

| Theme        | District Curriculum Heading   | District Curriculum Statement  | Aligned State Standard | Teacher Resources  | Performance Indicator   |
|--------------|-------------------------------|--|------------------------|--|---|
| Number Sense | Addition/Subtraction Concepts | Students will learn number meanings first through the use of manipulatives, then pictorial representations, and finally using numbers at the abstract level. | 6.A.1a                 | Teacher Edition Volume 1, Chapters 1-8 Manipulatives: Counters, Snap Cubes           | Students will show their understanding of whole numbers through the use of a number line, manipulatives and pictures.   |
| Number Sense | Problem Solving               | Students will learn to explore, apply, and explain their answers to a problem in a variety of ways.  | 8.C.1                  | Teacher Edition Volumes 1-3, Problem Solving Strategy and Skill within each chapter. | Students will solve addition/subtraction problems by drawing a picture, writing a number sentence, and acting out the situation.                                |
| Number Sense | Money                         | Students will learn to identify, count, and tell the value of a penny, nickel, dime, quarter, half dollar and dollar.  | 7.A.1c                 | Teacher Edition Volume 3, Chapters 22 and 23 Manipulatives: Plastic coins            | Students will identify, compare values, and describe how much a penny, nickel, dime, quarter, half dollar, and dollar are worth.                                |
| Number Sense | Money                         | Students will learn to identify, count, and tell the value of a penny, nickel, dime, quarter, half dollar and dollar.  | 7.A.1c                 | Teacher Edition Volume 3, Chapter 23 Manipulatives: Plastic Coins                    | Students will demonstrate the ability to trade pennies, nickels, and dimes.   |
| Number Sense | Money                         | Students will learn to identify, count, and tell the value of a penny, nickel, dime, quarter, half dollar and dollar.  | 7.A.1c                 | Teacher Edition Volume 3, Chapters 22 and 23 Manipulatives: Plastic Coins            | Students will count basic combinations of the penny, nickel, dime, and quarter up to \$1.00.  |
| Number Sense | Counting                      | Students will learn to skip count by 2's, 5's, and 10's to 100.  | 6.A.1a                 | Teacher Edition Volume 2, Chapter 12 Manipulatives: Hundred Mats                     | Students will verbally count by 2's, 5's, and 10's to 100 .   |
| Number Sense | Counting                      | Students will correctly write the numbers 0-100, determining whether a number is even or odd.  | 6.A.1a                 | Teacher Edition Volume 1, Chapter 12 Manipulatives: Hundred Mats, Snap Cubes         | Students will write the numbers 0-100 correctly on a hundreds chart, determining whether a number is even or odd using a pattern on the chart or manipulatives. |

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| Number Sense               | Place Value          | Students will learn the number of ones and tens in a 2 digit number.  | 6.A.1a         | Teacher Edition Volume 2, Chapter 10 Manipulatives: Ones/Ten Sticks, Tens Ones Workmat | Students will identify the number of ones and tens in a given two digit number.  |
| Number Sense               | Addition/Subtraction | Students will learn grade level computation skills including addition and subtraction.  | 6.B.1          | Teacher Edition Volumes 1-3, Chapters 5, 8, 13, 14,18,19,20                            | Students will solve addition and subtraction problems vertically and horizontally with sums up to 20 using grade level strategies.   |
| Number Sense               | Fact Families        | Students will identify and complete fact families.  | 6.B.1          | Teacher Edition Volume 2, Chapters 14, 19, 20  | Students will find sums and differences to 20 using addition and subtraction fact families.  |
| Number Sense               | Addition/Subtraction | Students will learn the basic process of double digit addition and subtraction.   | 6.B.1          | Teacher Edition Volume 3, Chapter 29   | Students will solve double digit addition and subtraction problems.  |
| Estimation and Measurement | Measurement          | Students will learn estimation and measurement skills when working with weight, capacity, and length using both standard and nonstandard units. | 7.B.1a, 7.A.1a | Teacher Edition Volume 3 Chapters 26, 27,28  | Students will demonstrate that they can estimate length in inches, feet, and centimeters, weight in pounds and kilograms, and capacity in cups, pints, quarts, and liters of an object through the use of scales, containers, inch/centimeter rulers, and everyday school items.                                 |
| Geometry                   | Patterns             | Students will learn to recognize, label, extend and create patterns.  | 8.A.1a         | Teacher Edition Volume 2 Chapter 17 Manipulatives: Snap Cubes, Pattern Blocks          | Students will be able to copy a pattern using manipulatives and identify the pattern unit within the pattern. Students will be able to make a new pattern using the same manipulatives. Students will find the mistake in a pattern. Students will show the same pattern using different manipulatives/pictures. |
| Estimation and Measurement | Time                 | Students will learn to identify the hour hand and the minute hand on an analog clock  | 7.A.1b         | Teacher Edition Volume 3, Chapter 24 Manipulatives: Clocks                             | Students will demonstrate they can use the hour hand and the minute hand on an analog clock to tell time accurately.   |
| Estimation and Measurement | Calendar             | Students will learn to use a calendar to read the day, month, date, and year.   | 7.A.1b         | Teacher Edition Volume 3, Chapter 25   | Students will be able to look at a calendar and verbally state the day, month, date, and year, also stating 7days equals a week and 12 months equals one year.   |

