

Garriga and Derry Elementary 1st grade
Math Curriculum Map

(This timeline is subject to change in order to meet the needs of students)

Week	Dates	Topic(s)/Student Expectation SE)/Focus Skill	Student Expectation Processes and Mathematical Tools
1	8/22-8/26 Unit 1:Module 4: Addition Concepts	Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations. 1(3)(C) The student is expected to compose 10 with two or more addends with and without concrete objects	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(E) create and use representations to organize, record, and communicate mathematical ideas; 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.
2	8/29-9/2 Unit 1:Module 4: Addition Concepts	Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations. 1(3)(C) The student is expected to compose 10 with two or more addends with and without concrete obje	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(E) create and use representations to organize, record, and communicate mathematical ideas; 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

			1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.
3	9/6-9/9 Unit 2: Module 6: Addition Strategies (BOY TPRI/Tejas Lee Testing Opens)	Number and operations- The student recognizes and solves problems in addition and subtraction situations. 1(3)(D) The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1.1(E) create and use representations to organize, record, and communicate mathematical ideas; 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
4	9/12-9/16 Unit 2: Module 6: Addition Strategies (BOY TPRI/Tejas Lee)	Number and operations- The student recognizes and solves problems in addition and subtraction situations. 1(3)(D) The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

	Testing Opens)		<p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p>
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5	9/19-9/23 Unit 1: Module 5: Subtraction Concepts	<p>Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations.</p> <p>1(3)(B) The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$.</p>	<p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
6	9/26-9/30 Unit 1: Module 5: Subtraction Concepts	<p>Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations.</p> <p>1(3)(B) The student is expected to use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and</p>	<p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p>

		unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$.	1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.
7	10/3-10/7 Unit 2: Module 7: Subtraction Strategies	Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations. 1(3)(D) The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;
8	10/11-10/15 Unit 2: Module 7: Subtraction Strategies Columbus Day Holiday	Number and operations- The student recognizes and solves problems in addition and subtraction situations. 1(3)(D) The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.	1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;
9	10/17-10/21 Unit 2: Module 8: Addition & Subtraction Word Problems	Number and operations- The student recognizes and solves problems in addition and subtraction situations. 1(3)(E) The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences. 1(3)(F) The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

10	10/24-10/28 Unit 1: Module 1:Number Sense-Tens & Ones	Number and Operations -Understand and apply place value. 1(2)(A) The student is expected to recognize instantly the quantity of structured arrangements. 1(2)(B) The student is expected to use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. 1(2)(C) The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
11	10/31-11/4 Unit 1: Module 1:Number Sense-Tens & Ones Halloween	Number and Operations -Understand and apply place value. 1(2)(A) The student is expected to recognize instantly the quantity of structured arrangements. 1(2)(B) The student is expected to use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones. 1(2)(C) The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
12	11/7-11/11 Unit 1: Module 1:Number Sense-Tens & Ones	Number and Operations -Understand and apply place value. 1(2)(A) The student is expected to recognize instantly the quantity of structured arrangements. 1(2)(B) The student is expected to use concrete and pictorial models to compose and decompose numbers up to	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

		<p>120 in more than one way as so many hundreds, so many tens, and so many ones.</p> <p>1(2)(C) The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.</p>	
13	<p>11/14-11/18</p> <p>Unit 1:</p> <p>Module 2: Compare Numbers</p>	<p>Number and Operations. Represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.</p> <p>1(2)(D) The student is expected to generate a number that is greater than or less than a given whole number up to 120.</p> <p>1(2)(E) The student is expected to use place value to compare whole numbers up to 120 using comparative language.</p> <p>1(2)(F) The student is expected to order whole numbers up to 120 using place value and open number lines.</p> <p>1(2)(G) The student is expected to represent the comparison of two numbers to 100 using the symbols $>$, $<$, or $=$.</p>	<p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p>
14	<p>11/21-11/25</p> <p><i>Thanksgiving Break</i></p>	<p>Thanksgiving Break</p>	
15	<p>12/5-12/9</p> <p>Unit 1:</p> <p>Module 3: Add Tens & Ones</p>	<p>Number, operation, and algebraic reasoning. The student recognizes and solves problems in addition and subtraction situations.</p> <p>1(3)(A) The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process</p>

