

Pine Hill Public Schools			
Content Area:		Mathematics	
Course Title/ Grade Level:		Grade 1	
Unit 1:	Solve Addition and Subtraction Problems to 10	Duration :	9 days
Unit 2:	Fluently Add and Subtract Within 10	Duration :	10 days
Unit 3:	Addition Facts to 20: Use Strategies	Duration :	10 days
Unit 4:	Subtraction Facts to 20: Use Strategies	Duration :	9 days
Unit 5:	Work with Addition and Subtraction Equations	Duration :	7 days
Unit 6:	Represent and Interpret Data	Duration :	5 days
Unit 7:	Extend the Counting Sequence	Duration :	7 days
Unit 8:	Understand Place Value	Duration :	6 days
Unit 9:	Compare 2-digit Numbers	Duration :	6 days
Unit 10:	Use models and Strategies to Add Tens and Ones	Duration :	9 days
Unit 11:	Use models and Strategies to Subtract tens	Duration :	7 days
Unit 12:	Measure Lengths	Duration :	5 days
Unit 13:	Time	Duration :	4 days
Unit 14:	Reason with Shapes and Their Attributes	Duration :	9 days
Unit 15:	Equal Shares of Circles and Rectangles	Duration :	4 days
:	Step-Up to 2nd grade (optional)	Duration :	10 days
BOE Approved Revision:			
BOE Initial Adoption Date:		August 15, 2017	

**The pacing above assumes 1 lesson per day. Additional time may be spent on review, remediation, fluency practice, differentiation, and assessment as needed.**

<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Solve Addition and Subtraction Problems To 10	<b>Unit #: 1</b>
<b>Course or Grade Level:</b> 1 <sup>st</sup> Grade	<b>Length of Time:</b> 9 days
<b>Essential Questions</b>	What are ways to think about addition and subtraction?
<b>Content</b>	<ul style="list-style-type: none"> <li>● 1-1 Solve Problems: Add To</li> <li>● 1-2 Solve problems: Put Together</li> <li>● 1-3 Solve problems: Both Addends Unknown</li> <li>● 1-4 Solve Problems: Take From</li> <li>● 1-5 Solve problems: Compare Situations</li> <li>● 1-6 Continue to Solve Problems: Compare Situations</li> <li>● 1-7 Practice Solving problems: Add To</li> <li>● 1-8 Solve problems: Put Together/Take Apart</li> <li>● 1-9 Construct Arguments</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Use counters to add and subtract numbers.</li> <li>● Use addition equations to show add to addition situations.</li> <li>● Put two parts together to make a whole.</li> <li>● Decompose numbers</li> <li>● Take away one part from a whole</li> <li>● Write subtraction equations to show situations in which two quantities are compared.</li> <li>● How many more and how many fewer to denote subtraction</li> <li>● Find the missing part of the whole</li> <li>● Use math to support why you are right.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Beginning, Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>
<b>New Jersey Student Learning Standards for Mathematics</b>	
<b>Domain : 1.OA.A Operations and Algebraic Thinking</b>	
<b>Cluster: Represent and solve problems involving addition and subtraction.</b>	<p><b>1.OA.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, e.g.,m by using objects, drawings, and equations with a symbol for the unknown number to represent a problem</b></p> <p><b>1.OA.D.8 Work with addition and subtraction equations. Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes</b></p>

		the equation true in each of the equations $8 + ? = 11$ , $5 = \diamond - 3$ , $6 + 6 = \diamond$					
<b>Math Practices:</b> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Use appropriate tools strategically</li> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>							
<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).			

<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Fluently Add and Subtract Within 10	<b>Unit #: 2</b>
<b>Course or Grade Level:</b> 1 <sup>st</sup> Grade	<b>Length of Time:</b> 10 days
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are ways to think about addition and subtraction?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• 2-1 Count on to Add</li> <li>• 2-2 Doubles</li> <li>• 2-3 Near Doubles</li> <li>• 2-4 Facts With 5 on a Ten Frame</li> <li>• 2-5 Add In Any Order</li> <li>• 2-6 Count Back to Subtract</li> <li>• 2-7 Think Addition to Subtract</li> <li>• 2-8 Continue to Think Addition to Subtract</li> <li>• 2-9 Solve Word Problems With Facts to 10</li> <li>• 2-10 Look For and Use Structure</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Decomposing Numbers</li> <li>• Part Part Whole</li> <li>• Use Counters and a Ten-Frame to Model Numbers up to 10</li> <li>• Recognize Numbers on a Ten-Frame, Noting the Relationship of those Numbers to 5 and 10</li> <li>• Show 10 as Two Parts</li> <li>• Use Counters Part-Part-Whole Mat to Find the Missing Parts of 10</li> <li>• Make Tables to Solve Problems</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Anecdotal Records</li> <li>• Teacher Observations</li> <li>• Worksheet Pages</li> <li>• Topic Tests (Constructed Response, Multiple Choice)</li> </ul>

