

Theme	District Curriculum Statement	Aligned State Standard	Teacher Resources	Performance Indicator
Number Sense	Students will identify number words and relate them to numerals.	6A.4b	Harcourt Text	Students will identify number words to one hundred when seen in print.
Number Sense	Students will identify number words for ordinal positions.	6A.4b	Harcourt Text	Students will identify ordinal number words from one to twenty when seen in print.
Number Sense	Students will identify the place value of hundreds, tens, and ones.	6A.2b	Harcourt Text; Base Ten Blocks	Students will identify the place value of a two/three digit number.
Number Sense	Students will learn to use symbols to compare numbers.	6A	Harcourt Text	Students will compare one and two digit numbers with $>$ , $<$ , $\neq$ , and $=$ symbols.
Number Sense	Students will learn the concept of rounding.	6A	Harcourt Text	Students will use a number line to identify the nearest ten to a given number.
Number Sense	Students will identify and explain even and odd numbers.	6A.5b	Harcourt Text	Students will identify even and odd numbers in two/three digit numbers.
Number Sense	Students will learn to skip count.	6A.1b	Harcourt Text	Students will count forward and back by 10 and 100 from any given number.
Number Sense	Students will learn to sequence numbers using the terms before, after, and between.	6A.1b	Harcourt Text	Students will name a number before, after, or between any 2 or 3-digit numbers.
Number Sense	Students will learn to state numbers in sequential order.	6A.1b	Harcourt Text	Students will sequence any given 2 or 3 digit numbers from smallest to largest.
Number Sense	Students will describe number relationships with comparison notation.	6A.3b	Harcourt Text	Students will write a comparison notation of a 2 digit number. 6 tens 3 ones = $60+3$
Number Sense	Students will learn grade level computation skills in addition and subtraction.	6B.5	Harcourt Text	Students will solve single digit addition and subtraction facts to 18 by instant recall.
Number Sense	Students will explain the relationship between addition and subtraction.	6B.2	Harcourt Text	Students will explain the relationship between addition and subtraction with number families.
Number Sense	Students will learn to use the commutative property.	6B	Harcourt Text	Students will explain the commutative property of addition. (turnaround facts)

Number Sense	Students will complete addition problems with more than 1 addend.		Harcourt Text	Students will add 3 or more 1-digit numbers to the sum of 20.
Number Sense	Students will use their knowledge of base ten to complete addition and subtraction problems.	6A.2b	Harcourt Text	Students will add and subtract 2 and 3 digit numbers without regrouping.
Number Sense	Students will use their knowledge of base ten to complete regrouping problems in addition and subtraction.	6A.2b	Harcourt Text	Students will add and subtract 2 and 3 digit numbers with regrouping.
Number Sense	Students will estimate the sums and differences of 1 or 2 digit numbers.	6C.2	Harcourt Text	Students will use rounding to estimate the sum or difference of a problem. (23+47 or 20+50)
Number Sense	Students will learn to regroup tens and ones to complete computation problems.	6A.2b	Harcourt Text	Students will add 3 or more 2-digit numbers with/without regrouping.
Number Sense	Students will apply the relationship of addition and subtraction families to check a computation problem.	6B.2b	Harcourt Text	Students will complete the inverse operation process.
Number Sense	Students will explore multiplication and division through equal grouping and equal sharing of objects.	6B.3b	Harcourt Text	Students will use manipulatives to explore multiplication/division with equal grouping and equal sharing.
Number Sense	Students will connect repeated addition to multiplication.	6B.4b	Harcourt Text	Students will connect multiplication as repeated addition. $2+2+2+2+2=10$ or $2 \times 5=10$
Number Sense	Students will use repeated addition to learn multiplication facts for factors used in skip counting.	6B.3b	Harcourt Text	Students will multiply with factors of 0,1,2,5, and 10
Number Sense	Students will count, compare, and order sets of unlike coins.	7A.6	Harcourt Text; Manipulative Coins	Students will count combinations of coins and bills to \$3.00.
Number Sense	Students will learn to show equivalent amounts of money.	7A.7	Harcourt Text; Manipulative Coins	Students will show equivalent amounts of money. Ex. 3 dimes=1 quarter and 1 nickel
Number Sense	Students will explain making change using manipulatives.	7A.8	Harcourt Text; Manipulative Coins	Students will make change from \$.50 using manipulative coins.

