

Appendix 1

“Implementing District Standards”

North Carolina Standard Course of Study

This curriculum unit will take the four common core domains for first grade math of operation and algebraic thinking, number and operations in base ten, measurement and data and finally geometry and provided four movement activities for each.

Operations and Algebraic Thinking

The Common Core objectives for operations and algebraic thinking are as follows: CCSS.Math.Content.1.OA.A.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; CCSS.Math.Content.1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20; CCSS.Math.Content.1.OA.B.3 Apply properties of operations as strategies to add and subtract; CCSS.Math.Content.1.OA.B.4 Understand subtraction as an unknown-addend problem.; CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction; CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10; CCSS.Math.Content.1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. CCSS.Math.Content.1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.

Number and Operations in Base Ten

The Common Core objectives for number and operations in base ten are: CCSS.Math.Content.1.NBT.A.1 Count to 120, starting at any number less than 120; CCSS.Math.Content.1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones; CCSS.Math.Content.1.NBT.B.2a 10 can be thought of as a bundle of ten ones — called a “ten.”; CCSS.Math.Content.1.NBT.B.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones; CCSS.Math.Content.1.NBT.B.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones); CCSS.Math.Content.1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$; CCSS.Math.Content.1.NBT.C.4 Add within 100, including adding a two-digit number 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; 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; CCSS.Math.Content.1.NBT.C.5 Given a two-digit number, mentally find

10 more or 10 less than the number, without having to count; explain the reasoning used; and CCSS.Math.Content.1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Measurement and Data

The Common Core objectives for measurement and data are:

CCSS.Math.Content.1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object; CCSS.Math.Content.1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlap; CCSS.Math.Content.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks; and CCSS.Math.Content.1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Geometry

The Common Core objectives for geometry are: CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes; CCSS.Math.Content.1.G.A.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; and CCSS.Math.Content.1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.