	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Benchmark Tests at Beginning, Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): Operations and Algebraic Thinking**

<p><b>Cluster:</b> Add and Subtract Within 20.</p>	<p><b>#. Standard:</b></p> <p><b>1.OA.1</b> 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, e.g., <math>m</math> by using objects, drawings, and equations with a symbol for the unknown number to represent a problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p><b>1.OA.B.3</b></p> <p>Apply properties of operations as strategies to add and subtract.<sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.) (Students need not use formal terms for these properties)</i></p> <p><b>1.OA.B.4</b></p> <p>Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i></p> <p>Add and subtract within 20.</p> <p><b>1.OA.C.5</b></p> <p>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)..<b>1.OA.C.6</b></p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>1.OA.D.8</b></p> <p>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>
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**Math Practices:**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Addition Facts to 20: Use Strategies	
<b>Unit #: 3</b>	
<b>Course or Grade Level:</b> 1 <sup>st</sup> Grade	<b>Length of Time:</b> 10 days
<b>Essential Questions</b>	What strategies can you use for adding to 20?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Count On to Add</li> <li>● Count On to Add using an Open Number Line</li> <li>● Doubles</li> <li>● Doubles Plus 1</li> <li>● Doubles Plus 2</li> <li>● Make 10 to Add</li> <li>● Continue to Make 10 to Add</li> <li>● Explain Addition Strategies</li> <li>● Solve Addition Word problems with Facts to 20</li> <li>● Critique Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Use a number line to count on</li> <li>● Use counters to add</li> <li>● memorize doubles facts</li> <li>● group numbers to make 10</li> <li>● Use objects, drawings and equations to solve addition problems.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Beginning, Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>
<b>New Jersey Student Learning Standards for Mathematics</b>	
<b>Domain (name and #): Operations and Algebraic Thinking</b>	
<b>Cluster:</b> Add and Subtract within 20	<b>#. Standard:</b>
	<p><b>Add and subtract within 20.</b></p> <p><b>1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)</b></p> <p><b>1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on: making ten (e.g. <math>8+6=8+2+4=10+4=14</math>); decomposing a number leading to a ten (e.g., <math>13-4=13-3-1=10-1=9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8+4=12</math>, one knows <math>12-8=4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6+7</math> by creating the known equivalent <math>6+6+1=12+1=13</math>)</b></p>

	<p><b>Represent and solve problems involving addition and subtraction.</b>  <b>1.OA.A.1</b></p> <p>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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>
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- Math Practices:**
- Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Model with mathematics
  - Use appropriate tools strategically
  - Attend to precision
  - Look for and make use of structure
  - Look for and express regularity in repeated reasoning

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title:** Subtraction Facts to 20: Use Strategies **Unit #: 4**

**Course or Grade Level:** 1<sup>st</sup> Grade **Length of Time:** 9 days

<b>Essential Questions</b>	What strategies can you use while subtracting?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Count to Subtract</li> <li>● Make 10 to Subtract</li> <li>● Continue to Make 10 to Subtract</li> <li>● Fact Families</li> <li>● Use Addition to Subtract</li> <li>● Continue to Use Addition to Subtract</li> <li>● Explain Subtraction Strategies</li> <li>● Solve Word Problems with Facts to 20</li> <li>● Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Count to subtract</li> <li>● Use 10-frame to subtract</li> <li>● Use part-part whole mats</li> <li>● Use addition facts to subtract</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Beginning, Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): Operations and Algebraic Thinking**

<b>Cluster:</b> Represent and Solve Problems Involving Addition and Subtraction	<b>#. Standard:</b>
	<b>1.OA.1</b> 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, e.g., $m$ by using objects, drawings, and equations with a symbol for the unknown number to represent a problem.
	<b>1.OA.B.4</b> Understand subtraction as an unknown-addend problem. <i>For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</i>
<b>Add and subtract within 20.</b>	

