

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2018-2019 DISTRICT PACING GUIDE  
YEAR-AT-A-GLANCE**

**Grade 1 Mathematics**

**COURSE CODE: 5012030C1**

1 <sup>ST</sup> Nine Weeks	2 <sup>ND</sup> Nine Weeks	3 <sup>RD</sup> Nine Weeks	4 <sup>TH</sup> Nine Weeks																																																																														
<p><b>I. Addition Concepts (Chapter 1)</b> A. Addition Situations B. Applying Properties of Operations C. Demonstrating Fluency within 10 D. Problem Solving with Addition</p> <p><b>II. Subtraction Concepts (Chapter 2)</b> A. Subtraction Situations B. Demonstrating Fluency within 10 C. Problem Solving with Subtraction</p> <p><b>III. Addition Strategies (Chapter 3)</b> A. Using Strategies to Add within 20 B. Adding Three Whole Numbers C. Problem Solving with Addition</p> <p><b>IV. Subtraction Strategies (Chapter 4)</b> A. Using Strategies to Subtract within 20 B. Thinking Addition to Subtract C. Understanding the Equal Sign D. Problem Solving with Subtraction</p> <p><b>V. Understanding Addition and Subtraction Relationships (Chapter 5)</b> A. Addition and Subtraction as Inverse Operations B. Determining the Unknown in an Equation C. Problem Solving with Addition and Subtraction</p>	<p><b>V. Understanding Addition and Subtraction Relationships (Chapter 5)</b> A. Addition and Subtraction as Inverse Operations B. Determining the Unknown in an Equation C. Problem Solving with Addition and Subtraction</p> <p><b>VI. Counting and Modeling Numbers (Chapter 6)</b> A. Counting by ones and by Tens to 120 B. Understanding Two-Digit Numbers as Representations of Tens and Ones C. Decomposing Two-Digit Numbers in Multiple Ways D. Modeling, Reading, and Writing Numbers</p> <p><b>VII. Compare Numbers (Chapter 7)</b> A. Comparing Numbers B. Meanings of Tens and Ones Digits C. Using Symbols (&gt;, =, &lt;)</p> <p><b>VIII. Two-Digit Addition and Subtraction (Chapter 8)</b> A. Adding within 100 B. Finding 10 More or 10 Less C. Subtracting Multiples of 10 from Multiples of 10</p>	<p><b>IX. Measurement and Money (Chapter 9)</b> A. Ordering Three Objects by Length B. Indirect Measurement C. Using a Ruler to Measure Length (nearest inch) D. Telling Time (hours and half-hours) E. Writing Time F. Identifying the Value of Coins G. Combinations of Coins (pennies and/or dimes) H. Relating Value of Coins in One Dollar</p> <p><b>X. Representing and Interpreting Data (Chapter 10)</b> A. Organizing and Representing Data B. Generating Questions C. Interpreting Data (with up to three categories)</p> <p><b>XI. Two-Dimensional Geometry (Chapter 12)</b> A. Distinguishing Between Defining and Non-defining Attributes B. Composing Two-Dimensional Shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) C. Partitioning Circles and Rectangles into Two and Four Equal Shares</p> <p><b>Three-Dimensional Shapes (Chapter 11)</b> D. Distinguishing Between Defining and Non-defining Attributes E. Building and Tracing Shapes Composing Three-Dimensional Shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders)</p> <p><b>XII. SAT-10 Review</b></p>	<p><b>XII. SAT-10 Review (Continued) SAT-10 Administration 04-03-19 to 04-09-19</b></p> <p><b>XIII. Understand and Applying Place Value (GRP 1-3)</b> A. Ways to Expand Numbers B. Identifying Place Value</p> <p><b>XIV. Adding One-Digit to a Two-Digit Number and Repeated Addition (GRP 4-11)</b> A. Ways to Expand Numbers B. Identifying Place Value C. Comparing Three-Digit Numbers D. Addition Function Tables E. Subtraction Function Tables F. Following the Rule G. Adding Three Numbers H. Adding a One-Digit Number to a Two-Digit Number I. Adding Two-Digit Numbers J. Repeated Addition K. Using Repeated Addition to Solve Problems</p> <p><b>XV. Building on Measurement Concepts (GRP 12-15)</b> A. Nonstandard Units of Measure B. Using a Nonstandard Ruler C. Using a Standard Ruler D. Comparing Lengths E. Time to the Hour and Half Hour F. Analog Clock</p> <p><b>XVI. Data (GRP 16-20)</b> A. Draw a picture graph B. Draw a bar graph C. Recognize and draw shapes. D. Partition circles and rectangles</p>																																																																														
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**Model Eliciting Activities (MEAs): STEM LESSONS**

