

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

General Goals:

|     |   |
|-----|---|
| I   | To realize that mathematical concepts are part of the truth and order God has built into the students' lives. |
| II  | To develop thinking, reasoning, and problem solving skills.   |
| III | To develop an understanding that math skills apply to each students' daily lives and routines.                |

Student Outcomes:

|     |   |
|-----|---|
| I   | The students will be able to understand numbers, ways of representing numbers, relationships among numbers, and number systems. |
| II  | The students will be able to understand meanings of operations and how they relate to one another.                              |
| III | The students will be able to understand patterns, relations, and functions.   |
| IV  | The students will be able to analyze characteristics and properties of two-and three-dimensional geometric shapes.              |
| V   | The students will be able to memorize the basic addition and subtraction facts for speed and accuracy in computation.           |

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**The following Biblical concepts are integrated throughout the CCS Math curriculum:**

- We can learn more about God by studying Math.
- God is a God of order.
- God is faithful (as seen in patterns and seasons).
- God is the reason Math works.
- Being able to use Math skills and concepts well will help students be efficient, influential workers in God’s Kingdom. Almost every vocation needs knowledge of Math.
- We bear the image of God, so we are able to be creative. Part of being creative involves knowledge of Math.
- By using Math concepts, knowing about the world around us and how it works can help us be better stewards of this world. Humans are commanded to take care of God’s creation.
- The ways we apply our Math concepts can either promote the evil and darkness in our world or help redeem the areas affected by sin. For example, we can use knowledge of Math to build better medical equipment to help people suffering from sickness and disease.
- Even though we can learn a lot about Math and from Math, we need to recognize that Math is not the absolute truth in our world – God is. He’s the one who created Math, so He controls it.
- The goal of teaching Math from a Biblical perspective is not to necessarily do it differently, but to do it faithfully and obediently.

| UNIT/<br>WEEKS                             | STANDARD  | OBJECTIVES   | ACTIVITIES/ASSESSMENT   | RESOURCES  | BIBLICAL<br>INTEGRATION   |
|--|---|--|---|--|---|
| Topic 1:<br>Numbers to<br>12<br><br>1 week | MN Math<br>Standards<br><br>K.1.1.1<br><br>K.1.1.3<br><br>1.1.1.2<br><br>1.1.1.3<br><br>1.1.2.1 | Students will:<br>• read and write<br>numbers to 5<br>• read and write<br>numbers from 6<br>through 10<br>• read and write<br>numbers to 12<br>• recognize patterned<br>arrangements of<br>numbers without<br>counting | • Complete daily packet<br>• Complete related whole group/small<br>group activities and games<br>• Classroom and small group<br>discussions<br>• Complete supplemental worksheets<br>• Topic 1 Test | • <i>Envision Math 1</i><br>Teacher edition<br>• <i>Envision Math 1</i><br>Student Packets<br>• Various teacher<br>resources | • The concept of<br>numbers began with<br>God; He started<br>numbers back in the<br>beginning with the<br>days of creation. |

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|--|---|---|---|---|---|
|  | 1.1.2.2   | <ul style="list-style-type: none"> <li>• recognize two-part spatial patterns of numbers</li> <li>• use objects to act out the actions in problems</li> </ul>  |   |   |   |
| <p>Topic 2:<br/>Comparing and Ordering Numbers</p> <p>1 week</p> | <p>MN Math Standards</p> <p>1.1.1.2</p> <p>1.1.1.5</p> <p>1.1.1.6</p>                               | <p>Students will:</p> <ul style="list-style-type: none"> <li>• compare two numbers 1 through 12</li> <li>• compare and order three numbers through 12</li> <li>• order numbers to 12 using a number line</li> <li>• use objects to act out ordering numbers to solve story problems</li> </ul>                | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 2 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• When God created the world, He had an order for how each day was to be created.</li> </ul>   |
| <p>Topic 3:<br/>Understanding Addition</p> <p>2 weeks</p>        | <p>MN Math Standards</p> <p>1.1.2.1</p> <p>1.1.2.2</p> <p>1.2.2.1</p> <p>1.2.2.3</p> <p>1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize parts of a number as a strategy for addition</li> <li>• recognize parts of the numbers 8 and 9</li> <li>• write addition number sentences to find the whole, given two parts</li> <li>• write addition sentences to solve</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 3 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Adding numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

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|--|--|--|---|---|--|
|  |  | <p>stories about joining</p> <ul style="list-style-type: none"> <li>• learn to add in any order</li> <li>• use objects to solve story problems</li> </ul>  |   |   |  |
| <p>Topic 4:<br/>Understanding Subtraction</p> <p>2 weeks</p> | <p>MN Math Standards</p> <p>1.2.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• solve problems by finding the missing part</li> <li>• find a missing part of 8 when one part is known</li> <li>• use subtraction to find the missing part of 9 when one part is known</li> <li>• write and solve subtraction number sentences</li> <li>• tell and act out comparing stories to find how two groups are different</li> <li>• write related addition and subtraction facts</li> <li>• use counters to act out and solve subtraction story problems</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 4 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Subtracting numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

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|--|--|---|---|---|---|
| <p>Topic 5:<br/>Five and Ten Relationships</p> <p style="text-align: center;">1 week</p> | <p>MN Math Standards</p> <p style="text-align: center;">1.1.1.2</p> <p style="text-align: center;">1.1.2.2</p>   | <p>Students will:</p> <ul style="list-style-type: none"> <li>• use counters and a ten-frame to model numbers to 10</li> <li>• learn to 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 and a part-part-whole mat to find missing parts of 10</li> <li>• make tables to solve problems</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 5 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul>         |
| <p>Topic 6:<br/>Addition Facts to 12</p> <p style="text-align: center;">2 weeks</p>      | <p>MN Math Standards</p> <p style="text-align: center;">1.1.2.1</p> <p style="text-align: center;">1.2.2.2</p> <p style="text-align: center;">1.2.2.3</p> <p style="text-align: center;">1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• count on to add, starting with the greater number</li> <li>• recognize doubles as a strategy for remembering sums</li> <li>• use doubles facts to learn near doubles facts</li> <li>• use a ten-frame to write addition facts with 5</li> <li>• use two ten-frames</li> </ul>  | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 6 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Adding numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

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|---|--|--|---|---|--|
|   |  | <p>to model addition facts</p> <ul style="list-style-type: none"> <li>• draw pictures to solve addition story problems</li> </ul>  |   |   |  |
| <p>Topic 7:<br/>Subtraction Facts to 12</p> <p>1 week</p> | <p>MN Math Standards</p> <p>1.1.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• master concepts of 0 less than, 1 less than, and 2 less than when subtracting 0, 1, or 2</li> <li>• learn to use doubles addition facts to master related subtraction facts</li> <li>• understand how addition facts to 8 relate to subtraction facts to 8</li> <li>• write related addition and subtraction facts to 12</li> <li>• draw a picture and write a number sentence to solve subtraction story problems</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 7 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Subtracting numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

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|---|--|--|---|---|--|
| <p>Topic 8:<br/>Geometry</p> <p>3 weeks</p> | <p>MN Math Standards</p> <p>1.3.1.1</p> <p>1.3.1.2</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify and name standard plane shapes and recognize them in the environment</li> <li>• sort plane shapes and identify their properties</li> <li>• combine two-dimensional geometric shapes to make new two-dimensional geometric shapes</li> <li>• break apart large shapes to make smaller shapes</li> <li>• learn the difference between a slide, a flip, and a rotation and how each movement changes the position of a shape</li> <li>• identify plane shapes that are the same size and the same shape</li> <li>• understand that a shape shows</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 8 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God has a variety of geometric shapes in His creation.</li> </ul> |
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|--|---|---|---|---|--|
|  |   | <p>symmetry if it can be folded into two matching parts</p> <ul style="list-style-type: none"> <li>• make organized lists to solve problems</li> <li>• identify and name standard geometric solids and recognize them in the environment</li> <li>• count the number of flat surfaces and vertices on geometric solids</li> <li>• identify geometric solids (sphere, cone, cylinder, rectangular prism, and cube) and sort by various attributes</li> </ul> |   |   |  |
| <p>Topic 9:<br/>Patterns</p> <p>1 week</p> | <p>MN Math Standards</p> <p>1.2.1.1</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• describe elements in repeating patterns and the part of the pattern that repeats</li> <li>• identify the pattern unit in a pattern to predict what comes next</li> <li>• identify the pattern unit in a repeating</li> </ul>   | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 9 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Patterns are found all throughout God's creation.</li> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |



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|---|---|--|--|---|---|
|   |   | <p>pattern to extend shape patterns</p> <ul style="list-style-type: none"> <li>• find a pattern to solve problems</li> </ul>   |  |   |   |
| <p>Topic 10:<br/>Counting and Number Patterns to 100</p> <p>2 weeks</p> | <p>MN Math Standards</p> <p>1.1.1.4</p> <p>1.1.1.6</p> <p>1.1.2.3</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• read, count, and write numbers 11 to 20</li> <li>• show numbers 11 to 20 as 1 or 2 more or fewer than another number</li> <li>• count groups of 10, up to 10 tens, and write how many</li> <li>• find and extend skip-counting patterns on a hundred chart</li> <li>• skip count to find the total number of items arranged in sets of 2s, 5s, and 10s</li> <li>• identify numbers as odd or even</li> <li>• use the ordinal numbers first through twentieth to identify position</li> <li>• solve problems by</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 10 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |

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|---|--|--|--|---|---|
|   |  | finding patterns in a table of related number pairs  |  |   |   |
| Topic 11:<br>Tens and Ones<br><br>2 weeks | MN Math Standards<br><br>1.1.1.1<br><br>1.1.1.2<br><br>1.1.2.1 | Students will: <ul style="list-style-type: none"> <li>• read and write two-digit numbers as groups of 10 and some left over</li> <li>• count groups of ten, up to 10 tens, and write how many</li> <li>• use groups of tens and ones to show and write a given two-digit number</li> <li>• model a two-digit number and write its expanded form</li> <li>• break apart a ten to make 10 ones and write new representations in expanded form</li> <li>• use groups of tens and ones to show and write a given two-digit number</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 11 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |

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|---|---|--|--|---|--|
| <p>Topic 12:<br/>Comparing and Ordering Numbers to 100</p> <p>2 weeks</p> | <p>MN Math Standards</p> <p>1.1.1.4</p> <p>1.1.1.5</p> <p>1.1.1.6</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• write the numbers that are 1 more or 1 less and 10 more or 10 less than a two-digit number</li> <li>• use a hundred chart to show the relationships of 1 more than, 1 less than, 10 more than, and 10 less than a given number</li> <li>• compare two-digit numbers using symbols</li> <li>• find missing numbers on a hundred chart</li> <li>• estimate the positions of numbers on a number line marked only in multiples of 10</li> <li>• use the words before, after, and between to order numbers up to 99</li> <li>• order numbers from least to greatest,</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 12 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• When God created the world, He had an order for how each day was to be created.</li> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |
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|  |   | <p>given 3 two-digit numbers</p> <ul style="list-style-type: none"> <li>• make an organized list showing possible solutions</li> </ul>  |  |   |   |
| <p>Topic 13:<br/>Counting Money</p> <p>2 weeks</p> | <p>MN Math Standards</p> <p>1.3.2.3</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify the value of combinations of nickels and pennies</li> <li>• identify the value of combinations of dimes, nickels, and pennies</li> <li>• identify a quarter and find groups of coins that have the same value as a quarter</li> <li>• identify half dollars and dollars and learn their values</li> <li>• count collections of coins that include half dollars, quarters, dimes, nickels, and pennies</li> <li>• solve problems by using the try, check, and revise strategy</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 13 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God commanded men in various accounts of Scripture to count, measure, and record their findings.</li> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |

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|---|--|--|--|---|---|
| <p>Topic 14:<br/>Measurement</p> <p>3 weeks</p> | <p>MN Math Standards</p> <p>1.3.2.1</p> <p>2.3.2.2</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• compare and order lengths of objects</li> <li>• estimate, measure, and compare lengths of objects by using a nonstandard unit</li> <li>• use nonstandard units to measure the length of different objects</li> <li>• estimate and measure the lengths of objects in inches and feet using a ruler</li> <li>• estimate and measure the length of objects in centimeters using a ruler</li> <li>• find the distance around a shape</li> <li>• estimate, measure, and compare the capacities of containers</li> <li>• use cups, pints, and quarts to measure the amounts that</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 14 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God used measurement throughout the Bible, including instructing Noah on how to build the ark.</li> <li>• God was accurate in His measurements and expects us to be accurate as well.</li> </ul> |
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|--|---|--|--|---|---|
|  |   | <ul style="list-style-type: none"> <li>containers can hold</li> <li>• use liters to measure the amount a container holds</li> <li>• estimate, measure, and compare the weights of different objects</li> <li>• compare the weights of objects to one pound</li> <li>• select the appropriate unit for measuring, given the choice of grams and kilograms</li> <li>• estimate and compare the temperature of different objects</li> </ul> |  |   |   |
| <p>Topic 15:<br/>Time</p> <p>2 weeks</p> | <p>MN Math Standards</p> <p>1.3.2.2</p> | <p>Students will:</p> <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> </ul>  | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 15 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God helped mankind use time by creating day and night.</li> <li>• God had a schedule that He used as He created days 1-6 of creation.</li> </ul> |

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

|  |   |  |  |   |   |
|--|---|--|--|---|---|
|  |   | <ul style="list-style-type: none"> <li>• estimate and order time durations using minutes, hours, and days</li> <li>• read and use a calendar</li> <li>• read and use a schedule</li> </ul>   |  |   |   |
| <p>Topic 16:<br/>Addition<br/>Facts to 18</p> <p>2 weeks</p> | <p>MN Math<br/>Standards</p> <p>1.1.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.2.4</p> <p>5.2.2.1</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• recognize the doubles relationship and use it as a strategy for remembering addition facts with two like addends</li> <li>• master addition facts where the addends are 1 apart</li> <li>• master addition facts where the addends are 2 apart</li> <li>• solve two-question problems by using the answer to the first question to answer the second question</li> <li>• master addition facts where one addend is 9</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 16 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Adding numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