Number Sense	Students will learn to use money in real life situations.	7B.3b	Harcourt Text	Students will estimate the amount of money needed to make a purchase.
Number Sense	Students will learn to use money in problem solving situations.	7C.3c	Harcourt Text	Students will use the terms how much in all, how much more, how much is left, and what was spent in a problem situation.
Number Sense	Students will describe parts of a set.	6A.6b	Harcourt Text; Fraction Manipulatives	Students will identify halves, thirds, and fourths of a circle, square, rectangle, or triangle and a given set.
Number Sense	Students will recognize and label the form of a fraction.	6A.7b	Harcourt Text	Students will identify the numerator and the denominator of a fraction.
Number Sense	Students will represent, order, and label fraction units.	6A.7b	Harcourt Text; Fraction Manipulatives	Students will identify a fraction in a part of a whole or a set.
Number Sense	Students will represent, order, label, and compare unit fractions using concrete materials.	6A.7b	Harcourt Text	Students will compare fractions using manipulatives.
Number Sense	Students will explain the reasonableness of an answer in problem solving.	6A.2	Harcourt Text	Students will recheck their answer to make sure it is acceptable in the given situation.
Number Sense	Students will identify key words to determine the operation needed to solve a problem.	6C.1b	Harcourt Text	Students will identify the following terms in a word problem: how many in all, how many are left, how many more, how many altogether
Number Sense	Students will explain and use mental math strategies to solve simple addition and subtraction problems.	6C.1	Harcourt Text	Students will use base ten numbers to solve mental math problems. $(3+2=5/20+20=50)$
Number Sense	Students will solve two-step addition and subtraction number sentences and word problems.	6B.1	Harcourt Text	Students will complete a two-step problem with addition and subtraction.
Number Sense	Students will demonstrate their ability to set information and create the appropriate question to determine the operation.	6C.1b	Harcourt Text	Students will create their own word problem.
Number Sense	Students will learn to show the process used to determine an answer.		Harcourt Text	Students will show their work to determine an answer.

Number Sense	Students will use an extended response to explain their answer.		Harcourt Text	Students will explain the rationale for their answer in written form using the phrases: I know...because, I needed to ....because....., first I .....because.
Number Sense	Students will learn to analyze situations to determine whether exact numbers or estimates are needed.	6C.3b	Harcourt Text	Students will evaluate different situations to determine if an exact number or an estimate is needed.
Measurement	Students will select an appropriate unit and tool for measurement.	7C.1b	Harcourt Text	Students will name the tool and unit used to measure length, width, weight, time, and temperature.
Measurement	Students will understand the attributes of length, width, height, area, capacity, volume, time, perimeter, and temperature.	7A.1b	Harcourt Text	Students will match: Length-long, width-wide, height-tall, area-space, capacity-changing contents, volume-constant contents, perimeter-distance around, temperature-degrees
Measurement	Students will learn to use estimation when working with measurements using standard and nonstandard units.	7B.2b	Harcourt Text	Students will estimate the measurement of an object in inches, centimeters, and with nonstandard units.(blocks, paper clips, straws,etc.)
Measurement	Students will learn to use estimation when working with weight and capacity.	7B.2b	Harcourt Text	Students will estimate the weight of an object and the capacity of a container using standard and nonstandard units.
Measurement	Students will measure objects in standard units.	7A.2b	Harcourt Text; Standard Ruler	Students will measure objects in inches to the half inch.
Measurement	Students will measure objects using the metric system.	7A.2b	Harcourt Text; Metric Ruler	Students will measure an object using centimeters and decimeters.
Measurement	Students will learn simple conversions in measurement.	7A.5b	Harcourt Text	Students will state the following conversions: 12 in.=1 foot, 3 feet=1 yard, 36 inches=1 yard
Measurement	Students will learn to determine the appropriate measurement tool needed in real life situations.	7C.1b	Harcourt Text	Students will decide on the appropriate measurement of inches, feet, or yards. Students will explain their choice of measurement.
Measurement	Students will learn to use measurement in problem solving in everyday situations.	7A.1b	Harcourt Text	Students will select the appropriate tool to measure length, area, volume, weight, time and temperature.

Measurement	Students will learn the relationship of time.	7A.5b	Harcourt Text	Students will identify the number of minutes in an hour, hours in a day, days in a week, days in a year, and months in a year.
Measurement	Students will describe the relationships within unit of time and money.	7A.5b	Harcourt Text	Students will state 60 seconds=1 minute/60 minutes=1 hour/ 24 hours=1 day . They will know different \$1.00 equivalents.
Measurement	Students will learn to tell time using an analog clock.	7A.4b	Harcourt Text; Analog clock	Students will tell time by 5-minute intervals on an analog clock.
Measurement	Students will order events chronologically.	7A.3b	Harcourt Text	Students will order an event such as how they get ready for school or what happens during the school day.
Measurement	Students will learn to complete time elapsed problems.	7B.1b	Harcourt Text	Students will use hours/minutes to determine time elapsed problems. (start at 9:35, read a book for 30 minutes. How much time has passed?)
Measurement	Students will learn to select and justify an appropriate unit of measurement.	7C.1b	Harcourt Text	Students will determine whether an event should be measured in minutes or hours.
Geometry	Students will learn to identify geometric solids.	9B	Harcourt Text; Geometric Solid Manipulatives	Students will identify a sphere, cylinder, cube, prism, and cone.
Geometry	Students will learn to describe geometric solids with the appropriate terms.	9B	Harcourt Text; Geometric Solid Manipulatives	Students will describe the geometric solids with the terms face, edge, and corner.
Geometry	Students will learn to identify plane figures.	9B	Harcourt Text	Students will identify a circle, oval, square, rectangle, triangle, rhombus, hexagon, trapezoid, polygon, and quadrilateral.
Geometry	Students will learn the definition of a line.	9B	Harcourt Text	Students will learn to define and draw a line, line segment, and a ray.
Geometry	Students will learn to identify different line formations.	9B	Harcourt Text	Students will describe, identify, and draw angles, perpendicular lines and parallel lines.
Geometry	Students will identify new shapes by putting together and taking apart two and three dimensional shapes.	9A.1b	Harcourt Text; Tangrams Pattern Blocks	Students will use manipulatives to create new shapes. (Put 2 triangles together to make a quadrilateral)

