(s) and one(s).
1.NBT.B.6 Calculate 10 more or 10 less than a given number mentally without having to count.
1.RA.A.1 Use addition and subtraction within 20 to solve problems.
1.RA.A.2 Solve problems that call for addition of three whole numbers whose sum is within 20.
1.RA.A.3 Develop the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
1.RA.A.4 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
1.RA.B.5 Use properties as strategies to add and subtract.
1.RA.B.6 Demonstrate that subtraction can be solved as an unknown addend problem.
1.RA.C.7 Add and subtract within 20.
1.RA.C.8 Demonstrate fluency with addition and subtraction within 10.
Supporting Standards:

Essential Questions:
How do we solve addition and subtraction sentences to solve real world problems with and without concrete objects?

How does counting by 5s and 10s help us?
How do we solve addition and subtraction problems/sentences?
How is addition and subtraction related?
How do we determine if number sentences are true or false?

Learning Targets:
I can add in any order.
I can use objects to add and subtract equations.
I can add two parts to find a whole within twenty.
I can find the missing part in a subtraction sentence.

Content Vocabulary:
Missing part, subtract, difference, addition sentence, subtraction sentence, - (minus sign), + (plus sign), = (equal sign), take away, compare, part-whole, sum, addend, subtrahend, add, combine

Standard(s)	Topic	Number of Days
1.RA.A.1 1.RA.A.2	**Counting On or Making Ten to Solve Result Unknown and Total Unknown Problems**	11
1.RA.A.1 1.RA.A.3 1.RA.B.5 1.RA.B.6 1.RA.C.7 1.RA.C.8	**Counting On or Taking from Ten to Solve Result Unknown and Total Unknown Problems**	10
1.RA.A.1 1.RA.A.3 1.RA.A.4 1.RA.B.6 1.RA.C.7 1.RA.C.8	**Strategies for Solving Change or Addend Unknown Problems**	4
1.RA.A.1 1.RA.C.7 1.RA.C.8 1.NBT.A.1 1.NBT.A.2 1.NBT.B.6	**Varied Problems with Decompositions of Teen Numbers as 1 Ten and Some Ones**	4

Module 3
Ordering and Comparing Length Measurements as Numbers

Standards addressed:
1.GM.B.5 Order three or more objects by length.
1.GM.B.6 Compare the lengths of two objects indirectly by using a third object.
1.GM.B.7 Demonstrate the ability to measure length or distance using objects.
1.RA.A.2 Solve problems that call for addition of three whole numbers whose sum is within 20.
1.DS.A.1 Collect, organize and represent data with up to three categories.
1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-charts and tallies.
Supporting standards:

Essential Questions:
How can the collection, organization, interpretation and display of data be used to answer questions?
How can measurements be used to solve problems?
How can you combine three whole numbers together to find the sum?

Learning Targets:

I can add three whole numbers together with a sum of twenty or less.
I can add three numbers in any order.
I can answer questions by collecting data.
I can use measurements to measure length or distance in standard and non-standard form.
I can read and explain many different types of graphs.

Content Vocabulary:
length, order, compare, estimate, measure, longest, tallest, shortest, shorter, taller, picture graph, bar graph, tally marks, data, whole numbers, sum

Standard(s)	Topic	Number of Days
1.GM.B.5 1.GM.B.6	**Indirect Comparison in Length Measurement**	3
1.GM.B.5 1.GM.B.6 1.GM.B.7	**Standard Length Units**	3
1.GM.B.7 1.RA.A.2	**Non-Standard and Standard Length Units**	3
1.RA.A.1 1.DS.A.1 1.DS.A.2	**Data Interpretation**	4

Module 4
Place Value, Comparison, Addition and Subtraction to 40

Standards addressed:
1.NS.A.1 Count to 120, starting at any number less than 120.
1.NS.A.2 Read and write numerals and represent a number of objects.
1.NBT.A.1 Understand that 10 can be thought of as a bundle of 10 ones – called a “ten”
1.NBT.A.2 Understand two-digit numbers are composed of ten(s) and one(s).
1.NBT.A.3 Compare two two-digit numbers using the symbols >, = or <.
1.NBT.B.5 Add within 100.
1.NBT.B.6 Calculate 10 more or 10 less than a given number mentally without having to count.
1.NBT.B.7 Add or subtract a multiple of 10 from another two-digit number, and justify the solution.
1.RA.A.1 Use addition and subtraction within 20 to solve problems.
Supporting standards:

Essential Questions:
How does place value help us to solve problems using addition and subtraction?
How do you compare these two numbers? (<, >, =)

Learning Targets:

I can show how to add and subtract in groups of ten.
I can add and subtract two digits within 100.
I can count to 120.
I can read and write numerals and represent a number of objects.
I can identify the place value of ones and tens.
I can compare two numbers using symbols, (<, >, =)
I can tell the number that is ten more or ten less than any number between 1 and 100.

Content Vocabulary:
tens, ones, digit, break apart, greater than, less than, equal to, <, >, =, ten more, ten less

Standard(s)	Topic	Number of Days
1.NS.A.1 1.NS.A.2 1.NBT.A.1 1.NBT.A.2	**Tens and Ones**	6
1.NBT.A.1 1.NBT.A.2 1.NBT.A.3	**Comparison of Pairs of Two-Digit Numbers**	4
1.NBT.B.5 1.NBT.B.6 1.NBT.B.7	**Addition and Subtraction of Tens**	2
1.NBT.B.5	**Addition of Tens or Ones to a Two-Digit Number**	6
1.RA.A.1	**Varied Problem Types Within 20**	4
1.NBT.A.1 1.NBT.A.2 1.NBT.B.5	**Addition of Tens and Ones to a Two-Digit Number**	7

Module 5
Identifying, Comparing, and Partitioning Shapes

Standards addressed:
1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.
1.GM.A.2 Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.
1.GM.A.3 Recognize two- and three-dimensional shapes from different perspectives and orientations.
1.GM.A.4 Partition circles and rectangles into two or four equal shares, and describe the shares and the wholes verbally.
1.GM.C.8 Tell and write time in hours and half-hours using analog and digital clocks.
Supporting standards:

Essential Questions:
How do we use shapes and attributes in the real world?
What time does this clock show? (show digital or analog clocks with times)

Learning Targets:
I can sort and name basic shapes.
I can build shapes and put them together to make new shapes.
I can build two and three dimensional shapes.
I can tell and write time to the half hour.
I can tell and write time to the hour.
I can read time on a digital and analog clock

Content Vocabulary: attribute, circle, square, triangle, rectangle, cube, sphere, hexagon, cylinder, trapezoid, cone, pyramid, rectangular prism**,** vertices, sides, corners, flat surface, hour hand, hour, minute hand, minute, o'clock, schedule, half-hour

Standard(s)	Topic	Number of Days
1.GM.A.1 1.GM.A.3	**Attributes of Shapes**	3
1.GM.A.2	**Part–Whole Relationships Within Composite Shapes**	3
1.GM.A.4	**Halves and Quarters of Rectangles and Circles**	3
1.GM.A.4 1.GM.C.8	**Application of Halves to Tell Time**	4

Module 6
Money

Standards addressed:
1.GM.C.9 Know the value of a penny, nickel, dime and quarter

Supporting standards:

Essential Questions:
What is the value of a penny? nickel? dime? quarter?

Learning Targets:
I can tell the value of a penny, nickel, dime, quarter.

Content Vocabulary:
dime, nickel, penny, quarter
<, >, = (less than, greater than, equal to)

Standard(s)	Topic	Number of Days
1.GM.C.9	**Coins and their values**	5