

The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will 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 the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

<p align="center">Unit 1 – Financial Literacy, Counting, and Data Analysis August 25th – November 21st</p>	
<p><u>Counting</u></p> <ul style="list-style-type: none"> • Count forward and backward to at least 20 with and without objects • Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures • Count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order • Identify U.S. coins by name, including pennies, nickels, dimes, and quarters <p><u>Graphing</u></p> <ul style="list-style-type: none"> • Collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts • Use data to create picture and bar-type graphs • Draw conclusions and generate and answer questions using information from picture and bar-type graphs 	<p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> • Identify ways to earn income • Differentiate between money received as income and money received as gifts • List simple skills required for jobs • Distinguish between wants and needs and identify income as a source to meet one's wants and needs

Unit 2 – Geometry
December 1st – December 19th

Geometry

- Identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles
- Identify three-dimensional solids, including cylinders, cones, spheres, and cubes, in the real world
- Identify two-dimensional components of three-dimensional objects
- Classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size
- Create two-dimensional shapes using a variety of materials and drawings

Measurement

- Give an example of a measurable attribute of a given object, including length, capacity, and weight

Counting

- Continue practicing counting skills from Unit 1
- Recite numbers up to at least 100 by ones and tens beginning with any given number

Graphing

- Continue practicing the skills introduced in Unit 1

Financial Literacy

- Continue practicing the skills introduced in Unit 1

Unit 3 – Number Relationships
January 5th – February 6th

Comparing

- Generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20
- Generate a number that is one more than or one less than another number up to at least 20
- Compare sets of objects up to at least 20 in each set using comparative language
- Use comparative language to describe two numbers up to 20 presented as written numerals

Measurement

- Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference

Counting

- Continue to work on counting skills from Unit 1
- Recite numbers up to at least 100 by ones and tens beginning with any given number

Graphing

- Continue practicing the skills introduced in Unit 1

Financial Literacy

- Continue practicing the skills introduced in Unit 1

Unit 4 – Understanding Addition & Subtraction
February 9th – March 27th

Addition & Subtraction

- Model the action of joining to represent addition and the action of separating to represent subtraction
- Solve word problems using objects and drawings to find sums up to 10 and differences within 10
- Explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models

Counting

- Continue to work on counting skills from Unit 1
- Recite numbers up to at least 100 by ones and tens beginning with any given number

Graphing

- Continue practicing the skills introduced in Unit 1

Financial Literacy

- Continue practicing the skills introduced in Unit 1

Unit 5 – Internalizing Number Combinations to 10

March 30th – June 5th

Number Combinations to 10

- Recognize instantly the quantity of a small group of objects in organized and random arrangements
- Compose and decompose numbers up to 10 with objects and pictures

Addition & Subtraction

- Solve word problems using objects and drawings to find sums up to 10 and differences within 10

Counting

- Continue to work on counting skills from Unit 1
- Recite numbers up to at least 100 by ones and tens beginning with any given number

Graphing

- Continue practicing the skills introduced in Unit 1

Financial Literacy

- Continue practicing the skills introduced in Unit 1