	<p><b>1.OA.C.5</b></p> <p><b>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</b></p> <p><b>1.OA.C.6</b></p> <p><b>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</b></p>
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**Math Practices:**

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></b></p>	<p><b>Content Statement:</b> <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title:** Work with Addition and Subtraction Equations **Unit #: 5**

**Course or Grade Level:** Math – 1<sup>st</sup> grade **Length of Time:** 7 days

**Essential Questions** How can adding or subtracting help you solve or complete equations?

**Content**

- Find The Unknown numbers
- True or False Equations
- Make true Equations
- Word problems with Three Addends
- Add Three Numbers
- Solve Addition and Subtraction Word Problems
- Precision

**Skills**

- Understand the Equal Sign
- Find the missing number that makes the equation true
- Group 3 addends in different ways to get the sum
- Know the Key Words that signify addition and subtraction
- Interpret bar diagrams

**Assessments**

- Formative : Lesson Quick Checks, Anecdotal records, Teacher Observation, Worksheet Pages
- Summative : Topic Tests (Multiple Choice and Constructed Response), Performance Task, Benchmark Tests at Beginning, Middle, and End of Year

**Interventions / differentiated instruction**

- · Error Intervention
- · Re-teach
- · Leveled Homework-Intervention, On Level, Advanced
- · Center Activities: On-level; Advanced
- · Strategic Intervention
- · Special Needs
- · ELL Strategies

**Inter-disciplinary Connections**

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problem solving

**Lesson resources / activities**

- · PearsonRealize.com
- · Student and Teacher e-texts
- · Smartboard
- · Online personalized practice
- · Online math tools
- · Online Today’s challenge
- · Online Solve and Share
- · Online Another Look Homework Video
- · Visual Learning Animation
- · Online Math Games
- · Animated Glossary
- · Consumable student edition
- · Teacher Edition
- · Math and Science Activity (STEM)
- · Teacher’s Resource Masters
- Manipulative

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): 1.OA.D Operations and Algebraic Thinking**

<b>Cluster: Work with addition and subtraction equations.</b>	<p><b>Standards:</b></p> <p><b>Work with addition and subtraction equations.</b> 1.OA.D.7</p> <p><b>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? <math>6 = 6</math>, <math>7 = 8 - 1</math>, <math>5 + 2 = 2 + 5</math>, <math>4 + 1 = 5 + 2</math>.</b></p> <p>1.OA.D.8</p> <p><b>Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math></b></p> <p><b>Represent and solve problems involving addition and subtraction.</b></p>
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	<p><b>1.OA.A.1</b></p> <p>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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1</p> <p><b>.1.OA.A.2</b></p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p><b>1.OA.B.3</b></p> <p>Apply properties of operations as strategies to add and subtract.2 Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.) (Students need not use formal terms for these properties)</p>
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**Math Practices:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

[21<sup>st</sup> Century Themes](#)

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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[21<sup>st</sup> Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Represent and Interpret Data	
<b>Unit #: 6</b>	
<b>Course or Grade Level:</b> Math – 1 <sup>st</sup> Grade	<b>Length of Time:</b> 5 days
<b>Essential Questions</b>	What are some ways you can collect, show, and understand data?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Organize data into Three Categories</li> <li>● Collect and Represent Data</li> <li>● Interpret Data</li> <li>● Make Sense and Persevere</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Conduct surveys to collect data</li> <li>● Use tally Marks</li> <li>● Make Picture Graphs</li> <li>● Compare Data</li> <li>● Understand what it means to Put Together</li> <li>● Understand what it means to Take Apart</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Formative: Anecdotal Records, Teacher Observations, Worksheet Pages</li> <li>● Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● · ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>
<b>New Jersey Student Learning Standards for Mathematics</b>	
<b>Domain (name and #): 1.MD.C Measurement and Data &amp; Operations and Algebraic Thinking 1.OA.A</b>	
<b>Cluster:</b> <ol style="list-style-type: none"> <li>1. Represent and Interpret Data.</li> <li>2. Represent and solve problems involving addition and subtraction.</li> </ol>	<b>Standards:</b> Represent and interpret data. <b>1.MD.C.4</b>  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.  Represent and solve problems involving addition and subtraction. <b>1.OA.A.1</b>  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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1  <b>1.OA.A.2</b>  Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown

		<b>number to represent the problem.</b>					
<b>Math Practices:</b> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>							
<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							
<b>Strand: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).			