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<p><b>Topic I (Chapter 1)</b> MAFS.1.OA.1.1 • <a href="#">Quilt Squares</a> MAFS.1.OA.2.3 MAFS.1.OA.3.6</p> <p><b>Topic II (Chapter 2)</b> MAFS.1.OA.1.1 MAFS.1.OA.2.3 MAFS.1.OA.3.6 MAFS.1.OA.4.8</p> <p><b>Topic III (Chapter 3)</b> MAFS.1.OA.1.2 MAFS.1.OA.2.3 MAFS.1.OA.3.5 • <a href="#">Planting Vegetables After a Storm</a> MAFS.1.OA.3.6</p> <p><b>Topic IV (Chapter 4)</b> MAFS.1.OA.1.1 • <a href="#">Fill it Up-Pinatas</a> MAFS.1.OA.2.4 MAFS.1.OA.3.5 (See Topic 3) MAFS.1.OA.3.6 MAFS.1.OA.4.8</p> <p><b>Topic V (Chapter 5)</b> MAFS.1.OA.1.1 • <a href="#">Flower Power Flower Company</a> MAFS.1.OA.3.6 MAFS.1.OA.4.7 MAFS.1.OA.4.8</p>	<p><b>Topic V (Chapter 5)</b> MAFS.1.OA.1.1 • <a href="#">Flower Power Flower Company</a> MAFS.1.OA.3.6 MAFS.1.OA.4.7 MAFS.1.OA.4.8</p> <p><b>Topic VI (Chapter 6)</b> MAFS.1.NBT.1.1 • <a href="#">Best Babysitter</a> MAFS.1.NBT.2.2; 2.2a; 2.2c; 2.2d • <a href="#">Best Babysitter</a></p> <p><b>Topic VII (Chapter 7)</b> MAFS.1.NBT.2.3 • <a href="#">Arthur's Perfect Pet</a> MAFS.1.NBT.3.5</p> <p><b>Topic VIII (Chapter 8)</b> MAFS.1.OA.3.6 MAFS.1.NBT.3.4 <a href="#">Let's Play!</a></p>	<p><b>Topic IX (Chapter 9)</b> MAFS.1.MD.1.1 MAFS.1.MD.1.a • <a href="#">Measuring Your Shadow</a> MAFS.1.MD.2.3 MAFS.1.MD.2.a</p> <p><b>Topic X (Chapter 10)</b> MAFS.1.MD.3.4 • <a href="#">Crumbly Cookie Company</a></p> <p><b>Topic XI (Chapter 11 &amp; Chapter 12)</b> MAFS.1.G.1.1 MAFS.1.G.1.2 MAFS.1.G.1.3 • <a href="#">Partition the Pizza</a>  • <a href="#">Life Jackets</a></p> <p><b>Topic XII SAT-10 Review</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #ffff00;"> <p>Highlighted lessons are recommended STEM Lessons.</p> </div>	<p><b>Topic XII (SAT Review cont.)</b>  <b>SAT-10 Administration</b> 04-03-19 to 04-09-19</p> <p><b>Topic XIII</b> 1<sup>st</sup> Grade MAFS.1.NBT.2.2 MAFS.1.NBT.2.3 • <a href="#">Pete's Brand New</a> MAFS.2.OA.2.2 MAFS.1.NBT.3.4</p> <p>2<sup>nd</sup> Grade Prep MAFS.2.NBT.1.3 MAFS.2.NBT.1.4 MAFS.2.NBT.2.5 <a href="#">Shoes</a> MAFS.2.OA.3.4</p> <p><b>Topic XIV</b> 1<sup>st</sup> Grade MAFS.1.NBT.2.2 MAFS.1.NBT.2.3 MAFS.1.NBT.3.4 MAFS.1.OA.2.3 MAFS.1.OA.3.6</p> <p>2<sup>nd</sup> Grade Prep MAFS.2.NBT.1.3 MAFS.2.NBT.1.4 MAFS.2.NBT.2.5 MAFS.2.OA.2.2 MAFS.2.OA.3.6</p> <p><b>Topic XV</b> 1<sup>st</sup> Grade MAFS.1.MD.1.a MAFS.1.MD.2.3</p> <p>2<sup>nd</sup> Grade Prep MAFS.2.MD.1.1 MAFS.2.MD.1.4 MAFS.2.MD.3.7</p> <p><b>Topic XVI</b> 1<sup>st</sup> Grade MAFS.1.MD.4.10</p> <p>2<sup>nd</sup> Grade Prep MAFS.2.MD.4.10 MAFS.2.G.1.1 MAFS.2.G.1.3</p>																																																																														
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MATHEMATICS FLORIDA STANDARDS (MAFS)	
MATHEMATICAL PRACTICES	
	DESCRIPTION
<p><b>MAFS.K12.MP.1</b></p> <p><b>Make sense of problems and persevere in solving them.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the meaning of a problem and looking for entry points to its solution.</li> <li>• Analyze givens, constraints, relationships, and goals.</li> <li>• Make conjectures about the form and meaning of the solution and plan a solution pathway.</li> <li>• Consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution.</li> <li>• Monitor and evaluate their progress and change course if necessary.</li> <li>• Explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends.</li> <li>• Check answers to problems using a different method, and continually ask, “Does this make sense?”</li> <li>• Identify correspondences between different approaches.</li> </ul>
<p><b>MAFS.K12.MP.2</b></p> <p><b>Reason abstractly and quantitatively.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Make sense of quantities and their relationships in problem situations.</li> <li>• Decontextualize—to abstract a given situation and represent it symbolically.</li> <li>• Contextualize—to pause as needed during the manipulation process in order to probe into the referents for the symbols</li> <li>• Create a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them.</li> <li>• Know and be flexible using different properties of operations and objects.</li> </ul>
<p><b>MAFS.K12.MP.3</b></p> <p><b>Construct viable arguments and critique the reasoning of others.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand and use stated assumptions, definitions, and previously established results in constructing arguments.</li> <li>• Make conjectures and build a logical progression of statements to explore the truth of their conjectures.</li> <li>• Analyze situations by breaking them into cases, and can recognize and use counterexamples.</li> <li>• Justify their conclusions, communicate them to others, and respond to the arguments of others.</li> <li>• Reason inductively about data, making plausible arguments that take into account the context from which the data arose.</li> <li>• Compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.</li> <li>• Determine domains to which an argument applies.</li> </ul>
<p><b>MAFS.K12.MP.4</b></p> <p><b>Model with mathematics.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.               <ul style="list-style-type: none"> <li>✓ In early grades, this might be as simple as writing an addition equation to describe a situation.</li> <li>✓ In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community.</li> </ul> </li> <li>• Apply what they know and feel comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later.</li> <li>• Identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas.</li> <li>• Analyze relationships mathematically to draw conclusions.</li> <li>• Interpret mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</li> </ul>