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| Estimation and Measurement | Time                 | Students will learn to tell the difference between a digital and analog clock.                     | 7.A.1b  | Teacher Edition Volume 3, Chapter 24                             | Students will read the time on an analog clock and then write the same time correctly on a digital clock.  |
| Estimation and Measurement | Calendar             | Students will name the days of the week and the months of the year, relating them to each season.  | 7.A.1b  | Teacher Edition Volume 3, Chapter 25                             | Students will relate each month to one of the four seasons. Students will be able to name the days of the week and the months of the year.   |
| Geometry                   | Shapes               | Students will learn to describe and identify plane figures.  | 9.A.1a  | Teacher Edition Volume 2, Chapter 15 Manipulatives: Plane Shapes | Students will identify and describe a circle, square, rectangle, triangle, oval, rhombus, hexagon, and trapezoid.  |
| Geometry                   | Shapes               | Students will identify vertices and sides on plane shapes.   | 9.A.1a  | Teacher Edition Volume 2, Chapter 15 Manipulatives: Plane Shapes | Students will sort and identify plane shapes by the number of sides and vertices.  |
| Geometry                   | Shapes               | Students will identify plane shapes on solid figures.  | 9.A.1a  | Teacher Edition Volume 2, Chapter 15                             | Students will identify a circle, square, triangle, and rectangle on solid figures.   |
| Geometry                   | Shapes               | Students will learn to describe and identify geometric solids.                                     | 9.A.1a  | Teacher Edition Volume 2, Chapter 15                             | Students will identify and describe a sphere, cylinder, cube, prism, pyramid and cone. Students will sort and classify them by properties and relate them to everyday objects and by the number of sides and vertices. |
| Algebra                    | Comparing Numbers    | Students will model, describe, and compare two-digit numbers to determine greater/less than.       | 6.A.1a  | Teacher Edition Volume 2, Chapter 11                             | Students will use the symbols is greater than, is less than, and is equal to, to compare and describe numbers.   |
| Algebra                    | Addition/Subtraction | Students will learn to solve addition and subtraction sentences with a missing addend.             | 8.A.1b  | Teacher Edition Volume 2, Chapter 14                             | Students will complete an addition/subtraction problem with one missing addend.  |
| Algebra                    | Sort/Classify        | Students will learn to collect and organize objects and information according to their attributes. | 9.B.1b  | Teacher Edition Volume 2, Chapter 9 Manipulatives: Plane Shapes  | Students will sort objects according to size, shape, and color.  |
| Probability                | Graphing             | Students will learn to construct and analyze real, picture, bar graphs, and tally tables.          | 10.B.1b | Teacher Edition Volume 2, Chapter 9                              | Students will make graphs using concrete objects.  |
| Probability                | Graphing             | Students will learn to construct and analyze real, picture, bar graphs, and tally tables.          | 10.B.1b | Teacher Edition Volume 2, Chapter 9                              | Students will be able to use data from a graph to solve problems.  |