<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title: Extend the Counting Sequence</b>	
<b>Unit #: 7</b>	
<b>Course or Grade Level: Math – 1<sup>st</sup> Grade</b>	<b>Length of Time: 7 days</b>
<b>Essential Questions</b>	How can you use what you already know about counting to count past 100?
<b>Content</b>	<ul style="list-style-type: none"> <li>● Count by 10s to 120</li> <li>● Count by 1s to 120</li> <li>● Count on a Number Chart to 120</li> <li>● Count by 1s or 10s to 120</li> <li>● Count on an Open Number Line</li> <li>● Count and Write Numerals</li> <li>● Repeated Reasoning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Count by 1s and 10s verbally</li> <li>● Count on from any number</li> <li>● Understand place value</li> <li>● Use the digits 0 through 9 to write numerals up to 120</li> <li>● Use a Hundreds Chart</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Formative: Anecdotal Records, Teacher Observations, Worksheet Pages</li> <li>● Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative)</li> </ul>
<b>New Jersey Student Learning Standards for Mathematics</b>	
<b>Domain (name and #): Number and Operations In Base Ten (1.NBT)</b>	
<b>Cluster: Extend the Counting Sequence..</b>	<b>Standards:</b>  <b>Extend the counting sequence.</b> <b>1.NBT.A.1</b>  <b>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.</b>  <b>1.NBT.B.2.C</b>  <b>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).</b>
<b>Math Practices:</b>	
<ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them.</li> <li>● Reason abstractly and quantitatively.</li> <li>● Construct viable arguments and critique the reasoning of others.</li> </ul>	

<ul style="list-style-type: none"> <li>● Model with mathematics.</li> <li>● Use appropriate tools strategically.</li> <li>● Attend to precision.</li> <li>● Look for and make use of structure.</li> <li>● Look for and express regularity in repeated reasoning.</li> </ul>						
<b>21<sup>st</sup> Century Themes</b>						
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b>21<sup>st</sup> Century Skills</b>						
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	
<p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>						
<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>		<p><b>Content Statement:</b> <b>Select and use applications effectively and productively.</b></p>		<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>		

Pine Hill Public Schools Mathematics Curriculum	
<b>Unit Title:</b> Understand Place Value	<b>Unit #: 8</b>
<b>Course or Grade Level:</b> Math – 1 <sup>st</sup> Grade	<b>Length of Time:</b> 6 days
Essential Questions	How can you count and add using tens and ones?
Content	<ul style="list-style-type: none"> <li>● Make Numbers 11 to 19</li> <li>● Numbers Made With Tens</li> <li>● Count with Groups of Tens and leftovers</li> <li>● Tens and ones</li> <li>● Continue With tens and Ones</li> <li>● Look for and Use Structure</li> </ul>
Skills	<ul style="list-style-type: none"> <li>● Make a group of ten</li> <li>● Use connecting cubes to show groups of ten</li> <li>● Use tens and ones blocks to show 2-digit numbers</li> <li>● Understand 1 more, 1 less using a hundreds chart</li> <li>● Understand 10 more, 10 less using a hundreds chart</li> <li>● Use greater than (&gt;), less than (&lt;), or equal to (=) to compare 2-digit numbers</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>● Formative: Anecdotal Records, Teacher Observations, Worksheet Pages</li> <li>● Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task</li> </ul>
Interventions / differentiated instruction	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
Inter-disciplinary Connections	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
Lesson resources / activities	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> </ul>

- Online Today's challenge
- Online Solve and Share
- Online Another Look Homework Video
- Visual Learning Animation
- Online Math Games
- Animated Glossary
- Consumable student edition
- Teacher Edition
- Math and Science Activity (STEM)
- Teacher's Resource Masters
- Manipulative

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #):** Number and Operations In Base Ten (1.NBT.B)

**Cluster:**  
Understand place value.

**Standards:**

**Understand place value.**  
**1.NBT.B.2**

**Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:**

**.1.NBT.B.2.A**

**10 can be thought of as a bundle of ten ones — called a "ten."**

**1.NBT.B.2.B**

**The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.**

**1.NBT.B.2.C**

**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).**

- Math Practices:
- Make sense of problems and persevere in solving them.
  - Reason abstractly and quantitatively.
  - Construct viable arguments and critique the reasoning of others.
  - Model with mathematics.
  - Use appropriate tools strategically.
  - Attend to precision.
  - Look for and make use of structure.
  - Look for and express regularity in repeated reasoning.

