|  |
| --- |
| **Cover Statement for Grade 1**  **Math Mapping 2016** |
| The curriculum map is designed to be a guide for the teacher to use throughout the school year. The map is designed to keep the entire grade level on the same subject matter at approximately the same time. The teacher has the freedom to choose exercises and resources that support alignment of the Common Core Standards.  **STANDARDS:**   * The 2016 curriculum map places the New York State Common Core Standards (CCS) for Mathematics to the forefront of instruction. These standards represent what all students should know, understand, and be able to demonstrate. * The CCS for Mathematics have been organized into the following domains: * Operations and Algebraic Thinking (OA) * Numbers and Operations in Base Ten (NBT) * Measurement and Data (MD) * Geometry (G) * Standards must be kept in mind as units of instruction are being developed, implemented, and reviewed. They should be used as the basis for your lesson objectives within day-to-day lesson planning. * It is important to note that the priorities for focus in First Grade are as follows:  |  |  |  | | --- | --- | --- | | **70%**  **Major Clusters** | **20%**  **Supporting Clusters** | **10%**  **Additional Clusters** | | * Represent and solve problems involving addition and subtraction. * Understand and apply properties of operations and the relationship between addition and subtraction. * Add and subtract within 20 fluently. * Work with addition and subtraction equations. * Extend the counting sequence. * Understand place value. * Use place value understanding and properties of operations to add and subtract. * Measure lengths indirectly and by iterating length units. | * Reason with shapes and their attributes. | * Tell and write time. * Represent and interpret data. |   **PACING:**   * The map has been outlined with suggested pacing to help guide your instruction, which differs from the suggested pacing of the textbook.   **ASSESSMENT:**   * Assessment of student work should be ongoing in order to design and implement differentiated instruction. * Chapter assessments will be administered, as well as the NWEA Assessment.   **DAILY ROUTINES:**   * Teachers are encouraged to have students maintain Math Journals as part of their daily routines and day-to-day instruction. * Technology links and resources can be found in the map, as well as in the GO MATH! Planning Guide, to assist with instruction. * Math drills should be administered on a daily basis to ensure fluency.   **SPECIAL NOTE:**   * New York State suggests that students are able to “recognize and identify coins, their names and their value.” This concept is not represented within the ***GO MATH!*** Program. Please teach through Daily Routines, etc. |