## Prosper ISD Course Map 2019-2020

**Grade Level:** First  **Course:** Math

<table>
<thead>
<tr>
<th>Unit #</th>
<th>Unit Title</th>
<th>Est. Time</th>
<th>Description of What Students will Focus on</th>
<th>Connection to Transfer Goals</th>
<th>Subject Area TEKS</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
</table>
| Unit 1 | Numeration to 50, and Developing Place Value    | 5 weeks     | The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. Students are provided with opportunities to model quantities or numerals from 0 to 50 in a variety of ways, including the big idea of unitizing by thinking in terms of “tens” and “ones” instead of one-to-one correspondence. | Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution  
Examine and apply a variety of methods to accurately and efficiently solve problems  
Use appropriate tools and techniques to deepen understanding of mathematical concepts  
Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships  
Communicate effectively based on purpose, task, and audience using appropriate vocabulary | 1.1a-1.g  
1.2-1.2g,  
1.5a-1.5c                                      | digit  
number line  
one (place value)  
tens (place value)  
greater than (>), less than (<)  
equal (=)  
standard form  
expanded form  
word form  
eleven/twelve  
thirteen/fourteen  
fifteen/sixteen  
seventeen/eighteen  
nineteen/twenty |

1

...
## Prosper ISD Course Map 2019-2020

**Grade Level:** First  **Course:** Math

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>4 weeks</th>
<th>1st 9 weeks</th>
<th>Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students use everyday situations to organize data to make it useful for interpreting information and solving problems. Students collect, sort, and organize data with whole number quantities from 0-50 in order to construct real object graphs, picture graphs, and bar-type graphs to facilitate observations of categorical data. These multiple representations allow students to see how the same data can be represented in multiple ways. Comparing amounts to determine more, less, drawing conclusions, making predictions. Allow students to share deeper analysis of information within a graph.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1A-1E, 1G, 1.5D, 1.8A, 8B, 8C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>6 Weeks</th>
<th>2nd 9 weeks</th>
<th>Number Patterns &amp; Algebraic Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students identify, describe, and apply number relationships and properties to further the development of number patterns and describe relationships. (up to 60)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1A, 1C, 1D, 1E, 1G, 1.2D, 2E, 2F, 2G, 1.5A, 5B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>6 weeks</th>
<th>2nd/3rd 9 weeks</th>
<th>Geometry &amp; Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Through the mathematical process standards students analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties, investigate relationships among figures, and describe distinctive attributes using formal geometric language. Students select and use units to describe length and time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1A, 1.1C-G, 1.6A-G, 1.7A-E</td>
</tr>
</tbody>
</table>
# Prosper ISD Course Map 2019-2020

**Grade Level:** First  **Course:** Math

| Unit 5 Developing Sums up to 20 and their Inverse Relationships (Subtraction) | 6 weeks  | 3rd 9 weeks | Students develop and use strategies for whole number addition and subtraction computations in order to solve problems, involving basic facts with sums and minuends up to 20 and record their actions using conventional symbols. Students experience the properties of operations for addition and subtraction. | *Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution.*  
*Examine and apply a variety of methods to accurately and efficiently solve problems.*  
*Use appropriate tools to deepen understanding of mathematical concepts.*  
*Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships.* | 1.1A, 1B, 1C, 1D, 1E, 1F, 1G  
1.3B, 3C, 3D, 3E, 3F  
1.5A, 5D, 5E, 5G | equal parts halves (half)  
fourths  
vertex  
vertices  
apex  
side  
edge  
face  
base (face 3d solid is sitting on)  
length  
measure  
standard unit  
non-standard unit  
hour  
half hour  
unit | number sentence  
operation  
total  
commutative property  
associative property  
equation  
addition  
subtraction  
operation  
sums |

* Communicate effectively based on purpose, task, and audience using appropriate vocabulary.
## Prosper ISD Course Map 2019-2020

### Grade Level: First  Course: Math

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Numeration and Place Value to 120</th>
<th>5 weeks 4th 9 weeks</th>
<th>The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. Students are provided with opportunities to model quantities or numerals from 0 to 120 in a variety of ways, including the big idea of unitizing by thinking in terms of “tens” and “ones” instead of one-to-one correspondence.</th>
<th><em>Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</em></th>
<th>minuends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution.</em></td>
<td>1.1A, 1B, 1C, 1D, 1E, 1F, 1G 1.2A, 2B, 2C, 2D, 2E, 2F, 2G 1.3A 1.5A, 5B, 5C</td>
<td>sum difference compose decompose &lt; means less than &gt; means greater than = same value on both sides hundreds</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Examine and apply a variety of methods to accurately and efficiently solve problems.</em></td>
<td>1.4A, 4B, 4C 1.5D</td>
<td>cents dollar penny nickel dime quarter income spend save</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Use appropriate tools to deepen understanding of mathematical concepts.</em></td>
<td>1.9A, B, C, D</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Communicate effectively based on purpose, task, and audience using appropriate vocabulary.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Unit 7 | Financial Literacy | 4 weeks 4th 9 weeks | Students begin with the identification and value of coins and then move to placing coins in order according to values and make connections to the value relationships among coins in order to recognize the need for monetary transactions. Students will count mixed collections of coins using compound skip counts to name the sum and record the value using the cent or dollar symbol, number sentences, and financial literacy. The student applies mathematical process standards to manage one’s financial resources effectively for lifetime financial security. The student is expected to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. | *Based on an understanding of any problem, initiate a plan, execute it, and evaluate the reasonableness of the solution.* | 1.1A, 1B, 1C, 1D, 1E,1F, 1G 1.4A, 4B, 4C 1.5D |
| | | | *Examine and apply a variety of methods to accurately and efficiently solve problems.* | 1.9A, B, C, D | |
| | | | *Use appropriate tools to deepen understanding of mathematical concepts.* | | |
| | | | *Articulate how mathematical concepts relate to one another in the context of a problem or abstract relationships.* | | |
| | | | *Communicate effectively based on purpose, task, and audience using appropriate vocabulary.* | | |