**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Strand: A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

**Content Statement:**  
**Select and use applications effectively and productively.**

**Indicator:**  
**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Compare Two-Digit Numbers	<b>Unit #: 9</b>
<b>Course or Grade Level:</b> 1 <sup>st</sup> Grade	<b>Length of Time:</b> 6 days
<b>Essential Questions</b>	What are ways to compare numbers to 120?
<b>Content</b>	<ul style="list-style-type: none"> <li>● 1 More, 1 Less; 10 More, 10 Less</li> <li>● Make Numbers on a Hundred Chart</li> <li>● Compare Numbers</li> <li>● Compare Numbers with Symbols (&lt;, &gt;, =)</li> <li>● Compare Numbers on a Number Line</li> <li>● Make Sense and Persevere</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● Understand the definition of more, and less</li> <li>● Add and Subtract with a Hundreds Chart</li> <li>● Use greater than and less than symbols accurately</li> <li>● Understand positions of numbers on the number line</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Teacher Observations</li> <li>● Worksheet Pages</li> <li>● Topic Tests (Constructed Response, Multiple Choice)</li> <li>● Performance Tasks</li> <li>● Benchmark Tests at Beginning, Middle and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>● · Error Intervention</li> <li>● · Re-teach</li> <li>● · Leveled Homework-Intervention, On Level, Advanced</li> <li>● · Center Activities: On-level; Advanced</li> <li>● · Strategic Intervention</li> <li>● · Special Needs</li> <li>● ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>● · PearsonRealize.com</li> <li>● · Student and Teacher e-texts</li> <li>● · Smartboard</li> <li>● · Online personalized practice</li> <li>● · Online math tools</li> <li>● · Online Today's challenge</li> <li>● · Online Solve and Share</li> <li>● · Online Another Look Homework Video</li> <li>● · Visual Learning Animation</li> <li>● · Online Math Games</li> <li>● · Animated Glossary</li> <li>● · Consumable student edition</li> <li>● · Teacher Edition</li> <li>● · Math and Science Activity (STEM)</li> <li>● · Teacher's Resource Masters</li> <li>● Manipulative</li> </ul>
<b>New Jersey Student Learning Standards for Mathematics</b>	
<b>Domain (name and #): Number &amp; Operations in Base Ten 1.NBT.B</b>	
<b>Cluster:</b>	<b>#. Standard:</b>
<ol style="list-style-type: none"> <li>1. Understand place value.</li> <li>2. Use place value understanding and properties of operations to add and subtract.</li> </ol>	<p><b>1.NBT.B.3</b> Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols &gt;, =, and &lt;.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p><b>1.NBT.C.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>
<b>Math Practices:</b>	
<ul style="list-style-type: none"> <li>● Make sense of problems and persevere in solving them</li> <li>● Reason abstractly and quantitatively</li> <li>● Construct viable arguments and critique the reasoning of others</li> <li>● Model with mathematics</li> <li>● Use appropriate tools strategically</li> </ul>	

- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title: Use Models and Strategies to Add Tens and Ones**

**Unit #: 10**

**Course or Grade Level: Math – 1<sup>st</sup> Grade**

**Length of Time: 9 days**

**Essential Questions**

What are ways to use tens and ones to add?

**Content**

- Add Tens Using Models
- Mental Math: Ten More Than a Number
- Add Tens and Ones Using a Hundred Chart
- Add Tens and Ones Using an Open Number Line
- Add tens and Ones Using Models
- Make a ten to Add
- Add Using Place value
- Practice Adding Using Strategies
- Model with math

**Skills**

- Add tens
- Add 10 to a number
- Add tens and ones using hundreds charts, open number lines, or place value blocks.
- Make a ten to add
- Add 2 two-digit numbers

**Assessments**

- Formative: Anecdotal Records, Teacher Observations, Worksheet Pages
- Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task

**Interventions / differentiated instruction**

- · Error Intervention
- · Re-teach
- · Leveled Homework-Intervention, On Level, Advanced
- · Center Activities: On-level; Advanced
- · Strategic Intervention
- · Special Needs
- · ELL Strategies

**Inter-disciplinary Connections**

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problem solving

**Lesson resources / activities**

- · PearsonRealize.com
- · Student and Teacher e-texts
- · Smartboard
- · Online personalized practice
- · Online math tools
- · Online Today's challenge
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- · Online Another Look Homework Video
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- · Teacher's Resource Masters
- Manipulative

