## August 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | [20 | 21 | 22 | 23 | 24 |
| 25 | 23 | 27 | 28 | 29 | 30 | 31 |

## September 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

## October 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18] | 19 |
| 20 | [21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

## November 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## December 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20] | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## January 2019

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | [7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

## SCUCISD First Grade
## 2019-2020

| | |
|---|---|
| [ ] | Grading Period |
| | Staff Development |
| | Staff/Student Holidays |
| | Early Release |
| | Flex |
| | Quarterly Assessment |
| | STAAR |

| | |
|---|---|
| Unit 0 | Routines and Procedures<br>K.1ABCDEFG |
| Unit 1 | Data Analysis (8)<br>1.8A,B,C |
| Unit 2 | Add and Sub up to 10 (10)<br>1.2A 1.3B,C,D,E,F 1.5D,E,F,G |
| Unit 3 | Time to the Hour (3)<br>1.7E |
| Unit 4 | Foundation of Number to 20(10)<br>1.2B,C,D,E,F,G |
| Unit 5 | Addition & Subtraction up to 20 (15)<br>1.3B,D,E,F, 1.5D,E,F,G |
| Unit 6 | Foundations of Number up to 99 (17)<br>1.2B,C,D,E,F,G |
| Unit 7 | Number Relationships up to 99 (10)<br>1.3A 1.5A,B,C |
| Unit 8 | Foundations of Number up to 120 (11)<br>1.2B,C,D,E,F,G |
| Unit 9 | Number Rel. up to 120 & Coins (13)<br>1.4A,B,C 1.5A,B,C |
| Unit 10 | Operations Using Data Rep. (5)<br>1.3D,E,F 1.5D,E,G 1.8B,C |
| Unit 11 | Two-Dimensional Figures (6)<br>1.6A,B,C,D,F |
| Unit 12 | Fractions & Time to the Half-Hour(10)<br>1.6GH 1.7E |
| Unit 13 | Three-Dimensional Figures (9)<br>1.6B,E |
| Unit 14 | Linear Measurement (12)<br>1.7A,B,C,D |
| Unit 15 | Operation Connections (8)<br>1.3B,D,E,F 1.5D,E,F,G |
| Unit 16 | Personal Financial Literacy (5)<br>1.9A,B,C,D |

Process Standard in every unit K.1ABCDEFG

## February 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

## March 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6] | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | [16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

## April 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

## May 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28] | 29 | 30 |
| 31 | | | | | | |

## June 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

## July 2020

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 39 | 30 | 31 | |

## Assessment Schedule

### Quarterly Assessments

| QA# (Units Assessed) | Date |
|---|---|
| QA1 (Units 1-4) | 10-Oct |
| QA2 (Units 5-6) | 5-Dec |
| QA3 (Units 7-9) | 21-Feb |
| QA4 (Units 10-15) | 14-May |

Common Unit Assessment Data should be scanned by the date given, which is the last day of the Unit(s) being assessed.

### Universal Screener Windows

| Windows | Screener |
|---|---|
| Sept 10 - 27th | BOY |
| Jan 7 -24th | MOY |
| April 6-24th | EOY |

Updated: 8/7/19

| SCUCISD 1st Grade Math<br>Unit Critical Content - Year at a Glance | | | |
|---|---|---|---|
| Unit 1 Numeracy Using Data Analysis | 1.8C Draw conclusions, generate, and answer questions using information from picture and bar-type graphs. Readiness<br>1.8ACollect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. Supporting<br>1.8B Use data to create picture and bar-type graphs. Supporting | Unit 9: Number Rel. up to 120 & Coins | 1.4C Use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes. Readiness |
| Unit 2 Addition and Subtraction up to 10 | 1.3F Generate and solve problem situations when given a number sentence **involving** addition or subtraction of numbers within ~~20~~. Readiness<br>1.5D Represent word problems involving addition and subtraction of whole numbers up to ~~20~~using concrete and pictorial models and number sentences. Readiness<br>1.5G Apply properties of operations to add and subtract two or three numbers Readiness | Unit 10: Operations Using Data Rep. | 1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. Readiness<br>1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. Readiness<br>1.5G Apply properties of operations to add and subtract two or three numbers. Readiness<br>1.8C Draw conclusions and generate and answer questions using information from picture and bar-type graphs. Readiness |
| Unit3: Time to the Hour | 1.7E Tell time to the hour ~~and half hour~~ using analog and digital clocks. Readiness | Unit 11: Two-Dimensional Figures | 1.6A Classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.<br>1.6D Identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language. Readiness |
| Unit 4: Foundations of Numbers up to 20 | 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to ~~120~~ Readiness<br>1.2G Represent the comparison of two numbers to ~~100~~ using the symbols >, <, or = Readiness | Unit 13 Three Dimensional Figures | 1.6E Identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language. Readiness |
| Unit 5: Add and Subtract up to 20 | 1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. Readiness<br>1.5D Represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences. Readiness<br>1.5G Apply properties of operations to add and subtract two or three numbers. Readiness | Unit 12: Fractions & Time to the Half-Hour | 1.7E Tell time to the hour and half hour using analog and digital clocks. Readiness |
| Unit 6: Foundations of Numbers to 99 | 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to ~~120~~. Readiness<br>1.2G Represent the comparison of two numbers to ~~100~~ using the symbols >, <, or =. Readiness | Unit 14: Linear Measurement | 1.7D Describe a length to the nearest whole unit using a number and a unit. Readiness<br>1.7C Measure the same object/distance with units of two different lengths and describe how and why the measurements differ. Supporting |
| Unit 7: Number Relationships up to 99 | 1.5A Recite numbers forward and backward from any given number between 1 and ~~120~~. Supporting<br>1.5B Skip count by twos, fives, and tens to determine the total number of objects up to ~~120~~ in a set. Supporting<br>1.5C Use relationships to determine the number that is 10 more and 10 less than a given number up to ~~120~~. Supporting | Unit 15: Operation Connections | 1.3F Generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20. Readiness<br>1.5D Represent word problems involving addition and subtraction of whole numbers up to 20using concrete and pictorial models and number sentences. Readiness |
| Unit 8: Foundations of Number up to 120 | 1.2C Use objects, pictures, and expanded and standard forms to represent numbers up to 120. Readiness<br>1.2G Represent the comparison of two numbers to 100 using the symbols >, <, or =. Readiness | Unit 16: Personal Financial Literacy | 1.9A Define money earned as income. Supporting |

**Process Standards Used Every Day:**

1.1A Apply mathematics to problems arising in everyday life, society, and the workplace.
1.1B Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
1.1C Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
1.1D Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
1.1E Create and use representations to organize, record, and communicate mathematical ideas.
1.1F Analyze mathematical relationships to connect and communicate mathematical ideas.
1.1G Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication