

Week	Math	Science	Social Studies
2	Reviewing counting (Kindergarten standard.... K.CC.1, Count to 100 by ones and by tens. K.CC.3, Write the numbers 0-20)		Communities School / Class Rules/ PBIS Lessons SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.
3	1.0A.1 Operations and Algebraic Thinking Use addition and subtraction within 20 to solve word problems involving situations of addition 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. 1.0A.3 Operations and Algebraic Thinking Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.) 1.0A.6 Operations and Algebraic Thinking Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on ; making ten (e.g., $8+6=8+2+4=10+4$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).		KYCID Lessons & School Community -School / Class Rules cont'd & Jobs SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.
4	1.0A.1 Operations and Algebraic Thinking Use addition and subtraction within 20 to solve word problems involving situations of addition 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.		Community - Good Citizenship (BrainPop Jr.: Rights and Responsibilities) SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores,

	<p>1.0A.3 Operations and Algebraic Thinking Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.)</p> <p>1.0A.6 Operations and Algebraic Thinking Add and subtract within 20, demonstrating fluency for addition and subtraction 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., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p>		<p>obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p>
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6	<p>1.0A.1 Operations and Algebraic Thinking Use addition and subtraction within 20 to solve word problems involving situations of addition 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.</p> <p>1.0A.6 Operations and Algebraic Thinking Add and subtract within 20, demonstrating fluency for addition and</p>	<p>*** 1-ESS1-2, Make observations at different times of year to relate the amount of daylight to the time of year. ***</p>	<p>Community Helpers & their Jobs (Guest Speakers)</p> <p>SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and</p>

	<p>subtraction within 10. Use strategies such as counting on ; making ten (e.g., $8+6=8+2+4=10=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p> <p>1.0A. 8 Operations and Algebraic Thinking Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $\square-3$, $6+6=\square$.</p>		<p>identify how they pay for these services (taxes).</p>
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8	<p>1.0A.2 Operations and Algebraic Thinking Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.0A.3 Operations and Algebraic Thinking Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.)</p> <p>1.0A.5</p>		<p>Where People Live - Maps</p> <p>SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school and the community.</p>

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	<p>1.0A. 8 Operations and Algebraic Thinking Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8+?=11$, $\square-3$, $6+6=\square$.</p>		
16	<p>1.NBT.1 Number and Operations in Base Ten Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>1.NBT.2 Number and Operations in Base Ten Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</p> <ol style="list-style-type: none"> 10 can be thought of as a bundle of ten ones-called a "ten." The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, nine, ten (and 0 ones). <p>1.NBT.3 Number and Operations in Base Ten Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p>		<p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (compromise, cooperation, communication)</p>
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20	<p>1.NBT.3 Number and Operations in Base Ten Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>1.NBT.5 Numbers and Operations in Base Ten Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p>		<p>Christmas Around the World *****</p> <p>SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p>
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22	<p>1.NBT.4 Numbers and Operations in Base Ten 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 addition two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.6 Numbers and Operations in Base Ten 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.</p> <p>1.OA.6 Operations and Algebraic Thinking Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on ; making ten (e.g., $8+6=8+2+4=10+4$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p>		
23	<p>1.NBT.4 Numbers and Operations in Base Ten 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 addition two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.6 Numbers and Operations in Base Ten 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.</p> <p>1.OA.6 Operations and Algebraic Thinking</p>	Unit 2 (found on OVEC)	

	<p>Add and subtract within 20, demonstrating fluency for addition and subtraction 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., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p>		
24	<p>1.NBT.4 Numbers and Operations in Base Ten 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 addition two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>1.NBT.6 Numbers and Operations in Base Ten 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.</p> <p>1.OA.6 Operations and Algebraic Thinking Add and subtract within 20, demonstrating fluency for addition and subtraction 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., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p>	Unit 2 (found on OVEC)	
25	<p>1.MD.1 Measurement and Data Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Measurement and Data 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 overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>1.MD.3 Measurement and Data</p>	Unit 2 (found on OVEC)	

	Tell and write time in hours and half-hours using analog and digital clocks.		
26	<p>1.MD.1 Measurement and Data Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>1.MD.2 Measurement and Data 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 overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</p> <p>1.MD.3 Measurement and Data Tell and write time in hours and half-hours using analog and digital clocks.</p>	Unit 2 (found on OVEC)	
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28	<p>1.MD.4 Measurement and Data 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.</p>	Unit 3 (found on OVEC)	
29	<p>1.MD.4 Measurement and Data 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.</p>	Unit 3 (found on OVEC)	
30	<p>1.G.1 Geometry</p>	Unit 3 (found on OVEC)	

	<p>Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Geometry 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.</p>		
31	<p>1.G.1 Geometry Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Geometry 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.</p>		<p>Patriotism / Elections SS-EP-1.3.1 <i>Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</i></p>
32	<p>1.G.1 Geometry Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Geometry 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.</p> <p>1.G.3 Geometry 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 these shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		<p>Economics SS-EP-3.3.1</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>
33	<p>1.G.1 Geometry Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>1.G.2 Geometry</p>		<p>Economics SS-EP-3.3.1</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply</p>

	<p>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.</p> <p>1.G.3 Geometry 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 these shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>		<p>and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>
34	<p>Prep for second grade</p>		<p>Our Country Begins / Patriotism SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>
35	<p>Prep for second grade</p>		<p>Change over Time / Timelines SS-EP-5.5.1 ***** SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.</p>
36	<p>Prep for second grade</p>		<p>Change over Time / Timelines SS-EP-5.5.1 SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community.</p>