		a one-digit number in problems up to 99.	and reasonableness of the solution; 1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.
16	12/12-12/16 Spiral Review	Spiral Review	
17	12/19-12/21 Grades Due. Christmas Party	Grades Due/ Christmas Party	
	12/26-1/6	Christmas Break	
18	1/9-1/13 Unit 2: Module 9: Money	Number and Operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. 1(4)(A) The student is expected to identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.	1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace; 1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(E) create and use representations to

		<p>1(4)(B) The student is expected to write a number with the cent symbol to describe the value of a coin.</p> <p>1(4)(C) The student is expected to use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.</p>	<p>organize, record, and communicate mathematical ideas;</p>
19	<p>1/16-1/20 Unit 2: Module 9: Money Cont'd</p> <p>(MOY TPRI/Tejas Lee Testing Opens)</p>	<p>Number and Operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.</p> <p>1(4)(A) The student is expected to identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.</p> <p>1(4)(B) The student is expected to write a number with the cent symbol to describe the value of a coin.</p> <p>1(4)(C) The student is expected to use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p>
20	<p>1/23-1/27 Unit 2: Module 9: Money Cont'd</p> <p>(MOY TPRI/Tejas Lee)</p>	<p>Number and Operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.</p> <p>1(4)(A) The student is expected to identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p>

	Testing Opens) Unit 2 Assessment	1(4)(B) The student is expected to write a number with the cent symbol to describe the value of a coin. 1(4)(C) The student is expected to use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	1.1(E) create and use representations to organize, record, and communicate mathematical ideas;
21	1/30-2/3 Unit 3: Module 10: Number Patterns to 120	Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. 1(5)(A) The student is expected to recite numbers forward and backward from any given number between 1 and 120. 1(5)(B) The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set. 1(5)(C) The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and 1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.
22	2/6-2/10 Unit 3: Module 10: Number Patterns to 120	Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. 1(5)(A) The student is expected to recite numbers forward and backward from any given number between 1 and 120.	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(D) communicate mathematical ideas, reasoning, and their implications using

		<p>1(5)(B) The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.</p> <p>1(5)(C) The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.</p>	<p>multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
23	<p>2/13-2/17</p> <p>Unit 3:</p> <p>Module 11:</p> <p>Algebraic Reasoning</p>	<p>Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p>1(5)(D) The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences</p>	<p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including</p>

24	<p>2/20-2/24</p> <p>Unit 3:</p> <p>Module 12: More Addition Strategies</p>	<p>Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p>	<p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;</p> <p>1.1(D) communicate mathematical ideas,</p>
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		<p>1(5)(F) The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation</p>	<p>reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
25	<p>2/27-3/3</p> <p>Unit 3: Module 13: Addition & Subtraction Relationships</p>	<p>Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.</p> <p>1(5)(F) The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.</p>	<p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral</p>

			communication.
26	3/6-3/10 Unit 3: Module 13: Addition & Subtraction Relationships Unit 3 Assessment	Algebraic reasoning. The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships. 1(5)(E) The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). 1(5)(F) The student is expected to determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation. 1(5)(G) The student is expected to apply properties of operations to add and subtract two or three numbers	1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
	3/13- 3/17	Spring Break	

27	3/20-3/24 Unit 4: Module	Geometry and measurement. The student applies mathematical process standards to analyze	1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including
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	<p>14: Geometry: Two Dimensional Shapes</p> <p>Staff Development</p> <p>Module 14 Assessment</p>	<p>attributes of twodimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p>1(6)(A) The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.</p> <p>1(6)(C) The student is expected to create twodimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons.</p> <p>1(6)(D) The student is expected to identify twodimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language</p>	<p>symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
28	<p>3/27-3/31</p> <p>Unit 4: Module 15: Three Dimensional Solids</p> <p>STAAR 3/28-29</p> <p>Module 15 Assessment</p>	<p>Geometry and measurement.</p> <p>The student applies mathematical process standards to analyze attributes of twodimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p>1(6)(B) The student is expected to distinguish between attributes that define a two-dimensional or threedimensional figure and attributes that do not define</p>	<p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p>

