The East Greenwich School District adopted the Model Curriculum, developed by the State of New Jersey. This curriculum is aligned with the Common Core State Standards and is organized into 5 units of study. Each unit contains specific learning goals aligned to grade level content standards that are to be taught over a six week time period. Once students complete each unit, a formative assessment is given to measure student proficiency on those targeted skills.

For more information on the Model Curriculum please visit:
http://www.state.nj.us/education/modelcurriculum/math/ku1.shtml

For more information on the Common Core State Standards please visit:
http://www.corestandards.org/about-the-standards

For more information on the Math Common Core Standards please visit: http://www.corestandards.org/Math/

Unit # 1	September/October
Standard Number	Student Learning Objective
1.NBT.1	Count utilizing written or verbal numerals starting at any number less than 100.
1.OA.5	Count forward or backwards from any number within 20 to solve addition & subtraction problems.
1.NBT.2	Compose and decompose numbers to 20 to identify the value of the number in the tens & ones place.
1.OA.6	Add or subtract whole numbers within 20 using strategies including making a 10 or decomposing a number leading to a 20.
1.OA.3	Apply properties of operations to add or subtract whole numbers within 20 (Commutative & Associative properties of addition).
1.OA.4	Solve subtraction problems using unknown addends (within 20).

Unit # 2	November/December
Standard Number	**Student Learning Objective**
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations or adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.
1.OA.2	Solve addition word problems with three whole numbers with sums less than or equal to 20.
1.OA.7	Demonstrate understanding of the equal sign by determining if an equation is true or false.
1.OA.8	Solve addition or subtraction equations by finding the missing whole number in any position.
1.NBT.1	Count to 120, starting at any number less than 120.
1.NBT.1	Read and write numerals to 120 including representing a number of objects with a written numeral.

Unit # 3	January/February
Standard Number	Student Learning Objective
1.NBT.2c	Decompose two- digit numbers as the sum of tens and ones for numbers less than 100.
1.NBT.3	Compare two digit numbers using <, >, and = symbols.
1.NBT.4	Add a 2-digit and a 1-digit number, and a 2-digit number and a multiple of 10, using concrete models or drawings (sums within 50). Add tens and tens, and ones and ones, by decomposing 2-digit numbers and composing an additional ten when necessary (e.g., 18 + 20 equals 10 + 8 + 20 equals 30 + 8 equals 38; and, 37 + 5 equals 30 + 7 + 5 equals 30 + 12 equals 30 + 10 + 2 equals 40 + 2 equals 42).
1.NBT.5	Mentally find ten more or ten less than a number without having to count and explain the reasoning used.
1.NBT.6	Subtract multiples of ten from multiples of ten (numbers less than 100, differences greater than or equal to zero) and explain the reasoning used.

Unit # 4	March/April
Standard Number	**Student Learning Objective**
1.MD.1	Order three objects by lengths and compare the lengths of two objects by using the third object (e.g., if the crayon is shorter than the marker and the marker is shorter than the pencil then the crayon is shorter than pencil).
1.MD.2	Use an object to measure another object's length by laying multiple copies end to end with no overlaps giving measurements in whole number units.
1.MD.3	Tell and write time to the half-hour using "o'clock" and digital notation.
1.G.1	Name the attributes of a given two-dimensional shape (square, triangle, rectangle, regular hexagon) distinguishing between defining and non-defining attributes.
1.G.1	Draw and build shapes when given defining attributes (e.g., 3 sides, 4 sides, 3 corners, 4 corners).
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.
1.OA.6	Add or subtract whole numbers within 20 (various strategies: counting on, composition, etc.).
1.NBT.1	Read and write numerals to 120 starting at any number and represent a number of objects with a written numeral.

Unit #5	May/June
Standard Number	Student Learning Objective
1.G.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.
1.G.3	Partition circles and rectangles into two or four equal shares, describing the shares using halves, fourths, and, quarters, and use the phrases half of, fourth of, and quarter of.
1.G.3	Describe the whole circle (or rectangle) partitioned into two or four equal shares as "two of", or "four of" the shares.
1.NBT.4	Add within 100, including adding a two-digit and a one-digit number, and adding a two-digit number and a multiple of 10; using concrete models, or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; and 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.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., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1. OA.6	Add and subtract within 20 (fluently within 10). Use strategies such as: counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent sums (e.g., adding $6 + 7$ by creating the known equivalents $6 + 6 + 1 = 12 + 1 = 13$).
1.MD.4	Organize, represent, and interpret, data with up to three categories, and compare the number counts of data points among the categories, e.g., equal to, more than, or less than another category.