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): Number & Operations in Base Ten 1.NBT.C**

**Cluster:  
Use place value understanding and properties of operations to add and subtract.**

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

**1.NBT.C.5**

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

<b>Math Practices:</b>			
<ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively.</li> <li>• Construct viable arguments and critique the reasoning of others.</li> <li>• Model with mathematics.</li> <li>• Use appropriate tools strategically.</li> <li>• Attend to precision.</li> <li>• Look for and make use of structure.</li> <li>• Look for and express regularity in repeated reasoning.</li> </ul>			
<b>21<sup>st</sup> Century Themes</b>			
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy Health Literacy
<b>21<sup>st</sup> Century Skills</b>			
X	Creativity and Innovation	X	Critical Thinking and Problem Solving
	Media Literacy	X	ICT Literacy
		X	Communication and Collaboration
			Information Literacy
			Life and Career Skills
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.			
<b>Strand: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>	<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title:** Use Models and Strategies to Subtract Tens

**Unit #: 11**

**Course or Grade Level:** Math – 1<sup>st</sup> Grade

**Length of Time:** 7 days

**Essential Questions**

How can I use what I know about subtraction to subtract tens?

**Content**

- Subtract tens Using Models
- Subtract Tens Using a Hundred Chart
- Subtract tens Using an Open number Line
- Use Addition to Subtract Tens
- Mental Math: Ten Less Than a Number
- Use Strategies to practice Subtraction
- Model with math

**Skills**

- Subtract tens using place value blocks, hundreds chart or an open number line
- Count on by tens to find a missing addend
- Subtract ten using mental math

**Assessments**

- Formative: Anecdotal Records, Teacher Observations, Worksheet Pages
- Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task

**Interventions / differentiated instruction**

- · Error Intervention
- · Re-teach
- · Leveled Homework-Intervention, On Level, Advanced
- · Center Activities: On-level; Advanced
- · Strategic Intervention
- · Special Needs
- · ELL Strategies

**Inter-disciplinary Connections**

- Altering word problems to reflect current classroom themes
- Theme based center activities
- Connecting reading strategies to problem solving

**Lesson resources / activities**

- · PearsonRealize.com
- · Student and Teacher e-texts
- · Smartboard
- · Online personalized practice
- · Online math tools
- · Online Today's challenge
- · Online Solve and Share
- · Online Another Look Homework Video
- · Visual Learning Animation
- · Online Math Games
- · Animated Glossary
- · Consumable student edition
- · Teacher Edition
- · Math and Science Activity (STEM)
- · Teacher's Resource Masters
- Manipulative

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #):** Number and Operations in Base Ten (1.NBT.C)

**Cluster:**  
Use place value understanding and properties of operations to add and subtract.

**1.NBT.C.5**

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

**1.NBT.C.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.

**Math Practices:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.

- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b>  <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b>  <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title: Measure Length**

**Unit #: 12**

**Course or Grade Level: Math – 1<sup>st</sup> Grade**

**Length of Time: 5 days**

**Essential Questions**

**What are ways to measure how long an object is?**

**Content**

- Compare and Order by length
- Indirect Measurement
- Use Units to Measure length
- Continue to measure length
- Use Appropriate Tools

**Skills**

- Compare and order lengths of objects
- Indirectly compare objects by length
- Estimate, measure, and compare lengths of objects by using a nonstandard unit
- Use connecting cubes as nonstandard units to measure and compare the lengths and heights of objects
- Use nonstandard units to measure the length of different objects
- Estimate and measure the lengths of objects in different units

**Assessments**

- Formative: Anecdotal Records, Teacher Observations, Worksheet Pages
- Summative: Topic Tests (Constructed Response, Multiple Choice), Benchmark Tests at Beginning, Middle, and End of Year, Performance Task

**Interventions / differentiated instruction**

- · Error Intervention
- · Re-teach
- · Leveled Homework-Intervention, On Level, Advanced
- · Center Activities: On-level; Advanced
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**Inter-disciplinary Connections**

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- Manipulative

**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): Measurement & Data 1.MD.A**

**Cluster:  
Measure lengths indirectly and by iterating length units.**

**Measure lengths indirectly and by iterating length units.**

**1.MD.A.1**

**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**

**1.MD.A.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***

**Math Practices:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.

- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**21<sup>st</sup> Century Themes**