		<p>the shape.</p> <p>1(6) (E) the student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms(including cubes), and triangular prisms, and describe their attributes using formal geometric language.</p>	<p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
29	<p>4/3-4/7</p> <p>Unit 4:</p> <p>Module 16: Fraction Concepts</p> <p>Module 16 Assessment</p>	<p>Geometry and measurement.</p> <p>The student applies mathematical process standards to analyze attributes of twodimensional shapes and three-dimensional solids to develop generalizations about their properties.</p> <p>1(6)(G) The student is expected to partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.</p> <p>1(6)(H) The student is expected to identify examples and non-examples of halves and fourths</p>	<p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas; and</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
30	<p>4/10-4/14</p> <p>Unit 4:</p> <p>Module</p>	<p>Geometry and measurement. The student applies</p>	<p>1.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining</p>

	<p>17: Measurement</p> <p><i>4 day week Good Friday</i></p>	<p>mathematical process standards to select and use units to describe length and time.</p> <p>1(7)(A) The student is expected to use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.</p> <p>1(7)(B) The student is expected to illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.</p> <p>1(7)(C) The student is expected to measure the same object/distance with units of two different lengths and describe how and why the measurements differ.</p> <p>1(7)(D) The student is expected to describe a length to the nearest whole unit using a number and a unit.</p>	<p>a solution, justifying the solution, and evaluating the problem-solving process and reasonableness of the solution;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p>
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31	<p>4/18-4/22</p> <p>Unit 4: Module 18: Time</p> <p><i>4 day week</i></p>	<p>Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time.</p> <p>1(7)(E) The student is expected to tell time to the hour and half hour using analog and digital clocks</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve</p>
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	<p><i>Easter Monday</i></p> <p>(EOY TPRI/Tejas Lee Testing Opens)</p>		<p>problems;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication</p>
32	<p>4/24-4/28</p> <p>Unit 4: Module 18: Time Cont'd Unit 4 Assessment</p> <p>(EOY TPRI/Tejas Lee Testing Opens)</p> <p>ITBS Testing</p>	<p>Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time.</p> <p>1(7)(E) The student is expected to tell time to the hour and half hour using analog and digital clocks.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
33	<p>5/1-5/5</p> <p>Unit 5: Module 19: Graphing</p>	<p>Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using</p>

		<p>1(8)(A) The student is expected to collect, sort, and organize data in up to three categories using models/representations such as tally marks or Tcharts.</p> <p>1(8)(B) The student is expected to use data to create picture and bar-type graphs.</p> <p>1(8)(C) The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>	<p>multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>
34	<p>5/8-5/12</p> <p>Unit 5:</p> <p>Module 19:</p> <p>Graphing</p> <p>Unit 5</p> <p>Assessment</p> <p>STAAR</p> <p>Testing 5/8-10</p>	<p>Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</p> <p>1(8)(A) The student is expected to collect, sort, and organize data in up to three categories using models/representations such as tally marks or Tcharts.</p> <p>1(8)(B) The student is expected to use data to create picture and bar-type graphs.</p> <p>1(8)(C) The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(E) create and use representations to organize, record, and communicate mathematical ideas;</p> <p>1.1(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written and oral communication.</p>

35	5/15-5/19 Unit 6: Module 20: Financial Literacy	<p>Personal financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security</p> <p>1(9)(A) The student is expected to define money earned as income.</p> <p>1(9)(B) The student is expected to identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.</p> <p>1(9)(C) The student is expected to distinguish between spending and saving.</p> <p>1(9)(D) The student is expected to consider charitable giving.</p>	<p>1.1(A) apply mathematics to problems arising in everyday life, society, and the workplace;</p> <p>1.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;</p> <p>1.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;</p> <p>1.1(F) analyze mathematical relationships to connect and communicate mathematical ideas.</p>
36		OFSY	
37		OFSY	