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2018-2019 DISTRICT PACING GUIDE  
YEAR-AT-A-GLANCE**

Grade 1 Mathematics

COURSE CODE: 5012030C1

**MATHEMATICS FLORIDA STANDARDS (MAFS)**

**MATHEMATICAL PRACTICES**

**DESCRIPTION**

<p><b>MAFS.K12.MP.5</b></p> <p><b>Use appropriate tools strategically.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software.</li> <li>• Make sound decisions about when each of the tools appropriate for their grade or course might be helpful, recognizing both the insight to be gained and their limitations.</li> <li>• Detect possible errors by strategically using estimation and other mathematical knowledge.</li> <li>• Know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data.</li> <li>• Identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems.</li> <li>• Use technological tools to explore and deepen their understanding of concepts.</li> </ul>
<p><b>MAFS.K12.MP.6</b></p> <p><b>Attend to precision.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Communicate precisely to others.</li> <li>• Use clear definitions in discussion with others and in their own reasoning.</li> <li>• State the meaning of the symbols they choose, including using the equal sign consistently and appropriately.</li> <li>• Be careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem.</li> <li>• Calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.</li> </ul>
<p><b>MAFS.K12.MP.7</b></p> <p><b>Look for and make use of structure.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Discern a pattern or structure. For example, students will see <math>7 \times 8</math> equals the well-remembered <math>7 \times 5 + 7 \times 3</math>, in preparation for learning about the distributive property.</li> <li>• Recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. Step back for an overview and shift perspective.</li> <li>• See complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, students can see <math>5 - 3(x - y)^2</math> as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers <math>x</math> and <math>y</math>.</li> </ul>
<p><b>MAFS.K12.MP.8</b></p> <p><b>Look for and express regularity in repeated reasoning.</b></p>	<p><b>Mathematically proficient students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Notice if calculations are repeated, and look both for general methods and for shortcuts.               <ul style="list-style-type: none"> <li>✓ Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal.</li> </ul> </li> <li>• Maintain oversight of the process, while attending to the details as they work to solve a problem.</li> <li>• Continually evaluate the reasonableness of their intermediate results.</li> </ul>