	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<b>Strand:: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>	<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
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<b>Pine Hill Public Schools Mathematics Curriculum</b>				
<b>Unit Title: Time</b>			<b>Unit #: 13</b>	
<b>Course or Grade Level: Math – 1<sup>st</sup> grade</b>		<b>Length of Time: 4 days</b>		
<b>Essential Questions</b>	<b>What are different ways to tell time?</b>			
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Understand the Hour and Minute Hands</li> <li>▪ Tell and Write Time to the Hour</li> <li>▪ Tell and Write Time to the Half Hour</li> <li>▪ Reasoning</li> </ul>			
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify the hour and minute hands on a clock and tell time to the hour</li> <li>▪ Tell and write time to the hour using digital and analog clocks</li> <li>▪ Show and tell time to the half hour</li> <li>▪ Read and use a schedule</li> </ul>			
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Formative : Lesson Quick Checks, Anecdotal records, Teacher Observation, Worksheet Pages</li> <li>▪ Summative : Topic Tests (Multiple Choice and Constructed Response), Performance Task, Benchmark Tests at Beginning, Middle, and End of Year</li> </ul>			
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>▪ · Error Intervention</li> <li>▪ · Re-teach</li> <li>▪ · Leveled Homework-Intervention, On Level, Advanced</li> <li>▪ · Center Activities: On-level; Advanced</li> <li>▪ · Strategic Intervention</li> <li>▪ · Special Needs</li> <li>▪ ELL Strategies</li> </ul>			
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>			
<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>▪ · PearsonRealize.com</li> <li>▪ · Student and Teacher e-texts</li> <li>▪ · Smartboard</li> <li>▪ · Online personalized practice</li> <li>▪ · Online math tools</li> <li>▪ · Online Today’s challenge</li> <li>▪ · Online Solve and Share</li> <li>▪ · Online Another Look Homework Video</li> <li>▪ · Visual Learning Animation</li> <li>▪ · Online Math Games</li> <li>▪ · Animated Glossary</li> <li>▪ · Consumable student edition</li> <li>▪ · Teacher Edition</li> <li>▪ · Math and Science Activity (STEM)</li> <li>▪ · Teacher’s Resource Masters</li> <li>▪ Manipulative</li> </ul>			
<b>New Jersey Student Learning Standards for Mathematics</b>				
<b>Domain (name and #): Measurement and Data (1.MD.B)</b>				
<b>Cluster: Tell and write time</b>		<b>Tell and write time.</b>  <b>1.MD.B.3</b> <b>Tell and write time in hours and half-hours using analog and digital clocks.</b>		
<b>Math Practices:</b>				
<ul style="list-style-type: none"> <li>▪ Make sense of problems and persevere in solving them.</li> <li>▪ Reason abstractly and quantitatively.</li> <li>▪ Construct viable arguments and critique the reasoning of others.</li> <li>▪ Model with mathematics.</li> <li>▪ Use appropriate tools strategically.</li> <li>▪ Attend to precision.</li> <li>▪ Look for and make use of structure.</li> <li>▪ Look for and express regularity in repeated reasoning.</li> </ul>				
<b>21<sup>st</sup> Century Themes</b>				
Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
<b>21<sup>st</sup> Century Skills</b>				

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.						
<b>Strand: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>		<b>Content Statement:</b> <b>Select and use applications effectively and productively.</b>		<b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).		

<b>Pine Hill Public Schools Mathematics Curriculum</b>	
<b>Unit Title:</b> Reason with Shapes and Their Attributes	<b>Unit #: 14</b>
<b>Course or Grade Level:</b> Math – 1 <sup>st</sup> grade	<b>Length of Time:</b> 9 days
<b>Essential Questions</b>	<b>How can you define shapes and compose new shapes?</b>
<b>Content</b>	<ul style="list-style-type: none"> <li>● Use Attributes to Define Two-Dimensional (2-D) Shapes</li> <li>● Defining and Non-Defining Attributes of 2-D Shapes</li> <li>● Build and Draw 2-D Shapes by Attributes</li> <li>● Compose 2-D Shapes</li> <li>● Compose New 2-D Shapes from 2-D Shapes</li> <li>● Use Attributes to Define Three-Dimensional (3-D) Shapes</li> <li>● Defining and Non-Defining Attributes of 3-D Shapes</li> <li>● Compose with 3-D Shapes</li> <li>● Make Sense and Persevere</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify attributes of 2-D shapes</li> <li>▪ Compose 2-D shapes using geometric blocks or templates</li> <li>▪ Identify attributes of 3-D shapes</li> <li>▪ Understand the difference between what attributes define a shape and what what does not.</li> <li>▪ Compose 3-D shapes</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Formative : Lesson Quick Checks, Anecdotal records, Teacher Observation, Worksheet Pages</li> <li>▪ Summative : Topic Tests (Multiple Choice and Constructed Response), Performance Task, Benchmark Tests at Beginning, Middle, and End of Year</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>▪ · Error Intervention</li> <li>▪ · Re-teach</li> <li>▪ · Leveled Homework-Intervention, On Level, Advanced</li> <li>▪ · Center Activities: On-level; Advanced</li> <li>▪ · Strategic Intervention</li> <li>▪ · Special Needs</li> <li>▪ ELL Strategies</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>▪ Altering word problems to reflect current classroom themes</li> <li>▪ Theme based center activities</li> <li>▪ Connecting reading strategies to problem solving</li> </ul>