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| Probability | Graphing         | Students will learn to construct and analyze real, picture, bar graphs, and tally tables. | 10.B.1b | Teacher Edition Volume 2, Chapter 9   | Students will construct and interpret a picture graph.  |
| Probability | Graphing         | Students will learn to construct and analyze real, picture, bar graphs, and tally tables. | 10.B.1b | Teacher Edition Volume 2, Chapter 9   | Students will be able to use data from a tally table to make a bar graph.   |
| Probability | Graphing         | Students will learn to construct and analyze real, picture, bar graphs, and tally tables. | 10.B.1b | Teacher Edition Volume 2, Chapter 9   | Students will demonstrate they can record and read data in a tally table.   |
| Probability | Graphing         | Students will learn to relate statistics and probability to the real world.               | 10.B.1b | Teacher Edition Volume 2, Chapter 9   | Students will gather information from their surroundings to construct a graph. For example, How many children ride the bus vs. How many children walk to school?                  |
| Geometry    | Fractions        | Students will learn to identify equal parts of a whole using fractions.                   | 6.A.1b  | Teacher Edition Volume 3, Chapter 21 Manipulatives: Fraction Bars and Circles                   | Students will solve fraction problems with denominators of 2, 3, or 4.  |
| Algebra     | Ordering Numbers | Students will use a number line to compare two-digit numbers.                             | 6.A.1a  | Teacher Edition Volume 2, Chapter 11  | Students will use a number line to compare two-digit numbers to determine the number that comes just before, just after, or between other numbers.                                |
| Algebra     | Ordinal Numbers  | Students will identify ordinal numbers to the tenth.                                      | 6.A.1a  | Teacher Edition Volume 2, Chapter 12  | Students will be able to identify objects in a line through the use of ordinal numbers to the tenth place.  |
|             | Number Words     | Students will be able to read the number words zero to twenty.                            |         |   | Students will be able to connect number words and numerals to the quantities they represent.  |
| Technology  | Calculators      | Students will understand the basic function of a calculator.                              | 6.C.1a  | Teacher Edition Volumes 1-3, Unit 2 Wrap Up p.134, Unit 3 Wrap up p. 248, Unit 6 Wrap Up p. 524 | Students will be able to use a calculator to solve addition and subtraction problems, skip count by twos and threes, and to find the greatest sum among addition problems.        |
| Geometry    | Spatial Sense    | Students will identify open and closed figures.   | 9.B.1a  | Teacher Edition Volume 2, Chapter 16  | Students will be able to look at the picture of a shape and determine whether the shape is an open or closed figure.  |
| Geometry    | Spatial Sense    | Students will use position words to give and follow directions or to solve problems.      |         | Teacher Edition Volume 2, Chapter 16  | Students will use position words above, below, beside, close by, far, near, next to, over, to the left of, to the right of, to solve a problem, or to give and follow directions. |

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| Geometry    | Symmetry     | Students will make symmetrical shapes and identify lines of symmetry.   | 9.B.1c  | Teacher Edition Volume 2, Chapter 16                                     | Students will be able to make symmetrical shapes using construction paper, scissors, and markers along with drawing lines of symmetry through shapes to show two matching parts.  |
| Geometry    | Slides/Turns | Students will identify slides and turns.                                | 9.B.1c  | Teacher Edition Volume 2, Chapter 16                                     | Students will understand the difference between a slide and turn. Given an object on paper students will show by tracing or moving that object how it can slide and turn.   |
| Probability | Probability  | Students will learn to describe the likelihood of events in the future. | 10.C.1a | Teacher Edition Volume 3, Chapter 30 Manipulatives: Snap cubes, spinners | Through the use of manipulatives and graphing students will determine if events are certain or impossible, more or less likely, equally likely. Students will also be able to make predictions to solve problems using a spinner and graph. |