

**SAINT JOSEPH ELEMENTARY SCHOOL**

CONTENT				CATHOLIC IDENTITY	MATHEMATICS STANDARDS					
<i>Month &amp; Overarching Question</i>	<i>Content</i>	<i>Essential Questions</i>	<i>Books &amp; Materials</i>	<i>Essential Questions</i>	<i>The Number System</i>	<i>Operations &amp; Algebraic Thinking</i>	<i>Number Operations in Base Ten</i>	<i>Number Operations - Fractions</i>	<i>Measurement &amp; Data</i>	<i>Geometry</i>
<b>SEPTEMBER</b>										
Operations and Algebraic Thinking	Topic 1- Understanding Addition (2 weeks) and Topic 2- Understanding Subtraction (2 weeks).	Can the students recognize the number of objects in patterned arrangements with counting? Can the student find a missing part of a whole if the whole and the other part are known?	Envisions Math program	Are we whole without God? What part of us is seeking God's ways?			1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8.			
<b>OCTOBER</b>										
Operations and Algebraic Thinking	Finish Topic 2 (1 week), Topic 3- Five and Ten Relationships (2 weeks) and Topic 4- Addition and Subtraction Facts to 12 (1 week).	Can students recognize that numbers to 10 can be represented on a ten-frame using 5 and 10 as benchmarks? Can students recognize that the number relationships of 0, 1-more and 2-more are the basis for addition facts with a 0, 1 and 2.	Envisions Math program	Does a part of us feel missing when we are not seeking God?			1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8.			
<b>NOVEMBER</b>										
Operations and Algebraic Thinking	Finish Topic 4 (2 weeks), Topic 5 and 6- Addition and Subtraction Facts to 20 (2 weeks).	Can students identify reasoning for using double facts?	Envisions Math program	How much can be added to our hearts and souls when we live a holy life?			1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8.			
<b>DECEMBER</b>										
Operations and Algebraic Thinking	Finish Topic 5 & 6 (3 weeks).	Can students identify reasoning for using double facts?	Envisions Math program	If we double our efforts to seek God first, how much happier and more holy will our lives become?			1.OA.A.1, 1.OA.A.2, 1.OA.B.3, 1.OA.B.4, 1.OA.C.5, 1.OA.C.6, 1.OA.D.7, 1.OA.D.8.			

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<b>JANUARY</b>										
Number and Operations in Base Ten	Topic 7- Counting and Number Patterns to 120 (2 weeks) and Topic 8- Tens and Ones (2 weeks).	Can students count to 120, when starting from any number under 120? Can we read and write numerals and represent a number of objects with a written numeral? Do students understand that the two digits of a two-digit number represent amounts of tens and ones, and that 10s can be thought of as a bundle of ten ones-	Envisions Math program	Can you count how many days you consecutively devote some time to praying?			1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6.			
<b>FEBRUARY</b>										
Number and Operations in Base Ten	Topic 9- Comparing Numbers to 100 (2 weeks) and Topic 10- Adding with Tens and Ones (1 week).	Can students recognize that when adding tens to a two-digit number only the tens digit changes?	Envisions Math program	Does our value in the world increase when we follow God's ways?			1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6.			
<b>MARCH</b>										
Number and Operations in Base Ten and Measurement and Data	Finish Topic 10. Topic 11- Subtracting with Tens and Ones (2 weeks) and Topic 12- Length (2 weeks).	Do students understand that subtracting a group of 10 from groups of ten is similar to subtracting 1 from numbers less than 10? Do students know that objects can be compared and ordered by length?	Envisions Math program	Can God's love be measured? In what ways can we lengthen our devotion to God.			1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.3, 1.NBT.C.4, 1.NBT.C.5, 1.NBT.C.6.		1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.MD.C.4.	

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<b>APRIL</b>										
Measurement and Data	Topic 13- Time (2 weeks) and Topic 14- Using Data to Answer Questions (1 week).	Do students know that the hour hand on a clock tells the hour and the minute hand tells the minutes? Do students understand that each type of graph is most appropriate for certain kinds of data and that graphs make it easy to compare data?	Envisions Math program	How often do we devote our time to God? When we add it up do we spend more or less than an hour? What about a half hour?					1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.MD.C.4.	
<b>MAY</b>										
Measurement and Data & Geometry	Finish Topic 14 (1 week). Topic 15- Geometry (2 weeks) and Topic 16- Fractions of Shapes (1 week).	Do students recognize that many everyday objects are a close approximate of standard plane shapes? Do the students understand that a region can be divided into equal-sized parts in different ways. Do they know that equal-sized parts have the same area but not necessarily the same shape?	Envisions Math program	In what shape does our love for God fit into our lives? Do we show all angles of holiness to the world?					1.MD.A.1, 1.MD.A.2, 1.MD.B.3, 1.MD.C.4.	1.G.A.1, 1.G.A.2, 1.G.A.3.
<b>JUNE</b>										
Geometry	Finish Topic 16 (1 week) and spend the rest of the year doing Review or the Step Up To Second Grade Enrichment	Can students 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? Can students describe the whole as two of, or four of the shares and understand for these	Envisions Math program	Have we sought God's love in all possible ways, shapes and forms?						1.G.A.1, 1.G.A.2, 1.G.A.3.