<b>Lesson resources / activities</b>	<ul style="list-style-type: none"> <li>▪ · PearsonRealize.com</li> <li>▪ · Student and Teacher e-texts</li> <li>▪ · Smartboard</li> <li>▪ · Online personalized practice</li> <li>▪ · Online math tools</li> <li>▪ · Online Today's challenge</li> <li>▪ · Online Solve and Share</li> <li>▪ · Online Another Look Homework Video</li> <li>▪ · Visual Learning Animation</li> <li>▪ · Online Math Games</li> <li>▪ · Animated Glossary</li> <li>▪ · Consumable student edition</li> <li>▪ · Teacher Edition</li> <li>▪ · Math and Science Activity (STEM)</li> <li>▪ · Teacher's Resource Masters</li> <li>▪ Manipulative</li> </ul>
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**New Jersey Student Learning Standards for Mathematics**

**Domain (name and #): Geometry 1.G.A**

**Cluster:  
Reason with shapes and their attributes.**

**Reason with shapes and their attributes.  
1.G.A.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.**

**1.G.A.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.**

**Math Practices:**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

**21<sup>st</sup> Century Themes**

Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills	

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Strand:: A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

**Content Statement:**  
**Select and use applications effectively and productively.**

**Indicator:**  
**8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

**Pine Hill Public Schools  
Mathematics Curriculum**

**Unit Title: Equal Shares of Circles and Rectangles**

**Unit #: 15**

<b>Course or Grade Level: Math – 1<sup>st</sup> grade</b>		<b>Length of Time: 4 days</b>					
<b>Essential Questions</b>	What are some different names for equal shares?						
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Make Equal Shares</li> <li>▪ Make Halves and Fourths of Rectangles and Circles</li> <li>▪ Understand Halves and Fourths</li> <li>▪ Model with Math</li> </ul>						
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ .Make equal shares</li> <li>▪ Describe 2 or 4 equal shares of circles, or rectangles, as halves, fourths, or quarters.</li> <li>▪ Understand Halves and Fourths</li> </ul>						
<b>Assessments</b>	<ul style="list-style-type: none"> <li>▪ Formative : Lesson Quick Checks, Anecdotal records, Teacher Observation, Worksheet Pages</li> <li>▪ Summative : Topic Tests (Multiple Choice and Constructed Response), Performance Task, Benchmark Tests at Beginning, Middle, and End of Year</li> </ul>						
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<b>New Jersey Student Learning Standards for Mathematics</b>							
<b>Domain (name and #): Geometry 1.G.A</b>							
<b>Cluster: Reason with shapes and their attributes.</b>	<b>1.G.A.3</b> Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.						
<b>Math Practices:</b>							
<ul style="list-style-type: none"> <li>▪ Make sense of problems and persevere in solving them.</li> <li>▪ Reason abstractly and quantitatively.</li> <li>▪ Construct viable arguments and critique the reasoning of others.</li> <li>▪ Model with mathematics.</li> <li>▪ Use appropriate tools strategically.</li> <li>▪ Attend to precision.</li> <li>▪ Look for and make use of structure.</li> <li>▪ Look for and express regularity in repeated reasoning.</li> </ul>							
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy	X	ICT Literacy	X	Life and Career Skills		
<b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.							

<p><b>Strand: A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i></p>	<p><b>Content Statement:</b> <b>Select and use applications effectively and productively.</b></p>	<p><b>Indicator:</b> <b>8.1.2.A.4</b> Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>
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