|  |   |   |  |   |  |
|--|---|---|--|---|--|
|  |   | <ul style="list-style-type: none"> <li>• master addition facts where one addend is 8</li> <li>• use the associative and commutative properties to add three numbers</li> <li>• make a table to solve problems</li> </ul>  |  |   |  |
| <p>Topic 17:<br/>Subtraction<br/>Facts to 18</p> <p>1 week</p> | <p>MN Math<br/>Standards</p> <p>1.1.2.1</p> <p>1.2.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• find subtraction facts to 18 and learn the relationship between addition and subtraction</li> <li>• use a part-part-whole model to find the subtraction facts and addition facts in a fact family</li> <li>• use a related addition fact to find the missing part in a subtraction problem</li> <li>• use related addition facts to solve subtraction problems</li> <li>• draw pictures and write number sentences to solve</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 17 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Subtracting numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |



# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

|   |                                  |  |  |   |  |
|---|----------------------------------|--|--|---|--|
|   |                                  | addition and subtraction story problems  |  |   |  |
| Topic 18:<br>Data and Graphs<br><br>2 weeks | MN Math Standards<br><br>1.1.1.7 | <p>Students will:</p> <ul style="list-style-type: none"> <li>• use a real-object graph to answer questions and draw conclusions</li> <li>• use a picture graph to answer questions and draw conclusions</li> <li>• use a bar graph to answer questions and draw conclusions</li> <li>• describe the location of an object shown on a grid</li> <li>• record data using tally marks</li> <li>• collect a set of data and organize it in a real graph</li> <li>• organize and analyze data using a picture graph</li> <li>• use data in a table to complete a bar graph</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 18 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God commanded men throughout Scripture to have a census taken (data).</li> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul> |

# CCS COURSE MAP

## SUBJECT: MATH

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

|   |   |  |  |   |   |
|---|---|--|--|---|---|
| <p>Topic 19:<br/>Fractional<br/>Parts</p> <p>1 week</p>                                   | <p>MN Math<br/>Standards</p> <p>3.1.3.1</p> <p>3.1.3.2</p>  | <p>Students will:</p> <ul style="list-style-type: none"> <li>• determine whether a shape is divided into equal or unequal parts</li> <li>• describe equal parts of a shape</li> <li>• show parts of a set</li> <li>• describe parts of a set</li> <li>• draw pictures to solve problems related to parts of a group</li> </ul>                             | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 19 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• God gives us the ability to problem solve, reason, communicate, and connect ideas, all of which are needed when doing math.</li> </ul>                         |
| <p>Topic 20:<br/>Adding and<br/>Subtracting<br/>with Tens and<br/>Ones</p> <p>2 weeks</p> | <p>MN Math<br/>Standards</p> <p>1.1.1.1</p> <p>1.1.1.2</p> <p>1.1.2.1</p> <p>1.2.2.1</p> <p>1.2.2.2</p> <p>1.2.2.3</p> <p>1.2.2.4</p> | <p>Students will:</p> <ul style="list-style-type: none"> <li>• add two multiples of 10 for sums to 100</li> <li>• use a hundred chart to add multiples of 10 to two-digit numbers</li> <li>• add a multiple of 10 to a two-digit number</li> <li>• add one-digit numbers to two-digit numbers with and without regrouping and record the sum in</li> </ul> | <ul style="list-style-type: none"> <li>• Complete daily packet</li> <li>• Complete related whole group/small group activities and games</li> <li>• Classroom and small group discussions</li> <li>• Complete supplemental worksheets</li> <li>• Topic 20 Test</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Envision Math 1</i> Teacher edition</li> <li>• <i>Envision Math 1</i> Student Packets</li> <li>• Various teacher resources</li> </ul> | <ul style="list-style-type: none"> <li>• Adding and subtracting numbers is orderly and always the same. In the same way, God is an orderly God and is the same yesterday, today and forever.</li> </ul> |

# CCS COURSE MAP

## SUBJECT: MATH

GRADE LEVEL 1<sup>ST</sup> GRADE  
COURSE LENGTH YEAR

REVIEWED 2018-2019

|  |         |  |  |  |  |
|--|---------|--|--|--|--|
|  | 2.1.2.1 | horizontal form  |  |  |  |
|  | 2.1.2.5 | • use a hundred chart to subtract multiples of 10 from two-digit numbers   |  |  |  |
|  | 5.2.2.1 | • subtract a multiple of 10 from a two-digit number  |  |  |  |
|  |         | • subtract one-digit numbers from two-digit numbers with and without regrouping and record the difference in horizontal form |  |  |  |
|  |         | • solve problems by identifying unnecessary information and writing number sentences   |  |  |  |