Geometry	Students will compare and contrast two and three dimensional shapes using the appropriate vocabulary.	9B.2b	Harcourt Text; Geometric Manipulatives	Students will find similarities and differences between a 2D and 3D figure. (A cube is similar to a square because the face of a cube is a square.)
Geometry	Students will identify two and three dimensional shapes in the environment.	9A.	Harcourt Text	Students will name plane figure and solids within their surroundings: home, school, nature
Geometry	Students will identify and create shapes that are symmetrical.	9A.4	Harcourt Text; Mirrors; Pattern Blocks	Students will use manipulatives to identify and create shapes that are symmetrical. Students will identify the line of symmetry.
Geometry	Students will identify objects that are congruent	9B.1b	Harcourt Text; Pattern Blocks	Students will use manipulatives to identify and create shapes that are congruent.
Geometry	Students will perform translation, reflections and rotations of a manipulative.	9A.3	Harcourt Text; Pattern Blocks	Students will use manipulatives to perform slides, slips, and rotations.
Geometry	Students will determine the perimeter and area of a plane figure.	7C.2b	Harcourt Text; 1 inch square tiles	1inch tiles will be used to determine the area/perimeter of a plane figure. Students will create an addition problem to determine perimeter.
Algebra	Students will apply the relationship of addition and subtraction families to solve for an unknown quantity.	8C.2b	Harcourt Text	Students will solve problems with a missing addend using the count on strategy and the addition/subtraction relationship.
Algebra	Students will solve word problems involving unknown quantities.	8C.1b	Harcourt Text	Example: Jill has 5 beads. She got some for her birthday. Now Jill has 14. How many beads did Jill get? $5 + \underline{\quad} = 14$
Algebra	Describe and compare quantitative change.	8B.1b	Harcourt Text	Establish a word problem such as: A student grew 2 inches in 1 year. How many inches did he grow in 2 years? (determine the pattern)
Geometry	Students will establish rules for sorting, classifying and ordering objects with multiple properties.	8A.1b/2b	Harcourt Text	Students will explain the reasoning for sorting, classifying and ordering objects by color, shape, number, and size.
Geometry	Students will recognize, describe, and extend geometric and numeric patterns.	8A.3b	Harcourt Text	Students will use plane figures, solids, and numerals to create a pattern.

Geometry	Students will extend a number pattern using addition or subtraction.	8A.5b	Harcourt Text	Students will create a pattern that requires addition or subtraction to identify the next element. (1,3,5...)
Geometry	Students will use manipulatives and numbers to match a pattern to a given set of instructions.	8A.4b	Harcourt Text	Students will use manipulatives to match a pattern to a set of instructions.(AABB, ABCB, AAB)
Geometry	Students will analyze a growing pattern.	8A.8b	Harcourt Text	Students will identify the pattern unit and determine how the pattern is growing.
Geometry	Students will describe missing units of a pattern.	8A.7b	Harcourt Text	Students will identify a pattern and determine the elements that are missing.
Geometry	Students will solve problems and justify the solutions using patterns.	8D	Harcourt Text	Students will use a table to solve a problem and to justify the pattern.
Statistics	Students will organize and interpret simple data displays.	10A.1	Harcourt Text	Students will explain information from a display such as pictographs, tallies, tables, and bar graphs.
Statistics	Students will make a prediction from data.	10A.2	Harcourt Text	Students will demonstrate they can gather information by creating and using interview questions.
Statistics	Students will gather data by creating and using interview questions.	10B	Harcourt Text	Students will demonstrate they can gather information by creating and using interview questions. Example: What is your favorite sport? Students will ask others the question and record their data.
Probability	Students will identify and discuss likely, unlikely, and impossible probability events.	10C.1b	Harcourt Text	Students will use manipulatives to demonstrate unlikely, likely, and impossible events.
Probability	Students will discuss and display results of probability events in order to make predictions.	10C.2b	Harcourt Text	Students will use tally marks to record the results of a probability experiment.
Technology	Students will use a calculator to solve addition and subtraction problems.	6C.4	Harcourt Text	Students will learn to use a calculator to solve addition and subtraction problems.
Technology	Students will use a calculator to solve addition and subtraction problems.	6C.4	Harcourt Text; Calculators	Students will learn to use a calculator to check a given answer.

Technology	Students will determine the appropriate strategy to solve an addition or subtraction problem.	6C	Harcourt Text; Calculators	Students will learn to determine whether a problem needs mental math, paper pencil or a calculator to solve it.
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